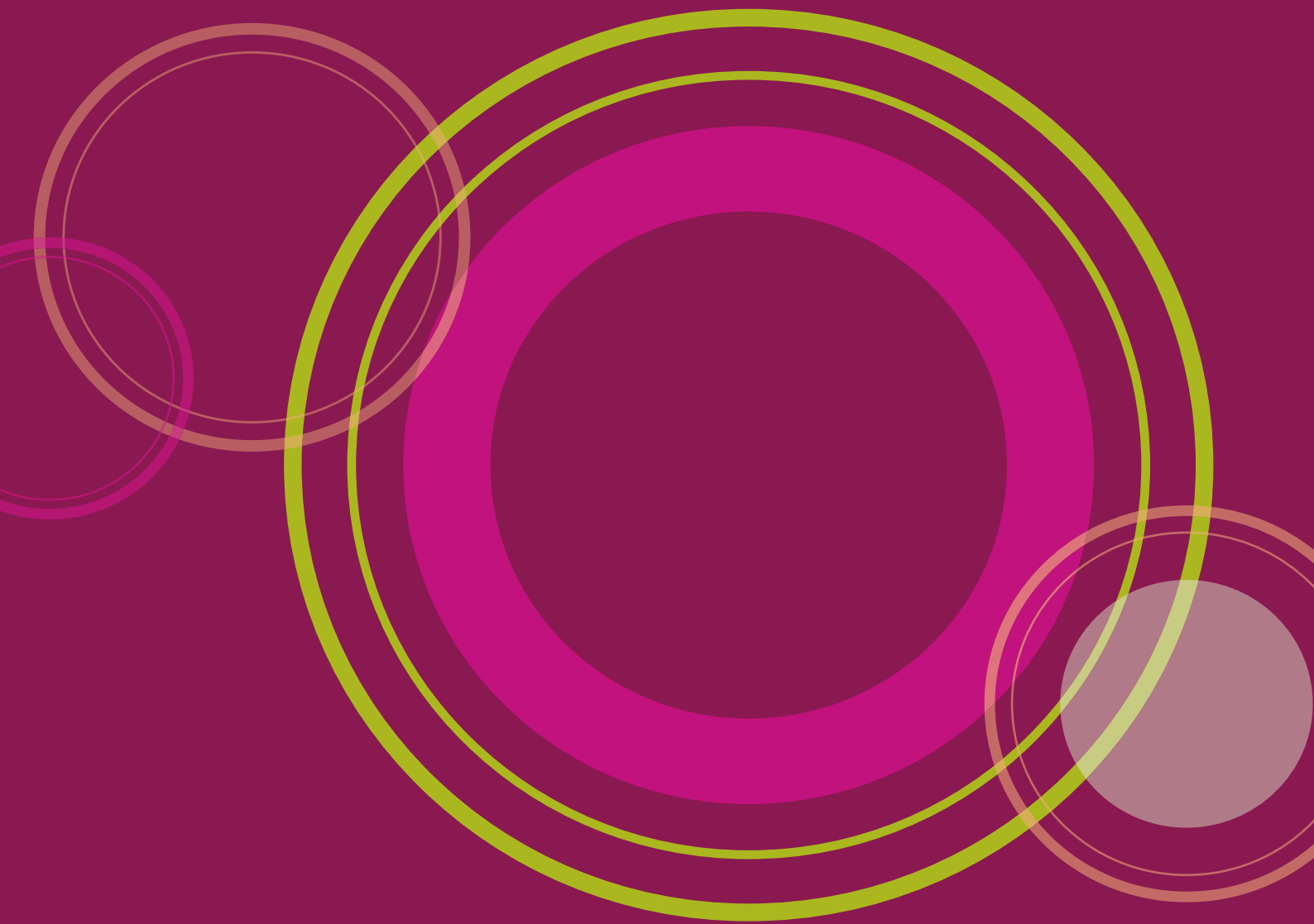


Coach & Mentor

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Editorial

Ed Parsloe

Insanity: doing the same thing over and over again and expecting different results.

What do you think is the most talked about subject in the last two years? My guess is Brexit. Or possibly Trump. In the coaching and mentoring world it's probably something to do with helping people and organisations manage change more effectively. Possibly something that includes the VUCA acronym?

All of these things are important of course. Brexit is important and, regrettably, so is Trump. It's also evident that the majority of our clients are going through change which is volatile, uncertain, chaotic and ambiguous. In fact, it's the focus of much of our work and practically all we've talked about for the last two years. Much like Brexit and Trump.

Whilst I must confess to being seriously bored talking about Brexit and Trump, I'm not tired talking with and supporting my clients to manage change more

effectively. It's the most important game in town right now and probably will be for the foreseeable future.

However, what I have started seriously to question is are we talking about the right things? Are we asking the right questions? Or are we just repeating the same messages and hoping for a different outcome?

We all know where this leads.

My sense is that if we're not careful, our carefully crafted messages will fall on deaf ears. We will no longer be effectively supporting leaders and their organisations to respond to the complex, ever changing landscape or make decisions in ambiguity. My fear is we will become a Bremonoaner or worse, Jacob Rees-Mogg, standing on one side prevaricating.

I do not wish to become Mr Rees-Mogg so it's our responsibility to make a change.

All of this brings me onto the focus of our Journal and conference this year. The theme we have chosen is "Facing the future with hope: creating optimism and

purpose in organisations and people". I passionately believe that if we want to enable our clients to be stronger, more capable and more adaptable to face current and future challenges, we need to be doing things differently.

That's why I want us to lift our head above the doom and gloom of the last few years and imbue our clients with an optimistic outlook to enable them to create a future full of positive opportunity. I want us to start talking about

how we foster innovation and creativity or develop a sense of curiosity and wonder. Rather than resilient, I want our leaders to be adaptable and courageous. I want us to explore how we build a sense of adventure and hopefulness or how can we develop trust, understanding and collaboration. I want us to understand what we need to do to embrace technology or create diverse and inclusive workplaces.

This journal and our conference later this year, is our attempt to start doing things differently. I hope you join us - let's make sure that for once, Einstein wasn't right.



Ed Parsloe, Chief Executive, The OCM

Where did it all go right?

The importance of accurate self-assessment and learning from success

It's often the case that when things go wrong we are encouraged to think of them as learning opportunities. In fact, a lot of coaching is predicated on this principle. Learning from failure and setbacks is an important part of being resilient and, as the saying goes, "Failure is the best teacher".

However, we often experience our working lives with something of a 'deficit model': failing to recognise our strengths and where we are doing well, and therefore failing to learn from our successes. In my view we need to ask ourselves "where did it all go right?" more often.

Indeed, psychologists often talk about a 'scarcity mindset'. As the name suggests, a scarcity mindset is preoccupied with insufficiency and removing the perceived deficit as quickly as possible. But this preoccupation means we aren't paying attention to the things that are going well and, more importantly, we aren't

paying attention to the potential opportunities that the situation presents. Current research suggests that a scarcity mindset hugely reduces our effectiveness because it has an adverse impact on our ability to think.

So, if someone's using a 'deficit model' to assess their own performance and has become accustomed to a scarcity mindset they're likely to spend a good deal of their time preoccupied with their own underperformance. Because of the deleterious effect on performance caused by the same scarcity mindset, this can become a vicious circle.

What does a scarcity mindset look like?

One way that we can really help as coaches is to spot the signs of a scarcity mindset and help our clients to change their thinking habits.

In a workplace context, a scarcity mindset may be characterised by:

- Preoccupation with one aspect of work that's holding them back.
- Persistent negative feelings around deficiency in a one area, such as ones level within an organisation, the status or respect received from colleagues or a particular skill or competency where they feel they are lacking.
- An inaccurate assessment of the resources they bring to the role or the opportunities that they are presented with.
- Focusing predominantly on failure and not seeing the progress that's being made.
- Actively seeking out critical feedback and disregarding positive/affirming feedback.

How do we get out of the scarcity mindset?

Barbara Fredrickson's research into positive psychology and decision-making emphasises the importance of a "golden ratio" of positive to negative emotions. Her research shows that effective decision-making requires a 3:1 ratio of positive to negative emotions and that too many negative emotions reduces our ability to think clearly.

To bear this out there's

a great piece of research by Richard Wiseman which compares people who see themselves as lucky, with people who see themselves as unlucky. Objectively, the same amount of good life events and bad life events happen to them (there's no objective difference in the good and bad stuff that happens to both groups), but the 'lucky' group are significantly better at spotting opportunities in both good and bad circumstances, and - crucially - at seizing these opportunities. The 3:1 ratio of positive to negative emotions is likely to be critical in creating the right mindset to spot these opportunities.

What can we do to maintain this 3:1 ratio?

Taking some time out and doing things that make us happy is an investment in our ability to perform well and make good decisions. These activities are not frivolous; they are essential to functioning well. And the more stress and pressure we encounter, the more important it is that we take time to do these things.

Ask yourself, in a typical day are you are experiencing a 3:1 ratio of positive to negative emotions? If not, think about those aspects of your life that could potentially help you to achieve this. Your work. Your close relationships. Your hobbies. Your contribution to society.

Then there's the way you're perceiving the situation. Techniques like cognitive-behavioural coaching and appreciative inquiry are all extremely effective at encouraging an appropriate level of positive emotion, grounded in an accurate appraisal of one's capabilities and the situation.

What about things we can do at work?

As well as looking after one's self and maximising your positive emotions there are some practical things you can do in the workplace to encourage yourself and others to learn from things that have gone well. These techniques foster wellbeing (raising positive emotions) and encourage you to learn from success so that you can apply that learning in the future.

Borrowing techniques from project and programme management to review recent projects/ incidents at work can be a really powerful way of learning. Here are some tips to apply to yourself and with coaching clients:

- Throughout the life cycle of this piece of work, what did you do which you are most proud of?
- What risks did you anticipate – and mitigate? How did you do that? What are the lessons you can draw from this for the future?
- What obstacles did you overcome? How did you do that? How has that changed you?
- What skills did you build and develop during this work?
- Who else helped you? In what ways are you grateful for this?
- How can you apply learning from this project in the future?
- In what ways did you meet and exceed your own expectations?
- In what ways did you meet and exceed your stakeholders' expectations?
- What are the wider benefits to others – and to the wider organisation – of your contribution to this work?

What can coaches do?

Coaches are uniquely placed to spot people who have become trapped in a scarcity mindset and to help them develop a more balanced perspective. Many of our tools including Appreciative Inquiry, Cognitive Behavioural Coaching and the Skilled Helper Model are well suited to this kind of perspective shift. Coaches can also add huge value by helping clients develop the habit of reviewing recent activities using the above list of questions. This will allow clients themselves to see the positive in what they have done and develop renewed confidence and self-efficacy as a result.

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The provision of 121 Executive coaching is a significant part of The OCM's business. We select our coaches carefully to make sure that they are able to create a powerful impact and deliver true Situational Coach-Mentoring. Whilst there is no single type of OCM coach, we make sure that all our coaches have the following key areas of competence:

- **Coach-mentoring expertise**
- **Business Acumen**
- **Interpersonal insight**

In addition we look for a clear USP (Unique Selling Point) in our coaches – a particular 'sweet spot' in their coaching practice which is the area in which they add the most value.

To support the challenges outlined in the article, as coaches we can:

- **Add huge value to clients by spotting 'scarcity mindsets' and helping clients create a more balanced, accurate and useful habitual ways of thinking about their situation**
- **Help our clients to develop the habit of learning from successes through a focus on what went well, using a range of perspectives on recent events**
- **Work with clients to review things that went less well by helping them adopt a balanced approach which encourages accurate thinking and moving on from self-recrimination and into learning, insight and growth**

To find out more about The OCM's approach to Executive Coaching, please contact Graham Clark on graham.clark@theocm.co.uk

Teaming: how teams learn and adapt to foster creativity and performance

The question of how to bring people together quickly, to get the job done with the available resources, is at the forefront of most organisational leaders' minds. With the digital transformation informing and shaping how we do business, the traditional team structure is giving way to a more fluid team approach; one where being able to 'team' is a key competency for success and being part of a highly adaptable team is all about how to learn collectively.

Team coach-mentoring needs to develop to meet these challenges, to support teams to learn and innovate for success.

Coaching is always in service of change; change in individuals, in teams and in organisations (Newell and Williamson, 2016). As the certainty in which we work has reduced and the complexity and diversity of the problems we are faced with has increased, the need for teams to be able to catalyse new ways of thinking and learning has exploded.

In recent years the focus for teams in organisations has vacillated between:

- how to be more agile – do more with less, quicker;
- and how to bring innovation and creativity to problem solving.

The pressure to be able to adapt to changing requirements as the world has become more digital competes with the need to bring new innovative solutions to a global competitive landscape. This is the macro picture facing leaders but we, as coaches, are often asked to help with the symptoms these pressures bring to day-to-day working lives.

A constant request from our coaching clients is help them with how to:

- set goals and objectives when the environment to deliver them is uncertain;
- manage against these goals when many of the team members are working virtually;
- increase the confidence of managers to give effective feedback when measures are not clear;
- and increase collaboration in and across teams.

The pressure to be able to adapt to changing requirements as the world has become more digital competes with the need to bring new innovative solutions to a global competitive landscape.

As with all significant transformational change in the way we work, the practice of how we work lags behind the need to change. Knowing we need to change is not enough; knowing how and why is crucial. With the next change hitting before the current change has been realised, it is impossible to predict how much time a team might have to mobilise. Indeed, teams are expected not to need time to mobilise at all but to hit the ground running and adapt as they go.

It is no longer possible to sit back and assume that over time a team will form into an effective unit. Nor is it acceptable to

wring your hands and say it is impossible and hope it will all go away. Gone are the days of having a stable set of criteria, roles and deliverables for a team.

So, what can be done? How do we as coaches support leaders and their teams to face the future with courage, determination and hope?

Well, part of the answer at least, is that teams need to learn how to learn.

The motivational power of learning: getting better at doing something, learning how to master something you thought impossible or simply overcoming an obstacle that will help others is deeply satisfying. As coaches we are taught how to tap into this natural positive power in our one-to-one coaching. We now need to focus on how to enable teams to do the same.

Continuous, relentless learning through collaboration, analysis and reflection is the new must have competency for successful team members. The 'learning organisation' of the 1990s has now moved on to the 'learning team'. If we accept Mayo and Lank's definition of a learning organisation as that which "... harnesses the full brain power, knowledge and experience available to it, in order to evolve continually for the benefit of all its stakeholders." (Mayo and Lank, 1994)

What is a learning team?

Amy C. Edmondson, author of *Teaming*, describes it as the ability to work interdependently with others, to collaborate and reach across silos and boundaries in an environment that is uncertain and changing: "Teaming is team work on the fly".

Coaching and mentoring is in a powerful position to support this growing need; to empower the team members to take charge of their own learning and that of the team collectively. For a long time learning in teams has been synonymous with away-days: team building activities that happen outside of the day-to-day operational challenges of a team. While these events are often a light-hearted relief from the pressures of everyday work and are good at building short-term rapport, team leaders and team members have consistently found it hard to transfer the learning back into the workplace.

Helping people to learn is a key objective of coaching and mentoring and this same priority must be adapted and blended to working with teams. For team coaching to build sustainable change in a team, the coach must pay attention to the learning as a process within the team's DNA, and as a collective shift in mindset to a state of continuous learning.

First though we must look at the current reality. In a lot of organisations, the 'old world' sits alongside the 'new digital world' but often does so in isolation. Look at technology companies who have set up new digital divisions targeted with capitalising on the latest innovations and advancements in technology but who, alongside this, have retained their existing structures to meet the requirements of their current service contracts and core customers. These subdivisions often act in complete isolation and can often be seen in competition with each other when bidding for new business. There is an unconscious mental model that the learning happens in the 'new' world and that the 'old' world simply needs to get on with doing more with less.

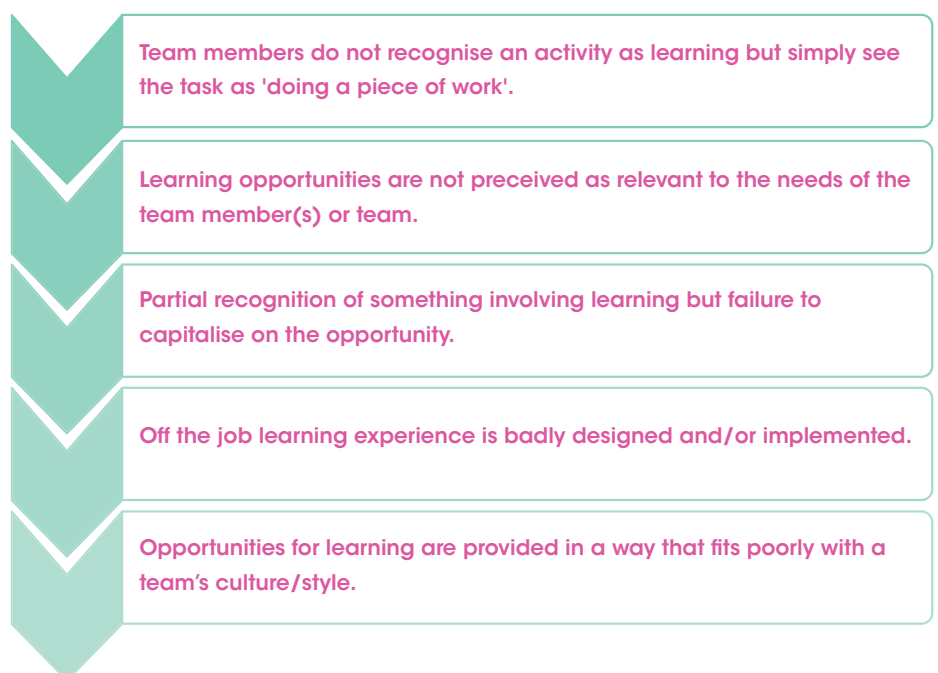
Another example is where shared service centres have been established. In this scenario the learning is limited to how to deliver the most effective service to

the defined key performance indicators (KPIs) to drive efficiencies. This learning is very rarely shared back to the customer facing teams who, in turn, are unlikely to include the shared service centre team in designing the customer solution.

In both these examples the teams themselves are constantly changing. Fast moving work demands fast moving agile workforces. Teams can be disbanded overnight and team members moved into new roles with little or no notice. The speed with which these changes have occurred has left many teams struggling to understand how to adapt. Not considering the team as a unit that must apply all learning is just one of the ways in which teams are failing to add value for the themselves and the organisation.

There are a number of ways in which learning is impeded both at the individual and collective team level. The figure below looks at the five-point scale of learning inefficiencies as a continuum from perception to implementation (Parsloe and Leedham, 2016).

Perception



Implementation

As a coach-mentor working with a team it is important to understand at what point the individual team members are in this continuum as well as the collective consciousness of the team. A good place to start is with raising the awareness of the team to the importance of teaming and link this to group learning for the team's success.

Team Learning

Raise awareness

Awareness is gained by focusing attention and critical analysis. As a coach-mentor we are well placed to ask the obvious questions and challenge the team to look at the situation from an alternative angle to improve insight and clarity.



Teaming: how teams learn and adapt to foster creativity and performance (cont.)

- Are they aware that learning is part of the role they need to perform to be successful – where are they on the five-point learning scale?
- What questions are the team not asking?
- How/does the team learn from its success and mistakes?

The aim here is to gain understanding and acceptance to the significance of shared learning in being able to adapt quickly and effectively.

Accepting responsibility

Once the team are aware of the need to embrace learning as part of the way they work, all team members need to be able to accept that they must individually and collectively take responsibility for that learning. As mentioned earlier this knowledge is not enough on its own to impact the change in behaviour across the whole team. Each team member must be able to see:

- What purpose the learning will serve – how the team goal(s) are impacted?
- How they are involved in the planning and evaluation of their and the rest of team's learning?

Here the goal is for each team member to accept their responsibility for the learning across the team. A couple of questions to ask yourself as the coach-mentor are:

- How does this team embraces learning to advance their thinking?
- At what stage on the five-point scale will they likely struggle the most?

Moving to action

At this point it is important to work on the change quickly, for the team to implement new ideas and learn experientially, building into their working practices ways in which to critically apply their learning for themselves and those teams that they are interdependent with. It is here that the coach-mentor can help maintain the focus of the team to the learning as a process, what changes need to be made and what has been successfully embedded into the new way of working.

Reflection

Reflection is an area of coaching that is most often squeezed and crushed out of a team's day-to-day work. By helping a team build in structured reflection a coach-mentor can equip a team with the resources to build sustainable change and working best practice. As the learning for the team will be dynamic, iterative and fluid, reflection needs to include questions such as:

- What am I learning about myself?
- What am I learning about my team?
- What am I learning about the teams we depend upon?
- What am I learning about how we learn?

For many years team coach-mentors have talked about building self-sustaining teams but for countless teams this has been hard to sustain once the coach has left. Frequently teams wait for the 'perfect state' before they embark on the changes, concerned more change will destabilise the existing equilibrium. Enabling a team to 'learn how to learn' and supporting them to build this into their ways of working moves a team forward, instilling the confidence and agility to change seamlessly to the drivers around them.

Using coaching tools such as triple loop learning, understanding the Why, How, What and Outcomes, coaches can create a shift in the context or point of view of team members and ultimately the team themselves. Unlocking the power of learning to motivate and energise the team, freeing them up to think creatively, is one of the greatest rewards for a team coach-mentor.

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Creating a Coaching Culture at Sodexo

CHARLOTTE
BRUCE-FOULDS

Establishing a coaching culture within Sodexo UK and Ireland, to drive engagement and high performance – a case study

Sodexo UK and Ireland started building a pool of trained internal coaches in 2014, drawn from both operations and HR, with the intention of providing developmental coaching to middle and first line managers. This article outlines their journey: their successes and challenges, the barriers they had to overcome and the impact the coaching has had on the business objectives of the organisation.

The company

Sodexo employs around 34,000 people and delivers services that improve the quality of life to clients at some 1,850 locations in the corporate, healthcare, education, leisure, justice and defence sectors.

With an annual turnover of more than £1.6bn, Sodexo delivers a range of services ranging from catering, cleaning, reception to asset management, security, and laboratory and grounds maintenance services, enabling clients to focus on their core business.

Why train internal coaches?

When the idea of training internal coaches was first proposed back at the end of 2014, coaching was seen as a development activity that was valued by Sodexo, but as a high cost option reserved mostly for executive or senior talent. At the time,

a key strategic priority for the business was to increase employee engagement and drive high performance. Sodexo's engagement scores were not where they should be for a company that truly values its employees. Increasing their IIP status from Bronze to Silver was an objective seen as critical to raising engagement scores. Feedback from their most recent IIP inspection had highlighted the need for coaching to become a focus for the organisation, both in terms of leadership style and as a development option for employees.

Using this driver as a rationale, a proposal was successfully put to the Sodexo UK&I Executive to introduce a pool of trained internal coaches, drawn from both operations and HR, with the intention of providing developmental coaching to middle and first line managers.

The broad aim of the initiative was to establish a coaching culture within Sodexo UK&I to drive engagement and high performance. Fostering a coaching culture was also seen as a way of demonstrating a commitment to our values of delivering quality of life to our employees as well as clients and customers.

The project commenced with the first cohort of 12 coaches being trained in October 2014, a further 12 coaches trained in 2016 and 10 coaches starting in 2017. Since inception, more than 150 people have now received coaching in Sodexo from internal coaches.

What were the barriers and how were they overcome?

The main barrier Sodexo faced was coping with concerns around the significant time commitment needed for the accredited coach training. From the outset, Sodexo believed it was crucial to ensure their coaches met their strict inclusion criteria which involved:

- being a highly regarded, credible middle or senior leader;
- consistently modelling Sodexo values and behaviours;
- having a proven commitment to people development;
- and having the capacity to meet the demands of the training (a six-month programme involving coaching three people) as well as the ability to continue to coach up to two coachees at any time once trained.

Ensuring that any internal coaches selected truly had this capacity, meant Sodexo – specifically Jann McBride, Talent Development Director UK&I and Shamim Stokes, Head of Learning and Development – spending a lot of time briefing potential coaches about this issue. It was quite time consuming for them to do this, but they have found it to be a worthwhile investment as to-date there have only been two occasions where their coaches have needed to extend the deadline for training completion. On a similar note, it has sometimes been challenging for the coachees to be able

Creating a Coaching Culture at Sodexo (cont.)

to find the time to attend their coaching sessions. Again, Sodexo learnt that up front briefing (for both the coachee and their line manager) and effective contracting have helped to minimise this problem. To further help manage this situation, the internal coaches were encouraged to use Action Learning Sets, facilitated by Jann and Shamim, to share their experience of managing this challenge with their coachees. It has proved a very helpful activity and allowed common themes and issues to surface and be addressed in a way that participating coaches find really useful. Action Learning Sets are now a regular feature of Sodexo's Coaching Network which meets twice a year as part of the professional supervision provided to internal coaches.

How was the project managed?

The project was instigated by Jann and Shamim. With the support of Andy Rogers as project sponsor (Head of HR for UK&I), Jann was able to gain endorsement and budget to proceed. After a rigorous selection process, The OCM was appointed to design and deliver the programme.

The programme was aimed at developing the coaching skills of middle and senior managers who would go on to become the foundation of a network of internal coaches responsible for coaching those identified through Sodexo's employee appraisal and talent review process (or who were transitioning to a more senior role) who would benefit from coaching. Segment HR Directors also played an important role in helping identify potential coaches and continue

to assist in this process.

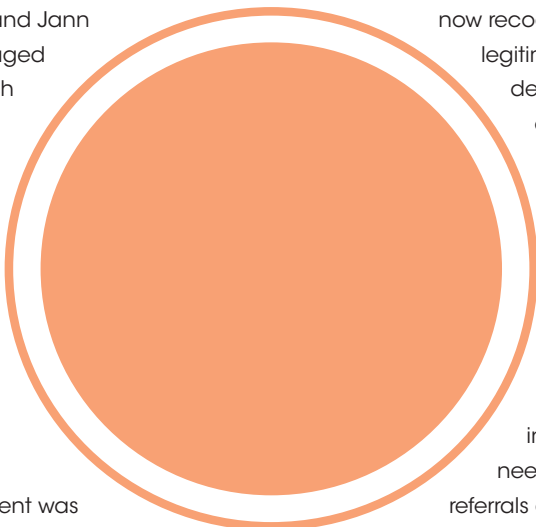
Charlotte Bruce-Foulds, Managing Director, Coach-Mentoring Training and Development, provided feedback on Sodexo's very comprehensive Coaching Guidance document which was developed to ensure clarity of process and consistent standards of delivery. Shamim and Jann were also encouraged to qualify as Coach Supervisors during the first cohort's training, so that there would be strong internal support once the programme had completed. As a result of this training, a clear Supervision Guidance document was developed. This, along with the Coaching Guidance document, provides the clear framework for delivering the coaching service to Sodexo employees. The blend of internal and external support allows the programme to live on with all trained coaches continuing to coach. Sodexo also established a strong Continued Professional Development (CPD) framework from the outset, again with the feedback and support of The OCM. This involves six monthly meetings where coaches share their ongoing learning (book reviews, shared learning from conferences etc.), all aimed at continuing to strengthen coaching practice.

The quality of Sodexo's internal coaching programme was further endorsed in 2017 when they were shortlisted by the CIPD for their national training awards. This in itself indicates the quality of their approach and endorses their commitment to spending time at the outset establishing clear criteria and processes to ensure the

positive impact this initiative had on the organisation.

What impact has this initiative had on the business objectives in Sodexo?

The introduction of the internal coaching resource has had a significant impact on Sodexo's business and is



now recognised as a legitimate and valued development option. Since the programme began in 2014, a total of 156 people have received coaching. Coaching referrals have increased from needing to seek referrals at the start of the project, to now having them flow

through from the employee performance appraisal and talent review processes. For example, after a recent talent review, 40 referrals for coaching were received.

From a strategic perspective a major impact was the achievement of IIP Silver status and coaching was seen as an important contributing factor. In addition, Sodexo's organisational engagement score has increased by six percentage points. Again, the introduction of the internal coaching programme is seen as positively influencing this result.

Feedback from the coachees has been very positive with recent 180 feedback results indicating that 90% of coachees agreed that "The coaching has made a positive difference" and "The coach-mentoring has directly resulted in business/organisational benefits". 85% also reported "The coaching has helped me with personal issues, which may otherwise have affected my performance

at work". Feedback from the internal coaches has also been positive with many suggesting the experience has been personally and professionally engaging and has positively influenced their own leadership style.

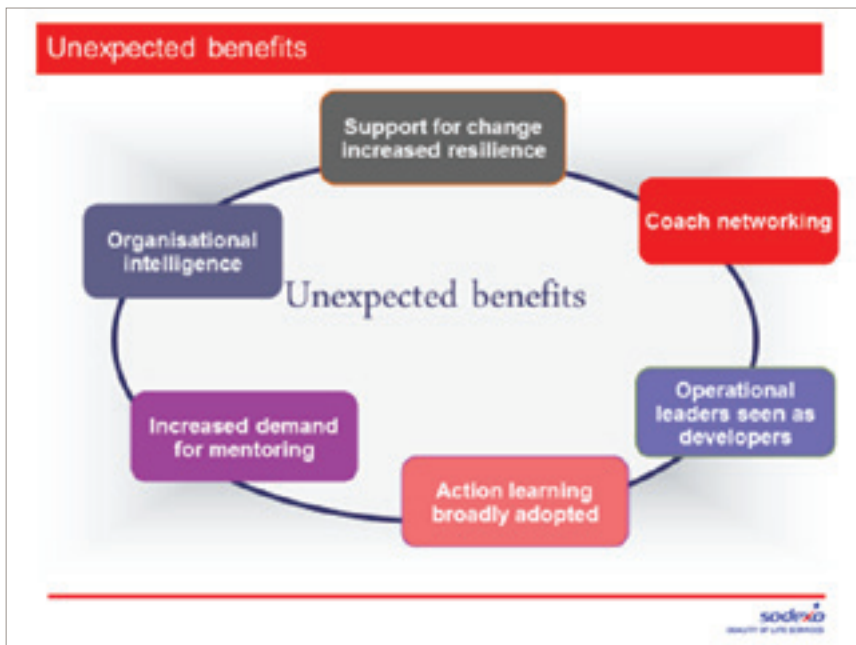
Demand for other training concerned with coaching has also increased since the programme commenced. This has resulted in the development of one- and two-day training for managers in 'coaching as a leadership style'. In addition, Sodexo have also introduced online learning modules in this area. Sodexo feel that this increased demand suggests coaching has impacted the culture of the organisation. They also have recognised there have been some unexpected benefits as the slide below illustrates.

Next steps

- **Continue to demonstrate ROI**
- **Establish small team of executive coaches**
- **Introduce psychometrics training**
- **External CPD input**
- **Introduce mentoring programmes along similar lines for D&I streams**







What happens next?

Sodexo now have a Coaching Network of 43 coaches, 34 trained through The OCM's internal programme and 9 who have achieved individual coaching qualifications.

Their longer term vision is exciting, with a variety of next steps on the horizon.

In the short term, Jann and Shamim are keen to spend a few months really consolidating their coaching pool. They plan on doing more supervision and development work with them to further enhance the programme and to refine their administration processes in particular, including referral and evaluation. Once this has been completed, they are hoping to start with

a new cohort in September 2018 ensuring their coaching pool continues to grow and develop as well as establishing a small team of internal executive coaches to work with their senior leaders.

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We didn't start the fire

Diane Newell

I have long been an enemy of the burning platform: that supposed radical urgency that creates change. My antipathy comes partly from an understanding of the origin of the phrase – the Piper Alpha disaster on 6 July 1988 in which 167 people died. Just 61 of the platform's crew survived. One survivor spoke of having to choose between certain death burning on the platform and probable death from leaping into the freezing sea below. There was something in his willingness to embrace a risky future in order to escape a completely untenable present that spoke to what early change management practitioners were observing about the levels of commitment needed, especially from managers and leaders, to drive through difficult change.

Those same practitioners would now argue that the analogy has been misused and misunderstood but even as an MBA student at the time it seemed a peculiarly threatening image to choose. It speaks from a view that change arises from the threat of disaster. It also, I think, belongs to a very 'last century' view of change as something that is an occurrence, a particular feature of certain moments, rather than a constant process. And the consequences of a threat-based change process in organisations are often negative, including loss of trust and loss of creativity, both of which make organisations less able to change in the future and reduce rather than increase agility. In contrast, I want to propose a view of change as arising from curiosity, from a positive belief in people and in their future, hope and optimism; change as a natural consequence of freeing people to adapt rather than requiring force to succeed. It is a view that I have come to from experience as well as some study and observation as a leader, coach and human being over the last 50 plus years.

Change driven from threat – why is it so persistent?

Being in danger of losing your life or your livelihood will always spark a reaction. You will almost certainly respond to fight or flee the danger. It will create fear and anxiety. As a young manager working in engineering during the disruption of the early 80s, I observed what fear – the fear of losing jobs and incomes specifically – will do to people over time. I saw that it reduced their willingness to take risks to create a better future and drove people instead to protect what they had, and to protect their own 'tribe' from external threats. I saw that fear undermined the morale and health of people over time and that it broke down trust and reduced real communication. I witnessed the cynicism with which workers greeted beautifully crafted messages about the need to modernise from managers whose livelihoods and daily lives were largely unaffected, and the lack of truth telling to power that led senior leaders to not understand that implementations they thought were on track were mired in difficulty. It's what drove me to become a change leader, consultant and coach.

The management of change has improved considerably since those times, as has the general understanding in our leaders of what motivates and inspires us. We know that people who come together around a clear purpose and with high levels of trust have the capacity to work through conflict creatively, developing the commitment, mutual accountability and attention to results needed to deliver real change. We also know that change is not an 'occurrence'; it is a constant process by which we adapt to an ever-shifting and unpredictable environment. A metaphor I often use is that of being navigators in a boat on the ocean rather than drivers of a vehicle on a well mapped road.

And yet leaders and change-makers hang on to the idea that they need to use threat

to drive change, and the lack of change-agility persists. Why do we cling to this 'threat' mode? I think that the answer is rooted in our tendency to value what we have and to resent its loss more than we value potential gains. Particularly if we are being told about those potential gains by leaders that we have learnt not to trust, either in their intent or their competence. Unfortunately for many organisations that's just what people have learnt and are learning – negative change experiences makes future change harder.

So for leaders who see their role as creating a change that they believe will benefit the organisation (or society) and who recognise we are likely to resist losing current certainties and be suspicious of future benefits, but at the same time who need us to engage with that change, there is a clear benefit to pointing to or even manufacturing a threat to the status quo. And on an individual basis, when justifying change, leaders often feel guilty about proposing an adjustment that some of their team may see as negative without the excuse of a clear and present danger to be avoided. There is a sense of using threat to get us to relinquish our hold on the present such that we can be moved to the new future more easily. It feels very much like the old-fashioned idea that organisations need to be unfrozen in order to change and then refrozen in the new reality. It comes from a top-down model of change where direction and solutions are provided by leaders and implemented by everyone else.

Agility vs heroics

The belief that we cannot catalyse change in others or sustain it ourselves unless we recognise the overwhelming costs of not changing is, I believe, mistaken. For a start, even where there is a recognised cost to not changing we are often unable to muster sustained alteration in ourselves or

our organisations. We all understand the costs of not exercising or being overweight but we aren't always able to sustain better habits to address those threats in the face of an environment that offers plentiful calories and demands little physical effort to attain them. We recognise the costs of a lack of diversity in our organisations and communities yet race and gender inequalities persist.

Most of the threats we face are created by a lack of adaptation, often to a rapidly changing environment, rather than the sudden threat to life and limb. And for most of these kinds of change, by the time the danger is high enough to work as a 'call to arms' it is far too late to act or the costs are enormous. What we need is constant adaptation: small but regular changes, not heroic last ditch attempts to avoid the consequences of our own lack of agility in the past. We also know that imposed change is costly to create and impossible to sustain. We need to engage people in making change instead. So, what we require of leaders is not to drive change in individuals to meet organisational goals but to enable and support agility in others in pursuit of a shared purpose.

A model of adaptability

In previous articles in this journal (Simpson, R "Building Adaptability" The OCM Journal 2011) we have explored the process and characteristics of adaptability. Summarising this briefly we see that to sustain adaptability we need:

- Accurate and timely information that gives us insight into the changes we should make at individual or organisational level to be better able to adapt.
- Self-awareness and the capacity to reflect on and make changes in our own thinking and emotional responses

which might prevent us from hearing or acting on that feedback.

- Optimism and confidence in our ability to create positive change for ourselves and others, and the imagination to see ourselves in that positive future and commit to it.
- The capacity to act, learn from action and share that learning with others. This capacity to learn as an individual and as an organisation cannot survive in a blame culture.

These inner and systemic influences work together contextualise adaptability. I may be adaptable today while facing one situation but find myself captured by my fears at another time in a different context. Feedback that enables one person to adapt positively will create anger and resistance in another.

There are some broad brush 'truths' that come from this understanding of what sustains adaptability:

- Trust is vital to any organisation needing to adapt. Without trust we cannot trust feedback or expose our inner concerns and emotions. We will not trust that others will deliver on change and we will not share in learning from our mistakes.
- Positive, appreciative and solution focused approaches will be more effective than gap-based approaches. We need to have hope; to believe that we can adapt in order to adapt. We gain from reflecting on examples of successful adaptation and building on that experience. This is in line our understanding of neuroplasticity and how our brains adapt: we build new habits of mind and behaviour not by reflecting negatively on the old ones we want to lose but by focusing on practising the new ones we want to sustain.

- Small pieces of change/adaptation are easier partly because a big step looks and feels difficult. Big steps are too far away; we can't imagine ourselves there or see how to get there. We must take it one step at a time.

Why threat is in fact a poor way to create change:

- Creates resistance and destroys trust and communication.
- Works on the assumption that change will 'stop'; that it is momentary rather than constant.
- Fails to engage people creatively.

Why hope is much more effective way of creating agility and adaptation:

- Positive change experience breeds positive change-ability.
- Change from hope is self-powered, not imposed and so is sustainable.
- Change towards rather than change 'away from' creates collaboration rather than competition, which breeds creative, innovative responses.

So, what does that mean for a leader seeking to create adaptability (and what has coaching and mentoring got to do with it?)

Taking a coaching approach and building a coaching culture is absolutely essential to building a positively adaptable organisation or team.

Sharing insight: The coaching leader gives constant feedback – both positive and developmental.

Supporting greater self-awareness: Coaching and mentoring conversations allow us to reflect on our experience and

We didn't start the fire (cont.)

learn from it. They help us to make our own unconscious responses conscious so that we are not captured by thinking traps.

Building trust in ourselves and others:

Coaching and mentoring are inherently positive and founded in the belief that everyone has the capacity to make change and solve their own problems.

Fostering curiosity: Coaching asks people the right questions; it doesn't command compliance. Coaching approaches encourage curiosity about others' views and experience as valuable data.

Releasing creative energy: coaching and mentoring asks questions about 'what would it be like if?' It gets us both to reflect on our past and to imagine a future in which we want to be, connecting us creatively to a future we desire.

Focusing on next steps: Coaching and mentoring frameworks, from the ubiquitous GROW and our own ELECTRIC all drive conversations to a purpose. It is not enough simply to understand, reframe, explore – coaching demands commitment to action through practical definable next steps, and gives a frame in which the coaching leader or mentor holds others accountable for being accountable to themselves.

Many leaders and managers would recognise all of this to be true – and yet find themselves caught in a whirl of busyness and deadlines, spending little time coaching their people or mentoring others. They are driven by the pressure to deliver to become directive, giving little priority to developing their coaching-mentoring capacity and ability and little space to their relationships with others. In effect they are unwittingly creating an environment that is inflexible and un-adaptive.

So how do we support the growth

of hopeful, adaptable people and organisations?

To free ourselves from the need to create burning platforms and foster healthy adaptation I believe that we need to follow exactly the steps above:

Sharing insight: As coaches, mentors, consultants, change agents, leaders and team members we need to share and reinforce insight into the impact of threat, and the potential of hope. We must call out the positive as well as sharing the negative. That requires trust (see below) and self-belief which can be difficult to maintain in an atmosphere of threat. External coaches and mentors can often be a catalyst as they are, or can be, relatively free of fear and have competence based confidence in delivering difficult feedback.

Supporting greater self-awareness: Where well intentioned managers and leaders are caught in thinking and behaviour that undermines their capacity to lead from hope we need to offer not just feedback but also coaching and mentoring conversations that help them to find ways out. Coaching and mentoring doesn't have to be delivered by specialists, it doesn't need to be labelled, and it doesn't need to be top down – team members and peers can and do effectively coach leaders every day in their conversations.

Building trust in ourselves and others: The vast majority of leaders and managers that I encounter are seeking to do the right thing for themselves, their teams and their organisations. But they have often lost trust in their own capacity to make a difference, in the potential to work with others to catalyse hopeful change and in the intent of 'the organisation' (whoever they perceive that to be). Team members are afraid to offer insight or coaching to their leaders because they fear reprisal or exclusion. I think rebuilding that trust in

ourselves, our teams and in organisations is the key to unlocking this. It starts with trust in ourselves and acting with trustworthiness to others. Part of our work as change agents and coach-mentors is to nurture trust and trustworthiness.

Fostering curiosity: When we encounter threats, or feel untrusted, perhaps even lose faith in ourselves can we choose curiosity and enquiry rather than defence or denial? When we feel let down by others can we seek to understand rather than judge? Can we remain pragmatically hopeful? Practices such as mindfulness and supporting our physical wellbeing through exercise, sleep and diet are essential planks to maintaining our trust in ourselves and hopefulness but on their own may not be enough.

Releasing creative energy: experience tells me that it is easier to remain hopeful, open and curious if we are actively practising and supporting the creative spark in ourselves and others. This doesn't mean that we need all become musicians or artists, although music and art can be wonderful catalysts for creativity as well as creative practices but every leader and aspiring change agent should be encouraged to find their own creative practices, much as we encourage maintaining mental wellbeing, physical health and activity.

Focusing on next steps: Most organisations, teams, and societies are imperfect. When we focus on the problems it can be overwhelming, and we feel impotent. Right in front of you, right now is something you can make better. There is a small thing you could do to be more hopeful, to exercise curiosity, to build trust, to foster creativity, to offer insight, challenge and support. So do it.

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Coaching Tomorrow

Angela Hill

What will coaching and mentoring be like 'tomorrow'? Will we use algorithmic guidance and advice using computerised data mining, or human to human connection? Will this be an 'either or' or 'both and'? How will this transform individuals, work collectives and society?

70% of outperforming organisations envisage using cognitive computing to improve leadership and talent learning and development (L&D) through access to highly personalised options (IBM Survey) but see contact with a skilled and experienced living person as continuing to be preferable for more complex and personal issues.

As a coach or mentor in your current and envisioned future context, what does this mean for you? What will the focus of your work be? How when, where and with whom or what 'bot' will you be working?

Whether you take a pragmatic or existential view of the future, tomorrow is already here, bringing benefits to what people can achieve, alone or collectively. Simultaneously, there is a growing doubt about where technological advances are taking the human race. The debate is on:

- what is possible *and* desirable;
- and how can we adapt to co-create our future tomorrows' reality?

The upside of technological and bio scientific advancement already includes:

- Transforming our everyday lives with AIs: flying planes, driving, running banking and diagnosing our genetic disposition to illness.
- Freeing individuals from repetitive and mindless routine tasks.

- Connecting us globally 24/7, meeting our need to be accepted and receive feedback.
- Extending our reach economically and our awareness of the universe exponentially.
- Entertaining us through virtual reality with previously unimaginable experiences.

Benefits for coaching and mentoring

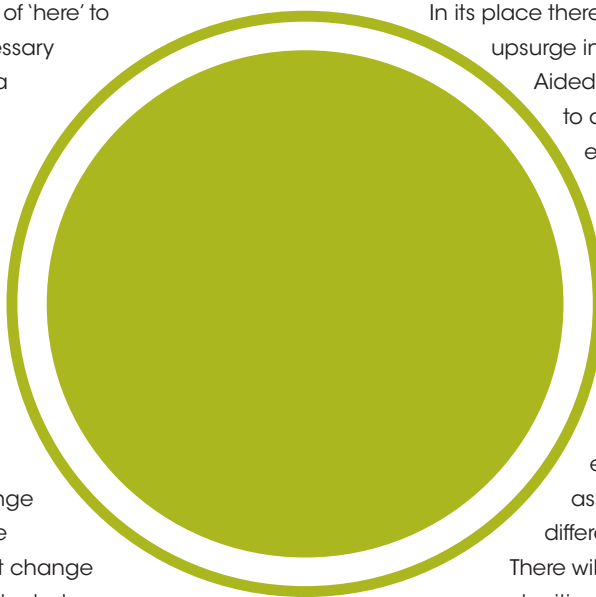
Innovative approaches

Many coaching and mentoring styles are built around an exploration and understanding of 'here' to make the necessary shifts to reach a desired 'there'. The feedback of real time information by new technology will enable clients and their coach or mentor to monitor authentic change and identify the blockers to that change in an unprecedented way. Whether through interactive enquiry or bio data feedback, clients and their coaches will have the information they need to focus on how to enhance performance and build capacity. Imagine a coach AI in the style of a Fitbit that listens to you and others speak, monitors your bio data during a business pitch and gives 'in play' feedback on your performance: valuable observation of the real you uninfluenced by a human coach being in the room or with the team. This coaching aid will provide instant feedback to help you adapt and

modify language and behaviour.

Coaching for all ages and pockets

As part of investment in talent L&D, increased availability and use of coaching via AI devices will enable individuals to self-coach, allowing leaders to tailor mentoring and their leadership to what individuals need to inspire innovation and transformation. We might anticipate the lucrative executive coaching market to shrink. Perhaps future business strategy will even be led by multi lingual AI Board members; already able to beat world champion chess players, AI is well ahead of humans in their capacity and agility to make strategic decisions.



In its place there will be an upsurge in Computer Aided Mentoring to develop entrepreneurial skills and challenge and support freelance workers working across a range of employment assignments in different languages. There will also be work opportunities for 'pick up' coaching and mentoring as large numbers of displaced employees adapt and integrate new skills and roles where personal human contact is important, such as social care etc.

Soon we can envisage all work being home or community based. Our avatars will go to meetings in our place and virtual reality will be crucial in creating the sensory and emotional environment we want to project in order to connect, gain trust and win business. The same will apply to help home educate our

Coaching Tomorrow (cont.)

children. Drone delivery will fill the night sky while motorways and rail will be used for the driverless movement of products and waste. Under occupied cities will become a diminishing investment opportunity for the technocratic rich (think the equivalent of pine forests of the twentieth century), but will become the new workout zone for people wishing to physically and mentally enhance their bio data – the parkour craze is going to be big.

Reality check – it's already happening

Coaching and mentoring will take place outdoors and in unusual and artistic spaces. In the forest and fells there will be space and natural calm for retreat, contemplation and discovery. Individually or in spontaneous gatherings, participants from children to elders will focus on being; connecting with others outside their data comfort zones to rediscover what it means to be human; and challenging their EI muscles, somatic intelligence and survival instincts.

Coaching and mentoring will become even more creative in order to stimulate new ethical thinking in others, engaging clients fully in a 'real moment'. What is emergent as an output will be a key return on investment (ROI). Coach development will focus less on questions and more on sensing, using strategies that transform understanding through moving into different perspectives. A process virtual reality (VR) and gamification will accelerate but not replace. Stock lists

of coaching questions will become free on-line, so that the initial fortunes made as Computer Aided Mentoring rushed into licensing will go the way of the dot.com bubble.

CAM practitioners will need to be ever more intuitive and skilful, purposefully using increasingly less questions. There will be deeper conversation, with freedom to flow with uncertainty toward discovery. At the same time, more coaches will choose to train in therapy to support individuals through confusion, dysfunction and withdrawal from addiction to control and power, the drivers for large scale abuse now exposed within the media, charities and religion.

More time for sense-making and meaning

Downsides for coaching and mentoring

Warnings from history

Humans have a shadow side – see twenty-first century acquisitive capitalism: hunting our fellow humans to feed off their weaknesses; using the enforced requirement to earn a living to provide for our families, to gain acceptance and affirmation through employment, in order to profit personally; and setting up organisations that deliberately game the tax and legal systems that seek to provide a balance. This is a 'me first' culture, rife with tribalism and populism that judges 'others' as inferior. In groups, these tendencies harden and encourage all the negative 'isms': racism, sexism, ageism etc.

Revolutions in technology, in automation, AI, gaming and VR are often designed and engineered by people with the best of intentions, but which have the same potential for unintended consequences or misuse. A parallel in coaching would be the focus from 1990 onwards on the individual, with priority given entirely to

a persons growth or needs but lacking full consideration or critique of the system and the overall purpose of the organisation that contains individuals. Wilful blindness (Margaret Heffernan) arising from fear, conscious or unconscious bias is another flaw in the human psyche and one already being exploited

To fracture a well-known phrase, power and money corrupt and massive power and money corrupt beyond what anyone can imagine. The result: growing concern about the ethics and implications for humanity arising directly from power imbalances personified by the techno giants. This is compounded by the global scale hacking of digital systems to disrupt democracy; the blurring of what is true or not and persuasive advertising.

Disruption to disaster – in easy steps

Coaching and mentoring has started to focus more on responsibility and accountability. However, while this may be part of the discourse, along with ethics, as an aspiring profession there is much more to be done. Coaching especially has fallen down publicly in the last two years, in particular in sport, from the strategic use of bio chemical interventions to boost performance in world class cycling, to abuse of power and trust of young boys and girls sport.

A forecasted and welcomed outcome of the techno age is the reduction of meaningless repetitive work for humans.



Unfortunately, this means fewer jobs when the inequality of income is increasingly a social and economic issue. Historically, the counter argument has been that technological advances create new jobs. One new role being publicised by the techno giants is that of the tech ethicist: individuals who are much more attuned to what is going to happen tomorrow or within a very short space of time who are also now paying attention to the ethics, risks and the legacy impact of ill thought through tech application.

Just because you can doesn't mean you should

Benefits for coaching and mentoring

In the short term, trusted experienced coaches will continue to be in demand and work with downsizing, freelancers and organisations. Purchasers, however, will be much more likely to interrogate any mismatch between sales blurb and actions, using social media to check on actual impact, ethical maturity and sustainable difference achieved through coaching and mentoring. AI will become prominent in coach selection as in recruitment and on-boarding, with less intervention from intermediaries.

Coaching tomorrow – in conclusion

What are the skills and capabilities needed to thrive as a coach or mentor tomorrow?

A key resource differentiator to work with tomorrow leaders and innovators might include:

- Being the 'genuine article'.
- An ability to make sense of and taking meaning from the 'here and now' and the unconscious.
- Someone who models trusted leadership or 'skilful followship' (Goffee and Jones).
- Being comfortable with ambiguity and uncertainty.
- Knowing when something is not working and is able to adapt.

How are you getting ahead of what's next?

We can expect CAM trade bodies to hasten collaboration or risk becoming inconsequential in tomorrow's world. Coaches and mentors faced with different work structures will need to integrate AI data and ethical supervision into their practice; look for stimulating Coaching Professional Development to free their practice from the mindset norms of the nineteenth and twentieth centuries; and be better aware of their assumptions, including bias. We will be active in diverse global networks and frequently take restorative time out to build up our resources and the courage needed to be provocative in our work.

"When things go wrong, he said, employees usually have a good idea how to fix them. You need to create a state in which they've got courage to do something. You want to build organizations where everyone sees provocation as one of their essential roles." (Heffernan, p. 303)

Coaching and mentoring will be even more personalised using a team approach from a coach stable for those

who can afford a live coach. Coaching and mentoring will generally be delivered digitally in groups and in restorative gatherings of strangers, with confidentiality much less de rigueur. There has been too much wrong done to the vulnerable in confidential forums for this CAM concept to survive when information is freely shared on social media and tested for being 'true'. Universal diversity of your coach pool or stable and your coach AI data software provider will be critical in enabling your clients to tap into worldwide wisdom.

The dialogue is running into what it means to be human. Rapid leaps forward in technology and the sciences are shaping different values and collective social behaviour which, if ethically engineered, (Asimov first law of Robotics "a robot may not injure a human being, or, through inaction allow a human being to come to harm") will help us to sustain our futures. The alternative tomorrow is not an option.

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How are organisations using mentoring to address business and people challenges?

Katherine Ray

A few years ago, I wrote an article about the resurgence of mentoring within organisations. Since writing that article, companies large, medium and small are using mentoring to tackle complex human resource challenges such as increasing employee retention, enabling company succession plans, improving employee career development and workforce productivity, and increasing engagement and knowledge transfer. So much so that corporate mentoring is on the rise with 71% of Fortune 500 companies now offering formal mentoring programmes to their employees. Companies are tackling some of their biggest workforce challenges with a variety of mentoring programmes designed to produce lasting positive results both for their employees and the organisation.

Given that complex human resource challenges are by their nature increasingly pervasive in today's world of work, it is no coincidence that we have been supporting a number of our clients to tackle these challenges through mentoring. Through a series of case studies, this article will explore how we support our clients to do this.

Firstly, here are two examples of organisations we have been working with over the past few years and how they have used mentoring to address two specific and highly topical business challenges.

Case Study 1: a global insurance organisation

The business challenge: career development/career moves and workforce productivity through collaboration.

The background: This organisation had seen higher than average attrition rates within their non-managerial population and wanted to improve retention by providing this population (who admittedly hadn't received a lot of development previously) with some support around career progression and professional development. It had been identified that one of the main reasons for people leaving the business was a lack of clarity over their next career move or internal career path. The OCM was engaged primarily to upskill a number of leaders across different business areas who had been identified as suitable mentors and who had shown an interest in becoming a mentor to support this population.

Design and develop: Given that there was a history of informal mentoring in the business, this client wanted to ensure that there was a consistent approach and understanding of what mentoring was and how to do it well. It was therefore agreed that we would roll out and deliver a number of half-day mentor workshops to cover as many mentors as possible in a variety of locations across Europe. A total of 53 mentors attended. In addition, for those that were unable to attend the face to face workshops or those in further afield locations, we provided video conferencing training. All mentees were provided with a one hour webinar to brief them on what mentoring was and wasn't, the different stages of the mentoring relationship, tips for getting the most out of their mentoring

sessions, how to prepare for their first mentoring session and their role as a mentee.

In addition to delivering this training we worked closely with the client to match mentors and mentees using our OCM online selector tool. 38 mentees were identified by HRBPs

who would benefit from the mentoring, so we paired 38 mentees and mentors in total. We designed a simple mentor's profile which all mentors were asked to complete and was then uploaded onto the online selector tool. Mentees were given access and asked to select a mentor based on their areas of focus for the mentoring as well as someone outside of their business area from whom they could learn about another part of the business. The mentor training was supported by a Mentoring e-workbook which we created for mentors for them to refer to during their mentoring conversations.

Delivery: Once mentees had selected their mentors, the global talent team checked each of the pairings to ensure that there weren't any conflicts of interest and communicated the pairings to each mentee and mentor. Each of the pairs were sent a Mentoring Handbook: a standard guide outlining what to expect from the mentoring.

The first half-day workshop consisted of helping the mentors to understand what mentoring was, key skills and the different stages of mentoring. It enabled mentors to come together and practice their mentoring skills before engaging with their mentees as well as providing an opportunity to share their experiences with each other and form an important mentoring peer group. There was a lot of shared knowledge and experience in all the half-day workshops and the mentors were happy to help and support each other.

Review: The feedback from the pilot global mentoring programme has been really positive and has even reached the Board and Non-Executive Directors. The business is seeing the desired effect of helping the non-managerial population become more informed about their career options within the business, increased networking and building of relationships outside of their business area and, crucially, a reduced attrition rate in this population. The feedback from the mentors and mentees has also been positive. Having conducted an end of mentoring online survey most of the sections surveyed received 4 out of 5 scores. The only area that was highlighted as an area for development was helping the mentees with their goal setting and evaluating their progress. Furthermore, most of the relationships have continued past the original 12-month timeline which is always a positive indicator.

Impact on the business: It is still too early to know the full impact on the business and non-managerial retention rates, but based on the success of

this global mentoring programme the organisation has agreed to run another global mentoring programme for its non-managerial population and is in the process of launching a peer-to-peer mentoring programme for its managerial population in 2018 to address workforce productivity through collaboration. The aim of the peer-to-peer mentoring programme is to provide its managerial population access to other managers to share learning, support each other through change and collaborate more effectively across different functional areas.

Case Study 2: a global technology services organisation

The business challenge: retention of their graduate population.

The background: This organisation has been investing in its future talent for several years having set up a UK graduate scheme. However, over the past few years it had seen higher than average attrition rates of their UK graduates upon completion of their graduate training programme. Given the financial investment in bringing graduates into an organisation, the Graduate Training Team wanted to improve retention by providing greater support and development. The OCM was engaged primarily to upskill leaders across the UK business who had already been identified as mentors for the UK graduates currently undertaking their graduate training programme.

Design and develop: Given the technical nature of the business, the organisation

was specifically looking for an accredited mentoring programme that could relate to The OCM's new EMCC accredited ELECTRIC Mentoring programme. The first time we had run the ELECTRIC Mentoring programme in house, we were able to pilot this programme with the organisation so we could both learn. As an organisation it was important for them that they rewarded leaders who volunteered their time to be mentors with a professionally recognised qualification and that mentors completing a rigorous training programme to ensure there was a consistent approach to mentoring within the company.

Delivery: The pilot ELECTRIC Mentoring programme was delivered over a series of three half-day workshops combined with The OCM's online Learning Pathway to support learning outside of the classroom. Each mentor trained was assigned two graduates as mentees to enable them to have enough hours of mentoring conversations to satisfy the EMCC accreditation criteria. The first half-day workshop consisted of helping trainee mentors to understand what mentoring was, the key skills and the different phases of mentoring.

WHICH WAY NOW?

**Improve organisational culture
and strategic outcomes**

Make a successful cultural or behavioural shift

How are organisations using mentoring to address business and people challenges? (cont.)

The second half-day consisted of introducing them to The OCM ELECTRIC Mentoring framework and giving them the opportunity to practise using it. The third and final session consisted of observed mentoring conversations, assessment and feedback. In between each of the sessions, participants had to complete a number of different learning activities via the online Learning Pathway. The programme culminated with each of the participants having a telephone assessment with one of our trained assessors to confirm whether they had addressed the development needs identified in the third session and were able to demonstrate sufficient evidence of practice. All delegates passed which demonstrated the commitment to the programme by each of them. From start to finish, the programme took approximately four months to complete.

Review: The feedback from the ELECTRIC Mentoring pilot was extremely positive and each of the mentors felt better equipped to have better mentoring conversations with their graduate mentees as well as with peers and clients. The participants really valued the blended learning approach that this programme takes in the form of some pre-work, a session, practice and then reflection. Piloting the programme with this organisation enabled us to make some minor tweaks to the format of the sessions and introduce an option of running them over two instead of three

days.

Impact on the business: The full impact on the business and graduate attrition rates as a result of the mentoring will be seen over time, but it is telling that this organisation has scaled up its mentoring for graduates and these accredited mentors are now called Mentoring Champions who act as internal mentoring support/supervisors for mentors. They have also invested in four one-day mentor workshops to upskill a larger pool of mentors to ensure there is adequate mentor cover for all graduates. They now have 50 mentors trained and ready to mentor within their business and this is set to increase as they increase their graduate intake this year. The future plan is to continue to invest in mentoring and ensure that all graduates have access to a mentor when they join the organisation and as they progress in the business. To secure the budget and continue to invest in further mentoring, we conducted a brief return on investment exercise with the client to compare the cost of recruiting and replacing one graduate vs the small investment in some further mentoring training. The organisation has big plans

to increase their graduate population during 2018 so the need to upskill more mentors will continue while building a mentoring culture across the business.

Here are two of our most recent examples of how organisations are using mentoring to address two topical business challenges. Given they were only launched in late 2017/early 2018 it's too soon to be able to conduct a review or know the lasting impact on the business.

Case Study 3: a financial services organisation

The business challenge: enabling company succession plans.

The background: This organisation is in the process of identifying successors for key roles. Although individuals had been identified as potential successors, there were no previous succession plans for these roles. As part of developing these identified individuals the organisation decided to provide them with

a mentor: someone from within the business but from a different area who could a) develop any gaps in their knowledge or experience and b) provide them with exposure to another part of the business and grow their network.

Design and develop: As this is the first time this organisation has done any type of formal mentoring, they wanted to treat this as a pilot programme in which they would identify six mentees and six mentors. We helped with the matching process by creating some mentor and mentee profile forms for

How are organisations using mentoring to address business and people challenges? (cont.)

them to complete that would ensure a good fit between mentees and mentors. We also looked at the specific needs of the mentees and what areas they wanted to develop to determine the matching and aided the organisation in identifying the criteria for measuring the impact of this mentoring pilot.

Rather than provide separate training for both mentors and mentees they wanted to run a one-day workshop where mentors attend in the morning and then the mentees are invited to attend in the afternoon, so that by the end of the first day mentors and mentees have met each other and had their first mentoring conversation.

To support the ongoing development of both mentors and mentees we recommended that three months after the first one-day workshop we follow up with all the participants with a one hour webinar.

Delivery: The one-day workshop has been redesigned and tailored for this organisation to incorporate mentees as well as mentors. The first part of the workshop (where only the mentors attend) focused on creating a consistent understanding of what mentoring is and isn't, the differences between coaching and mentoring, what a good mentor does and what skills are needed to do mentoring effectively. The second part of the workshop (where the mentees join) focused on introducing the mentors to The OCM's ELECTRIC Mentoring

model and inviting the mentees to think about goal setting and their development planning. We then brought them back together to give them an overview of the different phases of mentoring and invited them to have a practice mentoring conversation. Towards the end of the session mentors and mentees found out who they had been matched with and had an opportunity to spend some time getting to know each other.

To keep the momentum going, a check-in call/webinar was scheduled for three months after the start date with both mentors and mentees to check their progress, share learning/ experiences and answer any questions.

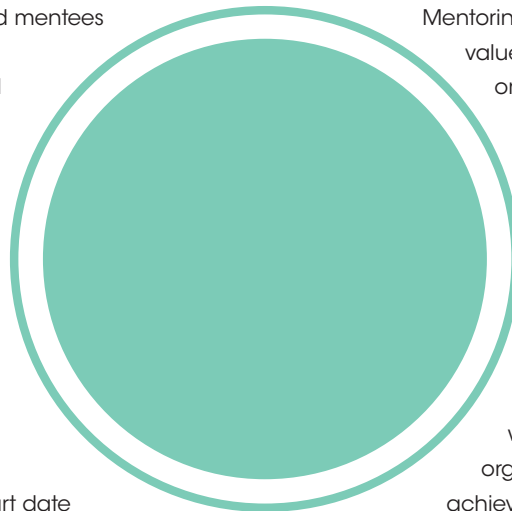
Plans for the future

Upon successful completion and review of the pilot the plan is to roll this mentoring support out to all employees on succession plans as a means to support them and develop their readiness for the succession roles they have been identified for.

Conclusion

Embodying common business challenges, these four case studies demonstrate how mentoring can be used to address very different

issues. Beyond traditional development, organisations are choosing to use mentoring to address very specific business challenges by tailoring it to specific business needs and strategic objectives.



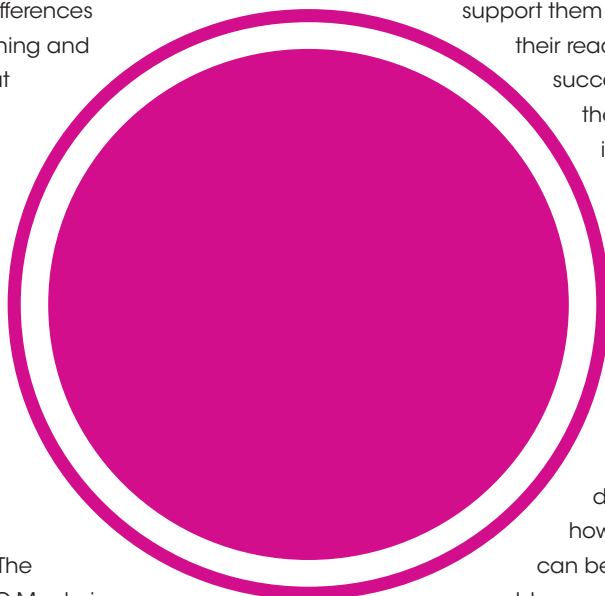
Mentoring fosters values that many organisations need to grow and develop particularly around collaboration, reducing siloed working, communicating to others more widely across an organisation and achieving knowledge transfer across different

generations. As leadership development remains a key investment area for most organisations, they are also using mentoring to provide leaders with an opportunity to continue developing their leadership skills and capabilities.

Organisations want to do mentoring properly and we have seen an increase in their investment in mentoring which favours formal mentoring programmes over informal ones and provides both mentors and mentees with proper training and measurable results. These business challenges won't be going away any time soon, so I think it's safe to say that organisations have at long last realised the true value of mentoring and just how useful it can be to address these business challenges using their own resources – their employees and leaders – with support from experts like The OCM.

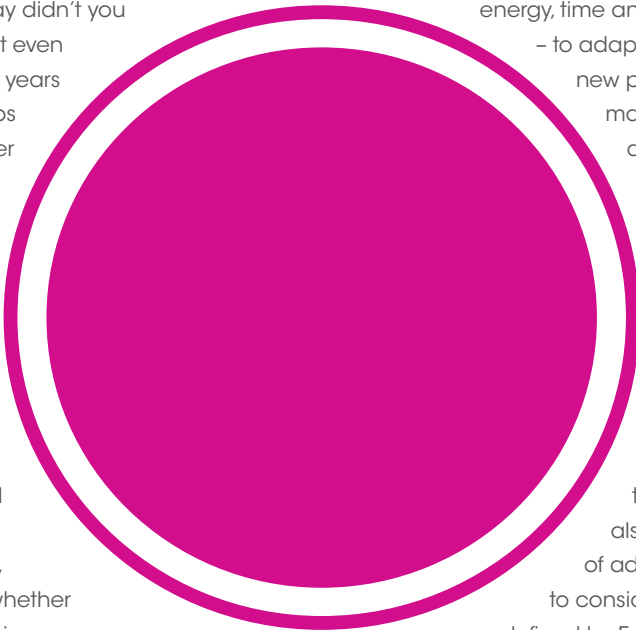
Katherine Ray, Head of Mentoring, The OCM

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Where does the need for resilience end and the need to adapt begin?

Consider the shocks and resulting uncertainty across the economic and political spheres over the last decade: the recession, Brexit, Trump, to name a few. Then ask yourself, how much technology that you use every day of your life today didn't you use or wasn't even invented ten years ago? Perhaps it's no wonder that there has been so much call for work on resilience. How can we cope with such change and uncertainty? My question, however, is whether we are focusing on resilience at the expense of what we really need to do, and indeed often do unconsciously, which is adapt.



invested in a solution and returned to the original state i.e. operating a paper-based process. If, however, as a result of the loss you choose to start managing your diary online, this will require a change as you invest in resources – energy, time and money – to adapt to a new process of managing your diary which will be a different online process. To add to the complexity in this area, there are also two types of adaptation to consider, as defined by Eric Fromm (2001) and Heifetz et al (Heifetz, Grashow, and Linsky, 2009, p. 19). They define static adaptation and technical challenges, which involve learning a new skill or behaviour that does not require any shift in beliefs or character traits, as different from a second type, dynamic

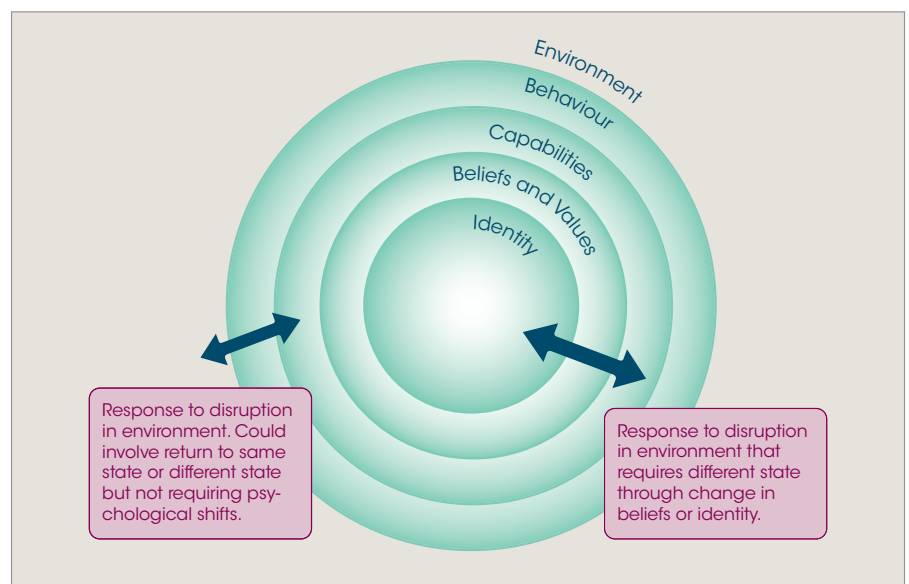
adaptation and adaptive challenges which can only be addressed through psychological shifts. In other words, adapting could be about doing things differently and thinking differently.

This aligns with the work of Robert Dilts (1990) who identified a relationship between beliefs and behaviour and how in order to affect a change at one level work needs to be done at a higher level to drive that change. It also introduces the idea that how we see ourselves and our sense of identity could be relevant as that could influence a change at the level of belief. See below a representation of the different types of adaptation and the levels at which work is required to change them.

With this understanding of the difference between the need to be resilient or adapt, as coaches we can help our clients gain clarity around what is required in the circumstances they find themselves. Where coaching is, on one level, all about things being different for clients, in some cases I have found it's less about being different and more about reframing their current situation. For example, the MD in a global manufacturer of horse feed was

This article addresses this question through some examples of my client work over the last ten years, exploring how resilience and adaptability differ and what that could mean for coaches, leaders, teams and their organisations.

In an article in this journal in 2011 (Simpson, R "Building Adaptability" The OCM Journal 2011) I shared my research into the attributes that allow people to adapt and suggested that where the end result of flexibility and resilience is a return to the same state, the end result of adaptation is to a changed state. By way of an example, consider the way you manage your diary, if you have a paper-based process and you lose your diary, you could source another and replace the data. This could demonstrate resilience as you experienced disruption,



Where does the need for resilience end and the need to adapt begin? (cont.)

finding managing a report in the US a challenge until we reframed the situation as being a gift to enable him to develop his leadership skills. This unlocked tools and techniques he had successfully applied in other situations to improve their relationship. My client returned to his original state in that there was no shift in beliefs or character traits; his energy, however, was applied to being flexible and applying skills he already had in different ways.

Over a period of five years I worked with a number of clients in a technical services company. The environment was complex and seemed to be constantly in a state of flux. On many occasions clients would arrive for meetings with a desire to 'offload': to use the time and space coaching offered them to reflect upon and make sense of what was happening for them. This seemed to help them find clarity and unlock the resources they needed to cope with the situations they found themselves in. As an example of resilience, they dealt with the challenges they were facing and returned to an original state, albeit re-energised. This could be seen as having a similar effect to developing presence and mindful practices.

Examples of working with clients to adapt include the boss of a client at a multinational FMCG company who was looking for him to become more hopeful and less earnest. We began by exploring how he saw himself and the ideas he had about the leader he hoped to become. This led on to work around his values and beliefs and it highlighted the beliefs that were driving

more serious, habitual and unconscious behaviours. In this case his energy was applied to reflecting on what he thought and felt as well as how he acted. This expanded awareness, coupled with the desire to make a change and fuelled by his leadership vision, emboldened him to try doing things differently. He paid attention to how and when the behaviours were triggered, applied different approaches and challenged some of his deeply held beliefs to become the source of possibility and hope he needed and wanted to be.

Returning to the technical services organisation, one client was transitioning from being a contractor to the Head of Department, which meant leading some of his former peers. As in the example above, how he saw himself was key to adapting from being a contractor to becoming a leader. Work to develop confidence in himself and his abilities was coupled with learning to respond as opposed to react to situations. Techniques such as mindfulness and tools to explore his emotional intelligence supported his development.

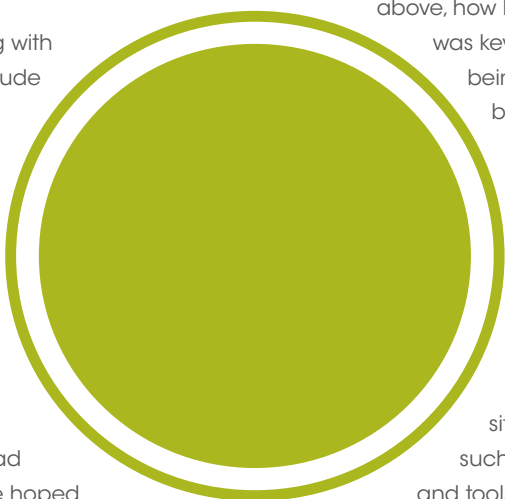
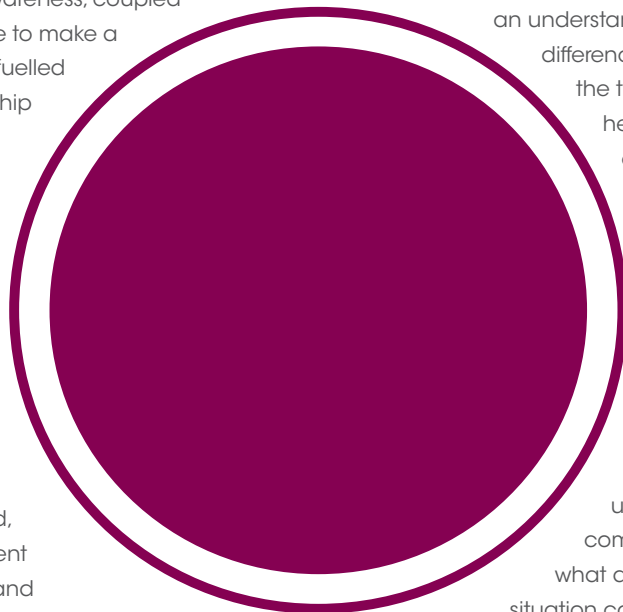
Without a doubt we could happily indulge in a variety discussions and debates about the differences between resilience and adaptability. On a pragmatic level,

I'm suggesting that at least having an understanding of the difference between the two could help clients, coaches and organisations to facilitate effective responses to the current VUCA environment. With this understanding comes a question: what does each situation call for? Is it a return to the original state or

should there be a change and, if so, how significant does the difference need to be? Is it a question of coping, reframing and/or redoing what has been done before, or is it about doing, thinking or being different? The use of tools, techniques and learning new skills support resilience and technical adaptation. Meanwhile coaching is well placed to support and enable any shifts in identity and beliefs that underpin dynamic adaptation. The next question and area of research for me now is how can organisations support and optimise their coaching efforts to enable people to adapt?

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How coaching conversations can transform future research at The Open University

Coaching for research excellence

The challenge

One of the challenges faced by academic institutions and their leaders is how to enable their researchers to thrive such that they generate research of significance and consequence, both within and beyond the academy. This question is especially prescient now that systems for assessing the quality of research – such as the UK’s Research Excellence Framework which informs the selective allocation of funding for research – place emphasis on work that is not just internationally recognised, but work that is truly field-defining and of world-class calibre. How, then, do we support researchers to become leaders in their field, developing world-leading programmes of research and research outputs?

Responses to this challenge invariably necessitate creative leadership and the flexible and dynamic management of researchers (and research). They also entail a commitment to intellectual risk-taking (and, where appropriate, pump-priming for work of potential/emerging excellence) and necessitate the creation of sustainable and energising environments for research. Such environments afford rich and diverse contexts for debate, critique and discussion; enable researchers’ career progression; and offer opportunities for

personalised, on-going professional/skills development. Researcher development opportunities might, for instance, include support for academic writing, the development of external funding bids, advanced methods and media/public engagement training, and may be complemented by bespoke research mentoring.

Whilst the practice of research mentoring is now well established within research communities and organisations, what has not typically been explored is the potential of coaching conversations to foster research excellence and thought leadership. However, through my work as a coach and academic leader (supporting researchers in a large, interdisciplinary University faculty) I have witnessed time and again how coaching conversations can offer powerful contexts for reflection, with positive results for both researchers and research excellence.

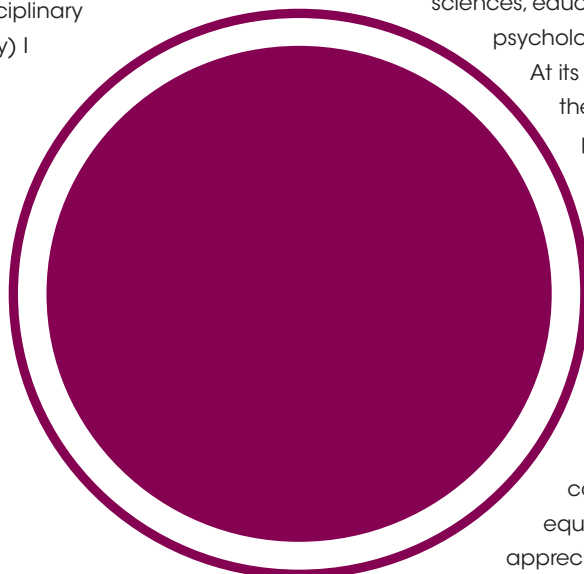
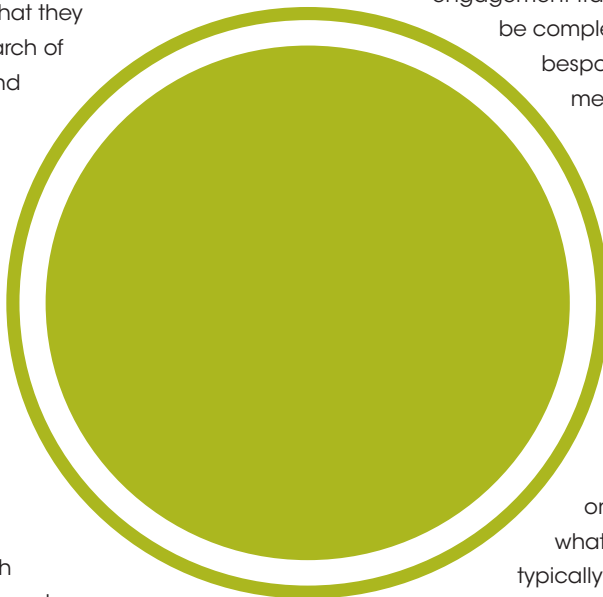
Coaching conversations as a solution

My commitment to coaching in support

of researcher development and research excellence has arisen from my direct experience of coaching researchers participating in (and the associated evaluations of) the Open University’s innovative coaching initiative Envisioning Your Research Future (EYRF).

The inspiration for the EYRF initiative (which I devised and champion) came from the recognition that many of our talented and capable researchers were ‘hiding their light under a bushel’. They were thus missing important opportunities to capitalise on their personal strengths as researchers and to foreground and communicate the distinctive contributions and field-leading excellence of their work. I thus set about devising a strengths-based coaching solution, explicitly designed to engage academic researchers in an exploration of their personal strengths and distinctive areas of (potential) excellence in their work.

The development of the EYRF programme entailed the orchestration of perspectives and practices drawn from established and contemporary coaching, learning sciences, educational and psychological literature. At its foundation are the person-centred principles of authenticity, unconditional positive regard, acceptance, and empathic understanding as well as a commitment to equality/mutuality, appreciative inquiry and the creation of spaces for dialogue rooted in active listening.



How coaching conversations can transform future research at The Open University (cont.)

EYRF at a glance

Structure: A preparatory half-day group workshop; two 60-90 minute 1:1 coaching conversations; structured opportunities for reflection (using both reflection notes and visual imagery/creative methods).

Duration: Four months

Aims: To support researchers to:

- reflect on their careers and trajectories of work to date;
- reflect on their signature strengths and values;
- reflect on their signature presence as a researcher;
- appraise and characterise the signature strengths of their work (especially with respect to originality, significance and rigour);
- consider, systemically, what the implications of all this are for the development of their onward/future programmes of work;- and consider/design the 'success architecture' (Mohr, 2015) needed to support their onward work and the development of courageous goals (Blakey and Day, 2012).

EYRF coaching conversations enable researchers to identify and explore their strengths and the distinctiveness of their work. Within the programme there is an opportunity to develop new professional narratives (grounded in accounts of expertise, excellence and contribution to the field, not just activity and interest) and to incorporate these within a new personal profile page published on the Faculty's outward-facing web site.

The version of the programme tailored to the needs of mid-career researchers

enables them to explore the impact and contribution of their sustained body of work over time. Early career researchers are encouraged to consider the legacy of their doctoral work and the relationship of that to their future work.

To date, evaluations of this programme (undertaken predominantly using open-ended questionnaires) have been overwhelmingly positive. Participants typically indicate that EYRF constitutes a powerful learning journey and represents one of the most (if not the most) valuable professional development opportunities they have experienced throughout their academic careers. Participants value the confidential, protected time and space for reflection that complements and informs (but is distinct from) the formal target setting discussions that occur as part of the established organisational processes of career-development, staff appraisals and research and scholarship development planning. They also report feeling more confident. Crucially, in a significant number of cases, there have been marked and demonstrable positive impacts on the clarity and calibre of subsequent academic outputs, such as journal papers and research grant submissions (an outcome corroborated by line managers/research leads).

Why coaching is so impactful

Through their reflections (supported by EYRF coaching conversations) colleagues came to see how through

recognising, valuing, emphasising and communicating their signature research presence strengths and contributions they can develop stronger programmes of work and ultimately contribute to the creative enrichment and renewal of the research environment within their organisation as well as their broader field of inquiry.

Mid-career researchers especially value the time to reflect on "who they are becoming" (Rogers, 1967) now that their academic careers are well established.

"This coaching programme... has opened my eyes to the potential of what being an academic today can mean....

[It] helped me to find common threads in all

my academic work so far including teaching, university leadership and other

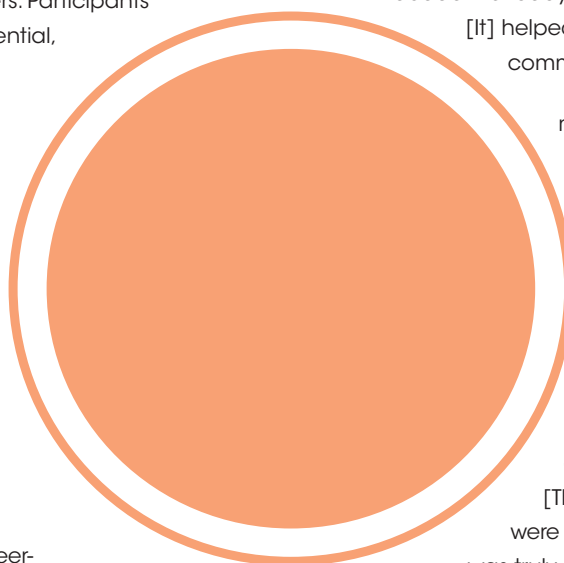
community-based engagement.

[The] methods were effective, and I

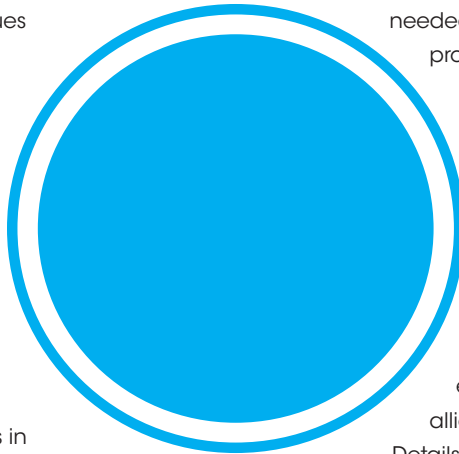
was truly amazed to see

how many stones I had unturned and stories I had discovered. A new concept of my academic identity began to emerge."

EYRF coaching conversations can support researchers to identify and prioritise lines of personally meaningful research with the most potential for field-leading academic excellence. In some cases, they can help colleagues to reconnect with their own intellectual curiosity and creativity when they feel that inspiration is lacking. Additionally, such coaching conversations can enable researchers to discern the most judicious use of their creative and



intellectual energies. I draw attention to the process of discernment deliberately, as so often strategy discussions relating to research excellence focus predominantly on issues of resourcing and time management. My experience of coaching colleagues on the EYRF programme, however, has taught me that research leaders/managers also have a responsibility to support colleagues in discerning which distinctive aspects of their work hold the most promise in respect of academic excellence and impact. Through coaching conversations colleagues can be enabled to consider what to develop and what to



put aside; recognise, claim and celebrate what they and their work distinctively contribute to their field; and identify facets of the 'success architecture' needed to realise ambitious programmes of work.

Onward directions

At the time of writing this article, other universities are expressing interest in coaching for research excellence and the allied EYRF programme. Details of EYRF are currently being shared with research leaders in other universities, including those within research-intensive institutions. Coaching conversations have a distinctive role to play in building latent research

capacity; fostering academic excellence and ensuring a world-class research base within UK higher education. It is time to realise their potential.

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Facing the future with hope: a Scholars tale

In a busy coffee shop, two people are talking and enjoying their Americano and Latte. Person A has just come out of a business update meeting and is excitedly chatting away and throwing out ideas about the opportunities

presented to her and the organisation. When she finishes Person B asks her which particular idea she is energised by the most.

A team of senior management are receiving a debrief on their latest employee engagement results. The organisation has performed well in terms of financial performance but they haven't scored as highly as they had expected in their employee satisfaction results. Person C addresses the board.

Person B and C are coaches, mentors, consultants, change makers and talent scouts for potential in people and companies.

Why is this important? Take a look around you. We are living in a VUCA world (volatile, uncertain, complex and ambiguous). With constant change, uncertainty and ambiguity, it's an opportunity to focus on mindsets, habits, behaviours and performance for individuals and organisations. It's about optimised purpose which coaches and mentors have the ability to unlock.

Why purpose?

Richard Leider (2015) shares his thoughts on unlocking the power of purpose: "Your purpose" he says, "Your aim or goal. Your reason for being. Your reason for getting

up in the morning. You may not have considered the first three items, but most of us have wondered about a reason to get up in the morning, at least occasionally. The power of purpose, is about that reason: to help you unlock the purpose of your life."

There is a strong correlation between organisational direction and its people manifesto. In today's society, time is productivity and money. It is only natural that in time critical, budget conscious performance environments, people and organisations will become exhausted when the expectation is to do more with less.

Leading companies are beginning to shift their approach to performance and development by aligning this to purpose and impact beyond the immediate goal. By using coaching and mentoring there is a clear or renewed sense of direction or alignment for its people, the organisational strategy and its performance goals. Parsloe and Leedham (2017) share how coaching and mentoring (CAM) can support change, build resilience, promote adaptability and encourage innovation. People will be invested in organisations and organisations in its people.

By highlighting the what, you can then explore the why

By highlighting the organisational values and aligning it with the purpose of individuals, you are able to create more conscious choice and value-led decisions, which are known to create a

positive environment. The energy and motivation generated by this produces healthy organisations and employees. Peltier (2010) suggests that organisations offering CAM services can redirect adaptive defence mechanisms of:

- Altruism: convert negative energies to actions that benefit other people such as mentoring.
- Sublimation: redirect boundless energy towards a positive goal.
- Humour: strong correlation between humour and resilience; more humour = more resilience.
- Substitution: where useful behaviours have been replaced with unhelpful ones, a coach is able to help find a way to convert this back into a conducive and productive behaviours.
- Compensation: when individuals/ teams have a specific strength, this can occasionally be overplayed to the detriment of other skill sets that require development.
- Rituals: organisational rituals are important for employees to understand as they can help to co-create the culture.
- Identification: becoming part of a community or taking on an identity enables individuals and organisations

to focus on the positives.

- Affiliation: providing support in a particular area that is a natural fit or you are drawn towards.

Every person or organisation centred interaction is a coachable moment

The involvement of CAM can take many forms. Whether it is a structured set of sessions, part of a programme, tripartite, action learning groups, teams, leave of absence, supporting psychometrics or simply a water cooler moment, one of my favourite aspects of CAM is transforming a conversation into a coachable moment.

Within an organisation, the role of the CAM agent is to delve deep, to understand the business and people strategy and find opportunities to introduce interventions where these may overlap or run in parallel to one another.

In addition to the skilful art of deep listening and powerful and probing questioning, the CAM role will also involve directives and facilitative coaching styles (prescribing, catalytic, informing, cathartic, confronting/challenging and support).

My first OCM coaching experience was in 2008; it had a profound and significant impact on me which is why I have moved into this discipline. My coach and mentor at the time shared a mantra that I use to this day:

A B C – Always Be Curious.

As a naturally inquisitive individual, this has played to my strengths and ensured that I am always having a coachable moment.

True or false: there is only style of coaching

It depends on the needs of the individual and/or organisation, CAM can be used in:

- Transition: this may be into a new role, a promotion or a return from leave and is for a defined period. The benefit of CAM is that coaching can start the process and mentoring can ensure the individual works to a specific goal within a defined period of time or when external pressures may require key deliverables.
- Transformational: useful when the individual and environment requires significant change. CAM works with the individual to break unhelpful habits that no longer serve them. A systems thinking approach is needed, along with organisational savviness and business acumen to elicit change at all levels.
- Performance: to support clear goals, helping to produce solutions and not challenges as well as building reflective practice to learn and unlearn and relearn useful standards.
- Leadership: a coach or mentor will need to have a solid grasp of leadership to do this well and may have held a big 'L' leadership position as well. This is about creating a pathway for others to follow, considering impact on self and others and inspiring others through trust, loyalty and high performance. It is important

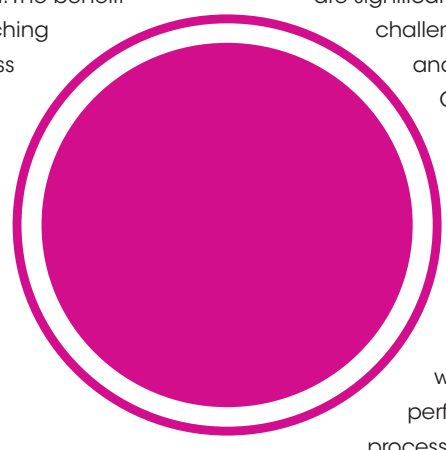
to note that everyone has the ability to be a leader. With this mind-set, CAM opens up possibilities to apply this on an individual and organisational basis.

- Behavioural change: this involves working with individuals on their self-awareness and highlighting helpful behaviours and looks at addressing unhelpful ones.
- Resilience: in high performing/pressure organisations, individuals are significantly more likely to be challenged, face adversity and constant change. CAM interventions explores self-awareness techniques to keep performance sustainable during these circumstances.
- Team: works with a team to improve performance and results, processes and roles within the group. CAM will work to resolve conflict and provides tools so the team can self-regulate their needs.

The benefits of The OCM's approach is that it is holistic and views organisations and people interactions as a living, breathing organism. To support individuals to thrive and explore their potential in a safe environment, The OCM have an impressive toolkit of resources to cater for their clients based on specific needs. The following models are ones that I favour and have successfully used in my sessions as a coach and mentor.

ELECTRIC model

A great model to take someone on a journey within a journey. This is a revolutionary model that is forward looking and impactful. Every team and individual I have used this with has felt more



Facing the future with hope: a Scholars tale (cont.)

empowered and in control of the solution or next steps and have put this into practice resulting in some organisational results.

FACTS model

Blakey and Day (2012) created a significantly more challenging model known as FACTS which stands for Feedback, Accountability, Courageous Goals, Tension and Systems Thinking. This model is particularly effective when used in an organisational context as it will get to the core of what doesn't work and, by the end of the System Thinking process, the client will have a strategic performance, change and engagement model to implement which places their clients at its centre.

ZOUD concept

Also known as the 'Zone of Uncomfortable Debate' from Blakey and Day (2012), I use this when needing to address the elephant in the room. This provokes the conversation and addresses how to break the normal state and trigger positive change.

Skilled Helper

This model has been developed over 35 years (Egan 2010, in Connor and Pokora, 2012) which has three stages – Current, Preferred and The Way Forward picture – designed to move the client forward towards action, change, reflection and accountability, and has a further three tasks within these. Many of my clients like this approach as, at the end of each one, it circles back to the client (organisation or individual). I have used it in coaching scenarios where it seemed already decided that "Nothing will change" or "We like things as they are", but by the end of the session, drive, determination, change, innovation and progress are characteristics that feature.

Clients are always surprisingly optimistic when they've had a coachable moment with me. One even came up with the phrase, "This is Corporate Voodoo!" (in a complimentary way, of course) because they couldn't pinpoint what it was exactly that enabled the positive change to happen. Others have seen the potential and/or business benefits and have written business cases to ensure more CAM can happen. People and organisations are inherently resourceful; I just provide the environment and tools to move them from a fixed to a growth mindset.

Research shows that younger generations entering the workforce are looking primarily for meaningful experiences rather than just a salary. To have these experiences and interactions, organisations must provide a systemic framework with its people at the centre. This is great for business, performance, profitability, wellbeing, diversity and inclusion, and will change the way responsible, purposeful and engaged businesses operate.

Redefining your purpose as transformative

I have experienced a life changing 24 months. In fact, it has been transformative, involving more change during this period than my entire life previously and with significant learnings during my journey. There is no such thing as luck, only created opportunities. An example is when I applied for the Eric Parsloe Scholarship in 2016. I am privileged to have been selected and to find a holistic and strategic application of coaching practice (CAM) that aligns perfectly with my practice. This has been applied within several organisations and individuals through my direct and indirect coach-mentor proposition.

I wish I had better prepared myself before I joined to maximise access to all the resources and faculty who are excellent

and passionate about their respective fields. It has been eye-opening learning about the rigour and high standards of the CMS and EMCC which my practice will benefit from. The supervision sessions have been superb and every interaction with The OCM has been a meaningful learning experience that will reverberate throughout the years to come.

One of my favourite quotes is "Be the change you wish to see in the world". I really want to thank Ed Parsloe for seeing my potential and offering me this incredible opportunity, Angela Keane for being a rock and amazing CMS from whom I have learned so much, and my parents Vijey and Shyama Puri for giving me purpose throughout my life. Through my coaching and mentoring, I strive to provide hope, optimism and purpose to all I encounter which has been made possible by Eric's legacy. I now look forward to passing the flame to another fortunate individual and welcoming them to The OCM family.

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