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- creating new mindsets

According to the Office of National Statistics (ONS), technically, the recession only lasted eighteen months, with six consecutive quarters of negative growth between Quarter 3, 2008 and the end of Quarter 4, 2009. Eighteen months.

Is it just me or did it feel much worse than that?

The obvious answer is of course it was. The malaise that followed is only just lifting and depending on your political persuasion, it may still be with us. Politics aside, there is no debate that the reverberations from those eighteen months had far reaching consequences for many organisations and, at times, a catastrophic impact on employees.

It's not hard to see why. Again according to the ONS, during those years following the recession unemployment increased, job vacancies crashed, investment was down, redundancies rocketed, there was a significant shift in employment status, gender inequalities widened, earnings stagnated and prices increased.

With all this macro-economic turmoil, it is no wonder that we in the coaching and mentoring profession developed a mind-set and created a narrative that focused on supporting both organisations and individuals through this period. The talk was of 'managing your investment' and 'developing internal capacity'; the focus was on 'increasing performance' and 'supporting people through change'. And rightly so, we did what we had to do to provide the support that was needed.

I know that for some it will feel that very little has changed. As coaches and mentors, we will undoubtedly still have clients who are being impacted by the economic conditions that were created. However, it is my contention that for the benefit of our profession we should acknowledge that the recession epoch is over and we must now focus our energies on seriously developing a new narrative, one that is able to provide the support that both organisations and individuals will need as we move into this new era.

Once we acknowledge this is the case, the really interesting questions to ask are: What will this new narrative and mind-set will include? What will its defining characteristics be?

This brings me to the theme for this year's journal. If there is one sentence that stands out to me in this entire journal it is contained in Katherine Long's excellent review of Michael Gelb's seminal book, 'How to think like Leonardo'. In it, Katherine quotes Einstein reminding us that 'we cannot solve our problems with the same level of thinking that created them'.

For me, this gets right to the heart of the matter. For coaching and mentoring to thrive, the defining characteristics of our future profession must be palpably differently to what has gone before. The challenges and the people are different, therefore the way we provide development and support through coaching and mentoring should also be different.

Our future will be shaped collectively but I can see themes such as innovation, creativity and entrepreneurship being more important. And there will be a need to answer questions. How will we effectively support Generation Y? How do we move from just being resilient to being adaptable? How do we encourage and support others to embrace new theories of change? How do we shift from linear to systemic thinking? What role will concepts like mindfulness or neuroscience really play? How do we blend new ways of thinking with the traditional skills of coaching and mentoring to create fit for purpose coaches and mentors?

The articles in this year's Journal seek to explore some of these questions and hopefully encourage the shaping process. However, as a final thought, whilst developing new ways of thinking is really important to our future success, so is making sure we have learnt the lessons of the past. If we want to shape the future successfully, we must learn from the past. Whilst we can never really go back to the future, perhaps that's not a bad place to start?

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Setting up coaching (and mentoring) for success by questioning more in contracting

Coaching and mentoring has come a long way from the 'chippy outsider' struggling for recognition, that they were 20 years ago. Now, coaching and mentoring is a valued and relevant partner to many individuals and organisations looking to realise their potential. It's been a great developmental journey so far, and one of which we can all be proud. But, but like any successful individual or organisation that wants to keep growing, we need to be careful that we remain open to feedback from others, no matter how uncomfortable that is, and keep challenging ourselves. I do feel at times that as a profession we could be in danger of getting a bit stuck in our ways, maybe even being a little smug at times. I believe we could use our undoubted strengths more widely and to greater effect. In this article I've tried to capture some ideas about the feedback we should be listening to and the challenges we might focus on in one particular area – questioning in contracting.

To make this more tangible I have found it helpful to think about the development of coaching and mentoring not in some abstract, theoretical way but in the same direct and human way that I might if I were responsible for the development of a direct report. I invite you to imagine yourself as responsible for 'coaching and mentoring's' development, preparing for a development discussion. To aid your imagination let's give 'coaching and mentoring' a name … CAM. (I will refer to CAM as **we** rather than **him**, **her** or **they** to avoid the gender bias and because I am part of CAM, as you may well be too).

> I keep six honest serving men (They taught me all I knew); Their names are **What** and **Why** and **When** And **How** and **Where** and **Who**.
> **Rudyard Kipling**

What conversation would you be planning with CAM for your next review meeting?

- What will you challenge CAM over?
- What feedback will you give CAM?
- What development areas would you suggest? And why?
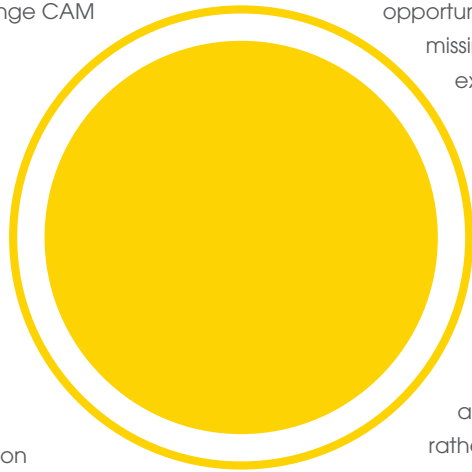
I have been giving quite a bit of thought to this imaginary development discussion over the last few months as part of shaping the development work that we are doing at The OCM. A recent focus group that I participated in for the Ridler Report showed that I am not alone in my reflection.

I want to focus this imaginary development discussion on something which I believe falls into the 'underused strengths' category. My concern is whether CAM's strength in questioning is really being used to set up coaching for success, specifically in the contracting

of coaching and mentoring work both with individuals and the organisation.

CAM pays a lot of attention to questioning – asking the 'right' question, in the 'right' way, at the 'right' time to catalyse shifts in others' awareness and thinking. CAM has invested in building some great skills; questioning is 'open', clear and often very impactful. Questioning is something CAM cares about and gets a lot of reward from using well. (I know I get a buzz when a client looks at me with that 'Aha' expression and says "That's a great question"). And I see opportunities for us to use those skills in ways that would add greater value for our clients, both individual and organisational.

Taking Kipling's six honest serving men one by one, let's explore the opportunities we might be missing, or failing to exploit consistently and fully.

What?

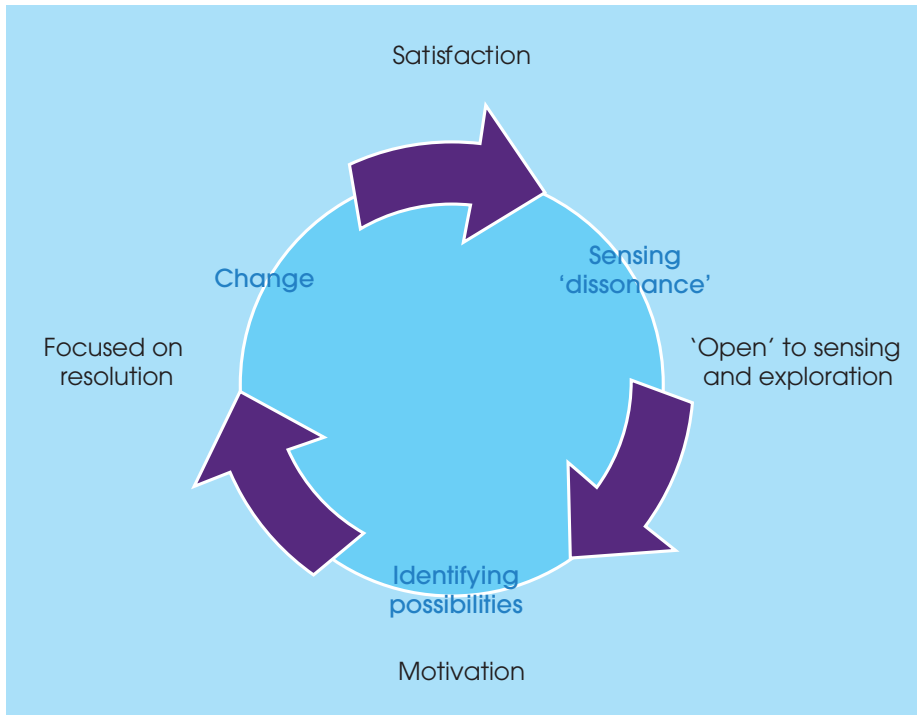In contracting we do ask 'What?'. Recently, in particular (with the recession and all) we have been rather focused on asking **What?** questions – seeking clarity on outcomes, goals and returns from coaching. So we ask:

What does success look like for you?

What are your goals?

But do we miss the opportunity to ask deeper questions about the **purpose** of our partnership? Are we 'closing' this questioning of purpose too quickly? Could we use this strength more powerfully if we constrained the questioning of purpose less narrowly?

Diane Newell

Gestalt Cycle of change

There has been some feedback that would indicate that we might. Susan David, David Clutterbuck and David Megginson (David, Clutterbuck and Megginson, 2013) brought together a number of ideas and views in their book 'Beyond Goals' to examine the benefits of treating goals in coaching and mentoring as emergent. And approaches like 'Theory U' (Sharmer, 2009) challenge the idea that we can usefully define what the outcome of a complex change is at its inception.

Recently I've been experimenting with getting clients (individual clients) to work the other way – not from where they want to go but from a deeper investigation of where they **are**. I use questioning to help them identify the enquiry or the exploration that we will work on in our coaching and mentoring.

So my question becomes: 'What's the enquiry?' not 'What's the outcome?'

This can help clients to move away from a 'rush to action'. It helps them stay with the development of real insight and a deeper reflection on what the real enquiry for them is. I've found the Gestalt Cycle of change and the idea of dissonance really useful, because it gives clients a word to describe a 'felt sense' of discomfort without having to rationalise it.

Furthermore, Kipling's other serving men help clients to focus on the questions

By asking **Why?** more at the organisational level, we partner in an enquiry into organisational dissonances.

that they might be feeling rather than thinking – 'How do you feel?' 'Where do you feel?' 'When do you feel it?' The coaching conversation then becomes not about 'What can I do differently?' but 'How can I enquire into this more fully?'

So, for example, exploring the 'discomfort' that she felt over "how people at work react to me" led a client to realise that the enquiry for her was into the dissonance between 'who' she was being and the person she aspired to be, not about how to manage people's perceptions more effectively. The outcomes are more transformational, more powerfully effecting a substantive and lasting change as a result, both for the individual and for their organisation.

Why?

My observation is that as a whole CAM doesn't ask **'Why?'** as much as it might, or hold the enquiry into **why** strongly enough in contracting. We let the client (organisational clients particularly) off the hook far too quickly on:

• Why coaching?

• Why coaching for this/these individuals or teams?

• Why coaching with me?

Perhaps it is a bit of insecurity, or anxiety to be the chosen solution that stops us asking. Sometimes it is because we don't think there is an answer, or at least not one that the client can articulate fully. But is that a good reason not to ask? Or to keep the question open if it can't be answered right now? My observation is that not asking leads us to miss opportunities.

Setting up coaching (and mentoring) for success by questioning more in contracting (cont.)

With organisational clients I have had occasions where not asking 'Why?' meant that I couldn't access opportunities to integrate our work and to partner with the organisation more systemically. By asking 'Why?' more at the organisational level, we partner in an enquiry into the organisational dissonances that our clients experience and are seeking to address by working with us.

In exploring this with our clients we can build a deeper and more explicit understanding of what change they seek to create and how CAM, together with other initiatives and investment, contributes to that change. We can explore the potential barriers and supports for that change and how CAM might most effectively be implemented. That conversation allows us to challenge and support the organisational clients' thinking about how coaching and mentoring might best be used, when and by whom.

It is a tricky balance. We don't want to be 'difficult to do business with' but in the longer term, using our questioning skills more deeply in this way may not only create greater value for the client but also a deeper commitment to CAM, because it will enable our work to be clearly and explicitly integrated and linked

to the key issues that the organisation faces. Taking this approach with a partner organisation three years ago meant that they considerably scaled down some very ambitious plans, but as a result, we have a a successful and mutually enhancing partnership in the years that followed.

Of course this goes for individual clients too. I have found it particularly important to ask 'Why?' and 'Why with me?' to avoid or mitigate the danger of acting on unstated mutual dependence with any clients who wish to extend or re-contract. Not asking may lead a coach (internal or external) and client who enjoy working together, to unconsciously collude to keep meeting, rather than truly challenging the efficacy and appropriateness of the new contract.

When?

There is no doubt that there are 'better' times to work with someone as a coach or mentor; times when their internal and external states make CAM particularly powerful and effective. Clients who are on the cusp of transition for example, either in their role or in their 'developmental stage', find coaching and mentoring an incredibly valuable way of making sense of the changes they are experiencing and figuring out what they need to take with them, what they need to find and what they need

to leave behind.

And then there are times when the conditions just aren't right, when something else is needed, or it would require a shift in the internal or external environment to enable our client to be 'ready' to work with the insights and support CAM offers.

Sometimes by engaging more fully with the organisation in contracting (see 'Why?') we can catalyse greater insight about the conditions that need to shift. A common example is where feedback about a desired change in impact hasn't been given directly to a potential client, or when formal goals and rewards are acting contra to desired behavioural or cultural shifts.

But how often do we contract in such a way that we can help our clients identify and choose the 'best' time to be coached? What might it look like if we did and what insights might we help our clients to gain in order for them to be able to answer this question?

And How and Where and Who?

Coaching can at some times, by some organisations, be seen as limited to a particular methodology. For example, a 90-minute to 2-hour one-to-one meeting with a 'professional' internal or external coach and usually occurring in a meeting room somewhere on the client's premises. There are times when this is exactly the right solution for the particular client and organisational need but it's a very narrow and limited view of how and where coaching can be, and who it happens with and for.

In helping our organisational clients to think about how they use coaching and mentoring, could we add more value by asking questions that explore opportunities to both integrate and free up coaching and mentoring in their organisation?

To begin with, coaching can happen at any time in any conversation between peers, with your managers or your direct reports, with clients, with suppliers and with stakeholders – how do we support and integrate this part of CAM into our ways of working? And where coaching and mentoring is happening within the confines of a contracted coaching or mentoring relationship, there are a variety of approaches and locations that can be effective. How do we create opportunities to use them more flexibly and skilfully?

For example, myself and others are increasingly accessing open spaces – either outdoors or (especially in the British winter!) in spaces such as art galleries and museums. The advantage of this approach is not only that it frees us from the physical and mental confines of a meeting room which can be liberating in itself, but also that it promotes movement (good for the health and the thinking) and gives us access to a wide range of metaphor objects. Getting out into the open has on occasion provided clients with space to make real breakthroughs in their thinking, to explore questions and aspects of themselves and their leadership that have seemed off limits to them in their work spaces.

Technology is increasingly making new ways of interacting available to coaching – through VOIP, video calls, messaging and social media. What's more, the upcoming 'millennial' generation interacts habitually in a plethora of different ways, synchronously and asynchronously. We need to open up ourselves and our clients to exploring the best ways to interact and to work effectively in these new technologies. (I know that there are pioneers out there doing just that and if you, like me, are interested in following in their wake I can recommend the e-coaching group on LinkedIn).

So what? What now?

If this were a development discussion we'd now have shared some feedback and some experiences of where things have gone well and not so well, as well as touching on some ideas about the opportunities for future change. I hope we'd be recognising the value of the past and be excited about the changes we might be able to make for the future. Like many others, CAM has had to make changes in the last few years in response to the recession and we will have to continue changing our ways of working in response to opportunities and threats from technology and globalisation. Staying still is not an option if we want to be even more relevant and valuable to our clients in the next five years than we are today.

The focus of enquiry for me in thinking about how CAM needs to change is around how we bring the power of what we do to the service of our clients and how to do that more fully, using all the opportunities available. Particularly for organisations who are maturing in their use of coaching and mentoring, the driving questions are around how it can be shaped, integrated, organised and practised to maximise the benefit. Which is why contracting, and how we use questioning and coaching skills in contracting should become an important developmental focus for all of us.

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All in the mind? The role of neuroscience in coaching

Anna Mclean

Brain science, neuroplasticity, neuropsychology, neuroleadership, brain training – as coach-mentors, how do we keep up with the burgeoning field of brain-based approaches?

In this short article I will explore how this vast and complex field fits with what we already know – how we can use the lens of neuroscience to support and deepen our existing knowledge and use this to enhance our coaching practice. As a Business Psychologist and Coach I come from a position of curiosity, keen to explore new and effective ways of helping my clients maximise their potential – in this respect neuroscience informs the way I work.

The intention is to focus on what has captured my attention rather than provide an exhaustive or expert view. For those who have the appetite to learn more, there are a number of authoritative and accessible resources listed at the end of this piece.

What you need to know

Research using functional magnetic resonance imaging (fMRI) scanning technology extends our knowledge beyond the behavioural and explains the neurobiology behind what we do. Repetition and practice of behaviours results in brain changes. When this happens our brains exhibit *neuroplasticity* – new neurons grow or connections between existing neurons are strengthened.

Neuroplasticity underpins learning, remembering, and behaviour change – when a client practises a new skill, the area of the brain responsible changes. The good news is that even as we age, learning a new skill alters the structure and function of

Functional magnetic resonance imaging (fMRI) … extends our knowledge beyond the behavioural.
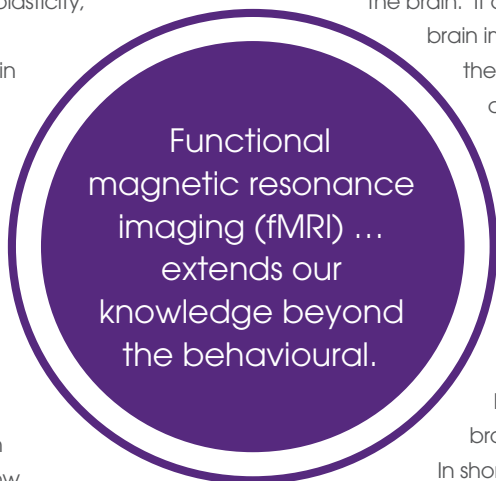
the brain. If coaching helps the brain improve its functioning, then what we do as coaches is facilitate 'self-directed neuroplasticity', Brann, A. (2015).

Psychology

Is psychology still relevant as we learn more about the brain and how it works? In short, yes. The disciplines overlap and complement each other – human behaviour is so complex that trying to understand it from a purely anatomical perspective doesn't make sense. Psychology is needed because we can learn useful, important things about human behaviour without the biological understanding provided by neuroscience.

This said, neuroscience keeps psychologists honest by providing another set of data that psychological theories have to explain (or at least be consistent with). Positive psychology and the part it plays in wellbeing and human flourishing is particularly relevant to us as coaches. The evidence provided by brain-based research only serves to support this.

Mindfulness

Mindfulness is well established as a therapeutic intervention but did not make the leap to the world of work until relatively recently – and then it exploded. With a plethora of books, training offerings, websites and other resources, is this ancient discipline being dumbed down and at risk of losing its credibility? No, not if we pay attention to the evidence provided by neuroscience.

Research supports the efficacy of mindful practice in increasing attention and emotion regulation. Mindfulness has also been shown to improve immune function, reduce blood pressure and cortisol levels. The prolific research in this area is producing results to support the efficacy of mindful practice in helping us become more aware of our thoughts, and thus more able to actively shape our brains.

However, Hall, L. (2013) provides a timely word of caution about the growth of the 'brand' and risk of diluting mindfulness in a bid to widen its reach. As coaches, we need to remind ourselves (and our clients) that mindfulness is a *discipline* and not a quick fix – one that takes time, effort and focused practice to develop to a level where brain change occurs.

The power of reflection

Reflective practice is central to The OCM's approach – without reflection there is no learning. Alpha waves correlate with shutting down of inputs from external senses and focusing on internal stimuli. They also correlate with the release of serotonin (the chemical messenger associated with relaxation). So when we reflect, we also tend to feel good.

Neuroscience provides a language that explains how coaching works.
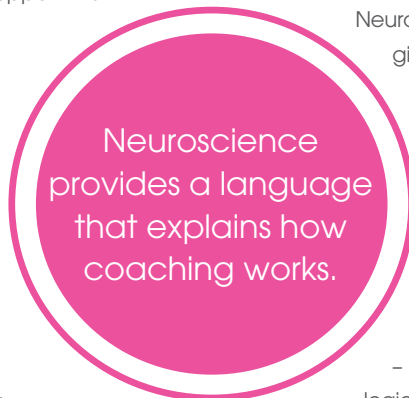
Neuroscience shows our brains give off alpha-band waves just before coming up with an insight. Rock, D. (2006) takes this one step further and proposes that there is a certain type of internal reflection that brings about insights – rather than thinking logically or analysing data we are engaging a part of our brain used for making links *across the whole brain*. He goes on to suggest that in order to help our clients have more insights, we need to encourage them to reflect more.

Incorporating neuroscience into your coaching

From a brain-based perspective the skill of the coach lies in getting your client's brain working with new pathways – facilitating change and helping establish ways of being that can be sustained. But we all know that change is hard. By introducing the concept of neuroplasticity we can help clients understand what is happening in their brain. By raising awareness to the power of brain remapping, building new pathways and strengthening existing ones, clients will be better placed to work with us on their coaching goals or intentions:

• The *amygdala* is important in emotional responses and these in turn drive a lot of our behaviour. Oxytocin suppresses the amygdala (the region of the brain that detects threats and processes fear). Enhancing trust can decrease amygdala activation. When there is a high level of trust, the threat response decreases and the client is more open to possibilities, able to think more effectively, and more likely to engage in goal-directed behaviour rather than habit behaviour. Quieten the amygdala by creating opportunities to increase perceived trustworthiness and trusting your client.

• The *prefrontal cortex* is responsible for many cognitive functions. Paying attention to the coaching environment and reducing distractions helps the prefrontal cortex to work more optimally and focus on executive functions including high-level information processing and decision-making. Avoid busy cafes and noisy hotel lobbies for your coaching sessions. Think about moving your corporate clients away from their workplace. Begin coaching sessions with a short mindfulness practice.

• *Dopamine* has a key part to play in motivation, reward, and learning. Thinking about small tasks (rewards) that align with longer terms goals triggers dopamine release and can help sustain motivation.

Adopt a 'whole person' approach – encourage your client to embrace a healthy diet to boost brain health. Brain foods that encourage dopamine production include avocados, bananas, and almonds. Antioxidants found in fruits and green vegetables reduce free radical damage to brain cells, including those involved in the production of dopamine.

• Cortisol is released in response to stress – both good (eustress) and bad (distress). On the plus side short term elevated levels prime clients to take action and can affect efficiency, productivity and mental state. Prolonged periods of elevation, however, can have a detrimental effect including lowered immunity, higher blood pressure, and anxiety. Stay alert to things that trigger a stress response in your client that perhaps they can't see themselves – relationships, workload, and patterns of behaviour. Helping your client understand the effect cortisol has on their mind and body will empower them to take control.

So what?

Neuroscience isn't claiming to be better than anything we currently do as coaches, nor is it suggesting that it replaces core theories, models, and established frameworks. Rather, as professionals we need to pay attention to the growing body of evidence and use this to enhance our coach-mentor offering.

Neuroleadership is an emerging field of study that both unites and divides opinion. What we can't do as coaches is ignore the evidence. As we prepare our future leaders, the awareness gained from brain-based research is helping to fill critical gaps in our understanding – about the optimal conditions for developing trust, decision-making, emotional regulation, and so much more.

> The good news is that even as we age, learning a new skill alters the structure and function of the brain.

Importantly, neuroscience provides a language that explains how coaching works – a language that takes our craft from a largely theoretical base to one that can be explained by scientific research. If this makes coaching more credible, reduces resistance, makes it easier to understand for our clients, and ultimately leads to a greater sense of empowerment on their part, then this has to be a good thing.

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www.mindfulnet.org

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A lexicon of change

Katherine Long

What springs to mind when you hear the word 'transformation'?

Chances are you find a process such as metamorphosis comes to mind, where caterpillar changes from chrysalis to butterfly – an organic transformation driven from within, following the cycles of nature. But you might also be thinking about transformation in the context of radical, planned for (but perhaps also unexpected) change, the stuff of day-time TV, where hopeful home-owners hand over the keys to their house to a team of interior designers and decorators. The closing minutes of the programme inevitably provide a close-up of the owner as they first open their eyes and respond to the final results of the makeover, loving or loathing what they see!

In the coaching context, the term 'transformation' carries similarly mixed meanings and assumptions. On the one hand it may be seen as an alchemical, almost magical process of unpredictable change – the failing team who somehow find their mojo in the midst of adversity and exceed all expectations in terms of impact and delivery. Or 'transformation' in the context of a planned overhaul ("We're in the middle of a big transformation programme at the moment"), where there are clear architects for the change process. Two very different concepts, which, whilst one doesn't exclude the other, can lead to confusion when we are seeking to coach in those different contexts.

The reason for some of the confusion, I suspect, is that we have yet to develop a clear lexicon of change. An over-used set of terms (coaching, change, transformation) hide the fact that different change processes require different conditions, have different operating principles, and require different types of support. All of this can remain hidden from view unless we unmask different orders of change from the simplistic language used to describe them.

Below are four inter-related paradigms of change which I observe playing out within individual and organisational development processes. The challenge for coaches (and for the organisations which use coaching) is to recognise when each is a helpful or less helpful frame of reference when designing coaching interventions.

The linear approach to change:
A + B + C = D

When I began coaching, I was taught to use a PLP (Personal Learning Plan) to support contracting with clients. They wanted desired outcome D; if we thought carefully about how to get there we could plan steps A, B and C, and with enough patience, encouragement and trust in the process, coachees would find their own way to D. There was something repeatable about this formula, which relied on the coaching needs being largely performance or learning related, and (in hindsight) located within the context of a relatively stable environment. Psychometric tools sometimes played a role in helping coachees understand the impact of their preferences and behaviours, but usually self-understanding was merely a vehicle to goal-attainment, rather than seen as an objective in itself.

> Anything transformational is seen as a pleasing by-product.

This linear view of change has spawned a host of coaching tools – GROW being the best known. The contract is a largely transactional, and coaching is a largely tactical intervention. Anything transformational is seen as a pleasing by-product (Wow! My coachee just had a complete epiphany about the meaning of their life!), but in and of itself was rarely noted as an 'outcome' against the agreed objectives, just a 'nice to have' extra. When I started coaching in 2003, there didn't seem to be much within mainstream coaching literature to counter this prevailing view. The linear approach pretty much WAS coaching (as we knew it), a pragmatic and rather democratic stance which defied the complex and nuanced view of development which the psychologists seemed to insist that coaching should recognise. The mantra of the linear approach might well have been 'fail to plan, plan to fail', and even 'if it ain't broke, don't fix it', a cosy and certain refrain.

Systemic approach to change:
Change A affects both B and C, with an unpredictable impact on D – if there still is a D after all these changes!

Somewhere along the line, perhaps in tandem with the crash of the world's financial markets and its ongoing aftermath, coaching started to wake up to the need to see change differently. Certainty and simplicity became fickle friends – here today, gone tomorrow! Suddenly what seemed a safe and predictable process became much less so – coaching had started to morph from being a personal learning and development intervention into a systemic one. Hail the rise of supervision! Linear change coaches – you thought this was all so straightforward, yet glance but for a moment and you will see parallel processes and systemic forces cavorting at every turn! There is evidence that we are catching up with more systemic ways of working (and rightly so) through

the recent upsurge in supervision and supervision accreditation, interest in systemic constellations, and an appetite for approaches such as FACTS (Blakey and Day), which bring systems aspects to front of stage.

My sense is that this is where an increasing amount of coaching is happening today – a wave which is building but yet to crest, and which resonates with the awakening sense of the new now. Systemic change's frame of reference is the butterfly effect – the simple wing-beat of a butterfly might cause a typhoon halfway around the world. So be careful what you wish for! We are all connected.

Ecological approach to change: Find out what happens when you allow A, B, and C to interact and dialogue – you may end up with Z!

This is a development on the systemic change view and aligns more closely to an eco-system perspective. It is interested in what happens when each part of the system (be it individual, team or organisation) is given a voice, and a shared means of finding a way forward. The Eco approach to change and transformation recognises diversity and healthy interactions between different parts of that system as critical to both the evolution and stability of the whole. Examples of an Eco approach are seen in national projects, such as a Bill and Melinda Gates Foundation project in association with the Presencing Institute which tackles healthcare issues in Namibia by bringing together multiple stakeholders to collectively find ways forward. This paradigm for change requires the whole

system to be represented and involved, rather than rely on the limited and inevitably inaccurate perspectives of top-level leadership, or a small group of experts.

Amongst thought leaders and futurists (Western, Scharmer, Leonhard) this is described as the 'Ego-Eco shift' within societies and economies, a departure from an individualistic sense of 'right' in terms of desired-for change, and a movement towards working with a shared sense of the way forward. Sharmer describes this as a process of 'Open Mind, Open Heart, Open Will', coming to a place of presencing, where contact with a shared deeper sense of purpose and identity allows the future to emerge collectively from that place. The mantras are 'no man is an island', and 'we are the world'.

Quantum change: When I see A differently, then B, C, D, E, F ad infinitum … take on qualities which mirror how I see A

A quantum approach to change has always been there, tucked away in NLP's idiolect, suggested by Solutions Focused, loud-hailed in somatic and mindfulness based approaches. Whilst our brain's neo-cortex hones into the different aspects of a problem and focuses on the relationship between its parts, our emotional and somatic intelligences seek to grasp the nature of the whole – and from that holistic standpoint are able to lead change across complexity. The apparent complexity of systemic change can be distilled to simple inner shifts – how I see something, and how I show up, implies the change that's needed. If we want the

> ## Quantum change is still frontier if not virgin territory for coaching.

organisation to be aligned, then we need to experience that alignment within and amongst ourselves. 'Be the change you wish to see' is the new mantra. Pure and simple. Which can be challenging to sell because of a prevailing need to dress change up in the language of terms and conditions, make it "pragmatic" and ship it out via Amazon – a product with a clear price-tag and shipping costs. Quantum change is still frontier if not virgin territory for coaching. It just doesn't fit into the current packaging – but somehow sneaks in regardless.

Back to the transformation question …

In the light of four distinct yet continuous paradigms for change, it is clear that the notion of transformation could imply many different change conditions, processes and outcomes. I hazard to suggest that 'transformation' might even be a useful term to describe what takes place within individual and collective consciousness for a shift to occur between one paradigm and another, i.e. the transition from linear to systemic, or systemic to ecological, or ecological to quantum and beyond.

It's important to recognise that each type of change has its role and its place, and that each has a knock on effect to the other. I recall a situation where a young woman had a goal of passing her driving test. On the surface, this might seem like a simple, linear change. Yet its relevance to this individual (someone with a very deprived background and limited life choices) meant that her level of control increased significantly. She ended up making some radical changes

A lexicon of change (cont.)

to support a more secure and fulfilled life for herself and her daughters – a radical transformation which I suspect would not have happened without that driving licence.

So without denying a core value for coaching to be client-centred, working in harmony with a client's appetite and readiness for different types of change, I would also add that my over-riding experience in the last couple of years is that leaders and boards are crying out for the last two levels of change described, even if they don't know what it's called. They know that same-old, same-old linear change doesn't work, and feel overwhelmed by an analytical systems approach. They know that change has to work for the whole (eco-system), and that they need to model that in order to affect it (quantum), but struggle to know what that looks like, or what processes support that.

I can only share my own insights from working from this edge, rather than pretend to be an expert. It's a territory of mutual learning (for me and the client) about how change works. Some peak experiences for me include working with:

• The interim CEO brought into a 'failing' NHS organisation who had written 'Be the Change' on the whiteboard in her office, and who lived that mantra. To tackle the changes needed, she was committed to harnessing the collective intelligence of the whole organisation as a key to finding a way forward, through action learning sets which involved representatives from across all levels. I think I was able to offer some value through the team coaching I delivered, yet the lasting impact on me has been to be much more challenging and holistic in how I coach leaders

and teams to effect organisation-wide change. I learnt I can be braver.

• A middle-manager who figured out between sessions one and two of our coaching that he had been on the 'back-foot' for too long, and needed to move onto the 'front-foot' (in boxing terms). When we explored this, we recognised that it perfectly mirrored the shift his whole organisation needed to make. The changes he has made by showing up 'on the front-foot' has created positive ripples at many different levels, and without the need for us to specifically set goals to support any of these changes. I learned that changes across complex systems can be distilled to a simple 'movement'.

• A leader transitioning to a global role, who through accessing her somatic intelligence (body wisdom) has found a new stance, and as a result is learning to 'show up' engagingly and authentically beyond what had been previously conceivable for her, and who is building a platform from which to act courageously and innovatively to evolve the status quo. I learned I can trust my client's 'felt sense' to show the way forward.

• A company owner, who recognised that the shift needed within her organisation was for her to come alongside her team, rather than be in the centre. We could have dressed up this change in a lot of complex, complicated language when all that was needed was a simple re-positioning of herself in relation to the whole. I learned that when a leader finds and acts from the shift that's required, it affects the whole organisation.

In conclusion …

Becoming fluent in the language of

change, and understanding which blend of approaches fit the framing of the contexts and challenges our clients face is more critical within our changing environment than ever before. We currently straddle 20th century goals (growth, competition, personal success) with 21st century imperatives (sustainability, survival, innovation) – an existential reframe which collectively we are yet to recognise, let alone embrace.

Perhaps augmenting the more mechanical linear and systems approaches with 'living change' models that prototype what is needed in a holistic, rather than parochial manner is what helps us straddle that divide. Food for thought?

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The NHS and the coaching injection waiting to happen

Anna Croucher

Prepare yourself. I am going to suggest something that is contrary to popular opinion and to some may be controversial. With effective contracting and when appropriate for the situation, I feel that therapy and coaching can co-exist and complement each other to create significantly improved outcomes for our clients.

I have worked for over 10 years as an Occupational Therapist within the NHS and six years ago now completed my first coaching course. Since then, I have continued my training in coaching, with the distance between coaching and therapy being repeatedly reinforced. This enforced distinction has led me to feel somewhat disjointed in both areas as I attempted to keep my skills and approaches separate between the two and, on reflection, I realised that being a therapist felt like 'baggage', preventing me from coaching effectively.

Recently though I have been struck by how much coaching and therapy have to offer each other. This has led to a valuable shift in my practice, both within the NHS and private coaching. Whilst there is a respect for the importance of having a clear understanding of the difference between coaching and therapy, I feel that there is potential for coaching to be used even more widely within the NHS, especially given the current challenges it faces.

Coaching is already recognised as valuable for senior staff within the NHS, providing them with the space to manage and lead, as well as focusing on performance within an often turbulent working environment (Holt 2014). However, I believe there is a role for coaching at a service delivery level, where clinicians and front-line staff are faced with continuous change, often with little justification and a lack of autonomy, both contributing factors to occupational burnout. Team and individual coaching could help this staff group regain some sense of control and empowerment. It could help them to establish what their resources, skills and opportunities are, as well as help them tap into greater resilience to ride the waves of change.

However, the area where I feel coaching has valuable potential is in working directly with those using clinical services. My professional experience is within mental health settings, a field which often gets a lot of negative press, particularly through the stigmatising and scaremongering of mental illness. The World Mental Health Organisation predicts that by 2020 depression will be the number one illness, causing misery for many, as well as adding economic financial pressures to already stretched health care budgets. This only reiterates the need for more effective mental health services.

Over the past 20 years a radical shift has occurred within mental health. Previously 'best hopes' were keeping someone free from relapse, with an expectation that services were for life. However it is commonly accepted that people can recover from major mental health conditions, such as schizophrenia and bipolar affective disorder. Service users are now asked about aspirations and goals, with the assumption that they will move on from services, referred to as their 'personal recovery'. This shifting approach requires a shift in practice by the mental health services to enable this.

Talking therapies are a valuable intervention to support this personal recovery of people with mental illness. These are often focused around resolving traumas and difficulties from the past with the aim of making sense of experiences and develop understanding. However there are questions about whether therapy alone goes far enough to support an individual to develop the skills they need to create independence from mental health services, and whether there is a potential role for coaching to complement this journey.

Coaching effectively empowers individuals to reflect on, take ownership of, and move towards, personalised goals. It can help tap into an individual's natural resourcefulness as well as learning and developing from experiences, whether these are life events or mental health episodes. This process of developing autonomy can support individuals to realise their potential, assisting in their journey of self-management of their illness. The fact that coaching is commonly available in mainstream settings importantly normalised the process for people. The equality in power balance within coaching is fundamental in encouraging a sense of ownership of recovery, far more effectively than the paternal attitude historically adopted within the NHS.

Having worked with a coaching approach with service users I have even found the simple act of contracting to be powerful and radical, asking someone how they want us to work together sets the scene for a very different collaborative journey.

Coaching has many tools already that can support people with psychological change.

The NHS and the coaching injection waiting to happen (cont.)

However, with my therapeutic background I have experience of other approaches that are also complementary, in particular, two emerging approaches from therapy have complemented my coaching work.

Acceptance and commitment therapy (ACT) is way of working with people to develop greater psychological flexibility, helping deal with painful thoughts and feelings more effectively, whilst clarifying what's important and starting to take action towards this. It differs from traditional Cognitive Behavioural Therapy (CBT) that works towards people changing and controlling their thoughts, by opening up to and accepting thoughts as not facts. ACT views the core difficulties for people to be caused by concepts within the acronym, FEAR:

- **F**usion with your thoughts
- **E**valuation of experience
- **A**voidance of your experience
- **R**eason-giving for your behaviour

Instead, it encourages people to notice them and open up to them, embracing as best they can their thoughts, feelings and emotions, and to ACT:

- **A**ccept your reactions and be present
- **C**hoose a valued direction
- **T**ake action

Tools to work with this include mindfulness and practical exercises. Here is an example of how ACT was used in coaching. For anonymity the following case studies use pseudonyms and are taken from private coaching.

John came to coaching because he felt he lacked confidence. This was impacting on him applying for jobs in the area he wanted. The first thing we did together was identify John's values, which established that it was very important for him to work in the area in which he had recently completed his PhD. However his beliefs were holding him back from pursuing this. We explored the thoughts that accompanied his lack of confidence, encouraging him to start recognising when these popped up and, with some exercises, supported him to start 'defusing' from the thoughts, so he could appreciate the space between himself and the thought. We explored the concept of having these thoughts but not necessarily listening to them, using mindfulness exercises to help him to notice the thoughts. We also explored the concept of self-confidence, what it looked like in action, and also the consequence long term of not doing things that were important to him because of these beliefs.

The outcome after six sessions was that he applied for the jobs he wanted and got the interviews, whilst he still had these thoughts, they had less power than before, appreciating that they didn't need to dictate his actions. He started to recognise the 'broken record' stories within his thinking that were holding him back, and decided to replace these with more workable alternatives. His self-confidence that he recorded at 20% at the first session shifted to 90%. He also started being more proactive in taking action where he could to build his self-confidence, with a noticeable impact on his relationship with his partner and peers.

For me, what felt so refreshing when working with John, was to step out of the struggle with his thoughts as to what was right or wrong, and to ask was it working for him? Because the focus was on taking action as steps to build confidence, he saw results straightaway. This replaced his previous approach of waiting till he felt he had sufficient confidence, avoiding challenges, and putting his life on hold in the meantime.

Compassion Focused Therapy is another approach quite similar to ACT. Developed by Paul Gilbert it incorporates techniques from CBT and evolutionary psychology, particularly around the idea that the brain is hypersensitive to react to perceived threats. It works to develop an individual's self-compassion, developing inner warmth; safety and soothing, through connecting with a sense of the 'compassionate self'; helping people to build meaningful relationships; developing confidence and improving wellbeing. The approach can be useful with people with high shame and self-criticism. Tools include mindfulness, visualisation and letter writing.

Sonya came to coaching as she felt very stuck and unable to pursue the things she wanted, and procrastination was a big obstacle. We worked together in establishing a goal for coaching; there was also a didactic element, discussing the different motivations behind her behaviour (drive, soothe and fight or flight). We worked together to connect with her compassionate self, a part of inner wisdom, patience and strength. From this perspective she was able to appreciate that her procrastination served a purpose in protecting her from failure, one exercise, was to write it a letter to thank it for its help up until now. Practising breathing exercises engaged the parasympathetic nervous system and helped to disengage the "fight or flight" response.

Sonya felt a sense of softening to her procrastination, describing it like an 'irritating little brother who knows no better'. She initially feared that connecting with self-compassion would make her lazy but realised that her inner compassion wanted the best for her and this often involved doing difficult things, if they were meaningful and important.

It amazed me that Sonya had so much more energy and drive than before, possibly as she was clearer as to what she wanted, rather than doing things from obligation or routine. Often her actions were the same but her attitude was much more positive, which radically shifted the experience for her.

These approaches are therapeutic processes. However the examples highlight their successful use within a coaching context. The key however is that the client still owned the agenda; the tools were appropriate to support this and that within contracting it was agreed that these therapeutic tools would be used.

On reflection it feels important to be transparent about what 'coat hanger', either coaching or therapy, you are using to hang these tools on, and that this is openly discussed with the client. It is also recognised that these approaches require training and a sophisticated level of skill to use them. The practitioner needs to be very clear about boundaries, as well as having the skill to differentiate coaching and therapy in situ.

It is also very important to be clear when to use coaching or therapy. Advice-giving has no place within coaching, however there are times in mental health settings when it would be unethical not to take a more directive approach, particularly when someone is acutely unwell and has impaired decision-making ability. Critics of coaching in this area are concerned it could lead to a 'denial of disability', by not providing the space to reflect on the trajectory of the illness, potentially invalidating, or underestimating a person's experience (Bora 2010). However coaching does not deny the problems and difficulties that someone arrives with, rather it accepts the person as they are and invites the person to focus on their strengths and how they could amplify these.

This reinforces the importance of coaching and therapy being seen not as replacements for each other, rather as approaches that can complement everyone's personal journey, with a distinct focus, as well as scope for learning from each other. However it is felt that sufficient experience of both areas is needed so they can effectively complement, rather than muddy, each other.

A future NHS where coaching, as well as therapy, is held in high regard poses exciting opportunities for both disciplines. When the shared goal for both is so harmonious, it seems natural that there is opportunity for learning between the two. This should give services more scope to be tailored to each individual client, rather than a one size fits all. "If the only tool you have is a hammer, you tend to see every problem as a nail." (Abraham Maslow)

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Speaker's corner – 'Mindfulness for pragmatists'

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Charlotte Bruce-Foulds

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For this year's Journal, I again take to the stage in speaker's corner to share my exploration of mindfulness and how as an eternal pragmatist, I've enhanced my coaching by incorporating mindfulness theory into my practice.

Mindfulness is mainstream – it's official, at least this is the opinion of many experts who work in this space. It certainly is if you google it, you'll find nearly 27 million hits – twenty times more than NLP (Neuro Linguistic Programming) which has been accepted in the coaching domain for many years now. Whether it's on BBC's Breakfast Time as a practice in schools with the introduction of .b (dot-be) 'Stop, Breath and Be' initiative, using mindfulness training in many large corporations to improve leaders' emotional intelligence, or the 'Mindfulness for Mental Wellbeing' initiative in the National Health Service. It has multiple guises and regularly appears in our day-to-day lives.

Mainstream it might well be and the evidence about the positive impact it has is generally indisputable with the onset of neuroscientific discovery – again just look to the academic articles available on the web. However, as a born pragmatist, I really wanted to explore how I could apply a more mindful approach to both myself as a coach and my coaching practice. So I set myself a challenge to undertake three immersions into mindfulness training over a four-month period. This article seeks to capture my observations from this learning journey and share how I have applied some of the key principles to my practice.

A fruitful beginning?

A few years ago, when mindfulness was less well known, I attended a one-hour introductory session at a conference that focused largely (memory permitting) on a raisin. Whilst touching, feeling and tasting a raisin made sense in terms of testing my focus in the moment – 'listening' to one, as I was encouraged to do, felt a step too far. In fact one might even say I became very mindful of my own discomforting thoughts and feelings! What's more, I doubt I was alone in this discomfort. Today the raisin does still feature in some mindfulness training but thankfully, in my opinion, there are now many more helpful and constructive techniques.

In order to achieve my goal, I needed to get past the raisin and find how mindfulness could help me to be more in touch with how I show up as a coach in a way that was authentic to who I was. I've always admired people who radiate calmness and associate them with the gift of happiness and well-being. I worked with a colleague many years ago, who positively oozed calmness and I learnt that he was in fact a Buddhist. This prompted some interest, but at the time I don't think I was really ready to embrace mindfulness – a shame as looking back on it now, I feel it was a missed opportunity. I now understood that what I wanted personally from any mindfulness training was an easy technique to calm myself and focus.

In search of a pragmatic approach

We all know how often our minds can feel like they are in overdrive and to stay truly focused on one thing can be a real challenge. However I also know being 'present' as a coach is hugely important,

especially to support my ability to listen deeply. Ages ago, I had learnt from my wonderful coach-mentor, Eric Parsloe, the value of closing my eyes when telephone coaching to really tune in to the voice, the pace and the tone of my client and the words that they were using. Of course when Skype came along, closing my eyes became more of a challenge! Whilst the visual clues of a good Skype connection can be helpful, if I'm really honest, I do miss the totally 'tuned in' sense I experience of just listening intently.

Interestingly, mindfulness training encourages you to close your eyes to help you to notice what's happening in the body, so now closing your eyes during coaching is becoming much more acceptable. Liz Hall, whose book 'Mindful Coaching – How mindfulness can transform coaching practice' is a recommended read for any coach interested in this subject, shares a useful model for applying mindfulness that's easy to remember as it's an acronym – FEEL:

> Being 'present' as a coach is hugely important, especially to support my ability to listen deeply.

- **F**ocus – shining a searchlight on thoughts, feelings and bodily sensations

- **E**xplore – allowing ourselves to explore what is arising with curiosity, openness and non-judgement

- **E**mbrace – turn towards whatever is there, be it pleasant or unpleasant – approaching with kindness rather than avoiding

- **L**et go – not holding on tightly to anything

This was useful but taking a step back,

for me, clearing my busy mind before applying a mindfulness model in the coaching session is key. Talking to most coaches, they have a strategy for doing this, be it breathing exercises or making a cup of tea in a mindful way. I've used a variety of techniques over the years and one of the outcomes I really wanted to take away from my mindfulness training was a more conscious approach that was flexible, yet effective in helping me prepare myself as a coach. Having a prompt that would make it easy for me to consciously remember was also important.

I decided, in true coaching style, I would ask myself a simple question: Are you now CALM?

• **C**omposed – how I usually relax before coaching really depends on the situation I'm in and where I am. A one-minute focused breathing exercise is the absolute minimum and going for a ten-minute walk is the ideal
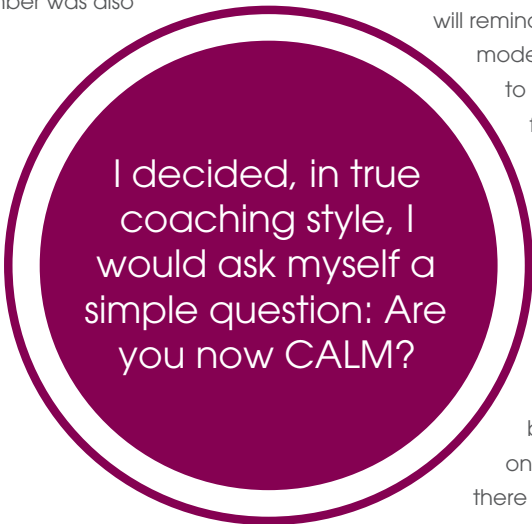
• **A**ware – how I consciously consider what's going on for me, noticing what I'm currently thinking in my head and what I'm currently experiencing in my body; a holistic scan of me, in the moment.

• **L**istening – how I tune in to listening deeply is really important to me. Have I checked in that I'm ready to actively listen? To be totally non-judgemental, that there are no barriers or distractions that will get in the way?

• **M**indful – how am I feeling (which will remind me of Liz's FEEL model) am I now ready to be totally present for my client?

Having attended Liz's training day, during which the FEEL model is demonstrated very effectively by Liz, I reflected on this model as there was something about it that didn't connect for me. I recognised that because of this, I wouldn't be able to use it authentically with a client. Through

reflection, I realised that the stage in this model that I personally find difficult is 'Embrace'. When I started to consider why this was, I discovered that I felt it was not totally aligned with some of the work I do around cognitive behavioural coaching.

Combining techniques

I'm a huge fan of using cognitive behavioural techniques and have used them very effectively with a number of my clients, especially when they are wrestling with negative thinking patterns. The extract below is from a thought record technique shared by Dr Stephen Briers in his book 'Brilliant Cognitive Behavioural Therapy', providing a structured way to surface feelings and thoughts. (Table 1)

This got me thinking – perhaps I could combine this approach with mindfulness to work with some of my clients when they are in this space. What would happen

> I decided, in true coaching style, I would ask myself a simple question: Are you now CALM?

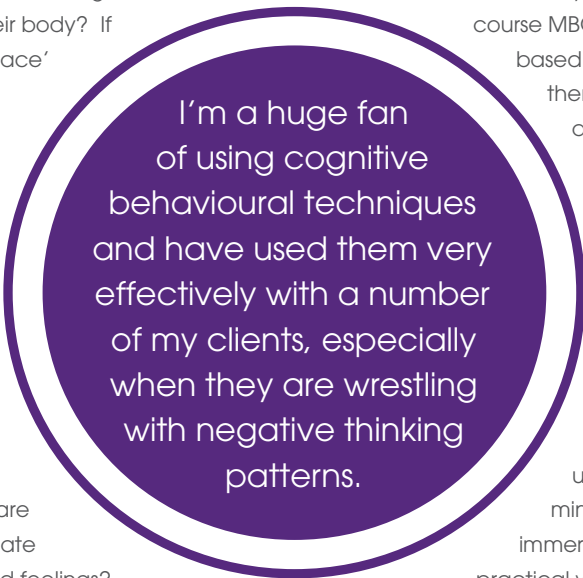| The situation	Your feelings	Automatic thoughts	Case for …	Case against …	Alternative balanced thought	Re-rate feelings
Walking back from work at night.	Anxious 80% Lonely 20% Scared 70%	Something awful is going to happen to me…	Sometimes people are attacked – and they are more vulnerable if they are on their own.	I have done this trip hundreds of times and nothing bad has happened.	I am at some risk but not nearly as high as my feelings are telling me.	Anxious 50% Lonely 20% Scared 35%
		I can't cope with feeling like this…	My feelings are telling me that I am in danger.	I am in a well-lit street and there are lots of people in their houses on either side whom I could call on for help if necessary.	I have a plan and I could cope with most things that are likely to happen to me.	

Table 1

Speaker's corner –
'Mindfulness for pragmatists' (cont.)

Close your eyes and FOCUS on the situation	EXPLORE your feelings – how do they show up in the body?	Automatic thoughts	EVIDENCE for …	EVIDENCE against…	Alternative balanced thought	LET GO – using mindfulness techniques
I'm concerned I will not be able to put across my views clearly at the forthcoming meeting.	Agitated / unsettled 30% – butterflies flying from place to place.

Intimidated 70% – sinking feeling in my lower back making me stoop. | No-one will agree with whatever I say.

I'll be asked a question I don't know the answer to. | Sometimes I have different views on things than my peer group.

My boss likes consensus and doesn't like too much debate. | I was promoted into my role because I have proven different ways of working.

My boss values creativity and innovation. | I might win some of my peers over by sharing my views.

I have proved these ideas work and it was one of the reasons my boss brought me into this team. | Practice breathing to calm the unsettled feelings and nerves.

Sit up straight to feel more centred and confident. |
| | Scared 50% – sickness in my stomach, dryness in my throat. | My peers will be laughing at me when we leave the meeting. | My feelings are telling me that I am better able to protect myself by staying quiet. | I can help our team to become more effective by doing things differently to get improved results. | I am well-prepared and could answer most questions. | Notice the present and enjoy the moment – building new relationships with your colleagues. |

Table 2

if I asked them to close their eyes and describe how these feelings showed up in their body? If I changed 'Embrace' to 'Evidence', would this provide a better framework for me using a cognitive behavioural approach combined with mindfulness when working with clients who are trying to re-calibrate their thoughts and feelings? I decided to try this out with a recent issue that presented itself to a friend of mine that we discussed in an informal coaching conversation. (Table 2.)

It seemed to work and certainly it felt like an authentic approach for me allowing

> I'm a huge fan of using cognitive behavioural techniques and have used them very effectively with a number of my clients, especially when they are wrestling with negative thinking patterns.

me to combine a CBT technique with mindfulness in my practice. Of course MBCT (mindfulness-based cognitive therapy) has been around for some years in the clinical world, so my realisation is nothing new. However going back to my mission of using my recent mindfulness immersion in a practical way, I now feel I have a new technique to help me be more mindful as a coach, and a greatly enhanced model to share with clients when working in the cognitive space. My mindfulness mission worked - the pragmatist is satisfied!

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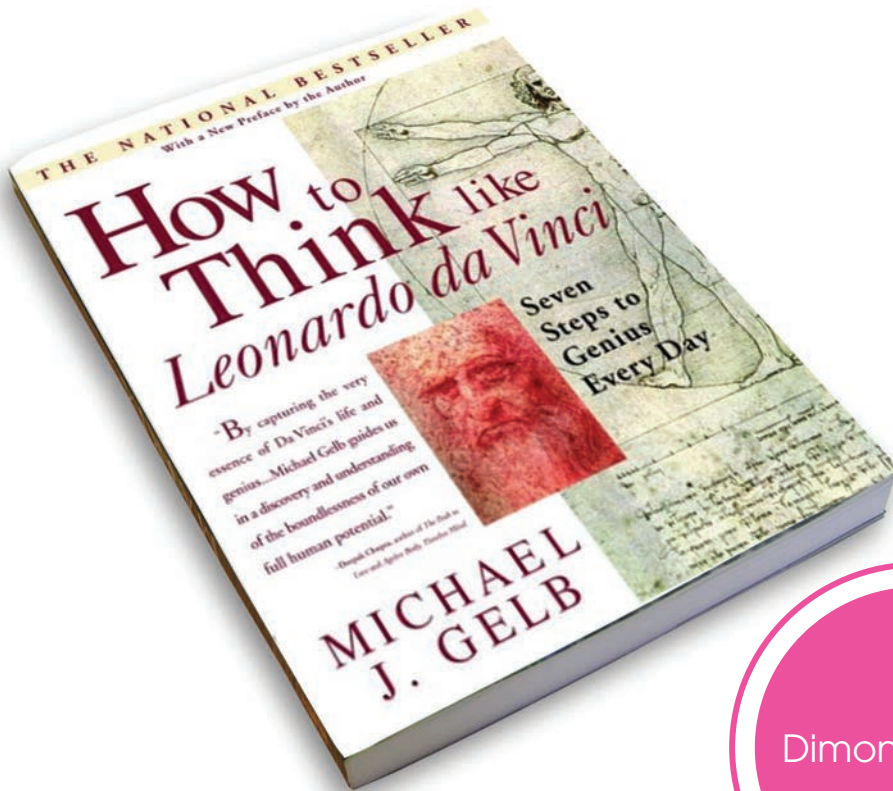**Charlotte Bruce-Foulds, Director of Programmes, The OCM**

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Book Review
How to Think like Leonardo Da Vinci: Seven Steps to Genius Every Day

Katherine Long

opportunity to see and think differently. The implication is that coaches also need to be able to see the world with new eyes, rather than run with a narrative which formed between the coach, client and sponsor. As Einstein said 'We cannot solve our problems with the same level of thinking that created them.' Too often the architecture of our thought patterns and assumptions is hidden from view, and if we stop being curious about why we think what we think, we will struggle to make better choices or find solutions to the issues which have been created by existing structures of thought.

2. Dimonstrazione –
Committing to test knowledge through experience, persistence, and a willingness to learn from mistakes

Dimonstrazione

The quality of dimonstrazione is about not accepting an abstract, theoretical model of the world as it could be, but testing its validity via our lived experience, with a commitment to engaging with multiple-perspectives whilst avoiding groupthink, and valuing mistakes as learning opportunities.

A great example of tried and tested innovation is the Dutch community care organisation Buurtzorg, which started in 2006 with a team of four nurses. The prevailing model for this sector is based on efficiency, with each element of care carefully delineated and delivered by differently qualified staff. So an elderly person might experience many different people, coming in to deliver different types of 'care' within a prescribed time-limit. Buurtzorg's founder, Jos de Block developed a completely different model, where autonomous teams of nurses self-manage how they deliver the complete

I had the pleasure of being introduced to Michael Gelb's work at EMCC's coaching conference in Venice last year, brilliantly hosted by the newly formed EMCC Italia. Gelb is the bestselling author of 'How to Think Like Leonardo' and recently published 'Creativity on Demand', which further expands on his key ideas. Apart from his highly engaging presentation style, I was also struck by the fact that the topic he was speaking about, creativity, isn't something which seems to have been given much airtime at coaching conferences – or perhaps I've just been attending the wrong ones! So it was refreshing to explore the topic with such a dynamic and lively speaker.

Basing his research on key attributes of Da Vinci's creative genius, Gelb has distilled seven key elements which pervaded Leonardo's approach, and which we'll explore in turn, in the context of coaching:

1. Curiosità – *Approaching life with insatiable curiosity and an unrelenting quest for continuous learning*

Curiosità

Curiosity must surely be one of the defining characteristics of a life-long learner, as critical for coaches to keep alive as it is to support in our coachees.

In the midst of highly time-pressured work environments, the coaching space may be one of the few places where individuals can step back from the day-to-day and have the

Book Review
How to Think like Leonardo Da Vinci:
Seven Steps to Genius Every Day (cont.)

process of care to 40–50 clients. Having grown to an organisation of 6500 nurses in 630 teams by 2013, they deliver care to 60,000 patients a year. It is the fastest growing organisation in the Netherlands. And all this is resourced by a back office of 35 staff, 15 coaches and zero managers! Unlike the so-called 'efficiency' model of care, Buurtzorg monitors outcomes rather than production, i.e. it maintains a strong focus on understanding what is working in relation to care (dimonstrazione), rather than prescribing and monitoring how the care should be delivered.

Sensazione

3. Sensazione *- Continually refining the senses, as the means of enlivening experience*

We experience sensory deprivation in many work environments, and many of the meeting rooms that get used for coaching sessions can be pretty sterile places as well! It seems ironic that whilst many organisations' offices are designed to be technologically efficient (rather than based around human needs), many IT firms seem to have pretty groovy and colourful premises!

Whilst we can't necessarily change the whole environment we and our clients work in, we can ensure that our coaching provides a multi-sensory experience. Taking a walk in a local park, cityscape or art gallery can be a powerful way of supporting different levels of thinking, generating new perspectives; or simply bringing along images and pictures (there are lots of card

packs you can purchase, or you can build up your own collection). Making greater use of space to support visioning exercises (steps into the future), or doing tabletop constellations mapping are all ways of introducing additional sensory elements into coaching.

4. Sfumato *- Embracing ambiguity, paradox and uncertainty*

Da Vinci was a master in expressing subtlety and implied meaning – consider Mona Lisa's smile. His technique was called sfumato (literally 'to evaporate like smoke'), and which he described as 'without lines or borders, in the manner of smoke or beyond the focus plane.' Artistic truths are rarely expressed in black and white. The quality of sfumato implies the ability to embrace ambiguity and paradox.

Sfumato

In coaching, this is perhaps one of the most challenging qualities to give expression to, especially in the context of working towards clear performance goals. We call the entities we work in organisations, not disorganisations (though maybe sometimes we should!) which are geared towards a culture of measurement, quantifying and labelling. This same mindset often infuses leadership development, yet human growth and flourishing is much more nuanced than any of the tools and

Arte/Scienza

approaches which purport to develop self-awareness. Both in 121 coaching, and especially in the context of team coaching, holding ambiguity is a key skill of the coach. Breakthroughs are always preceded by a period of stuckness and confusion, not by artificially creating certainty.

5. Arte/Scienza *- Balancing science and art, logic and imagination - 'whole-brain thinking'*

The principle of arte/scienza avoids either-or thinking, but brings together the best of both worlds. As coaches we need to be ambidextrous in drawing from more modernist approaches as well as post and even pre-modern ones.

A good example of arte/scienza is the new relationship between neuroscience and mindfulness. Whilst there is always a danger that neuroscience can be overly reductionist, it has legitimised the value of mindfulness and meditation as being critical in managing stress, improving focus, making more conscious and strategic choices. I can't imagine having been able to introduce mindfulness practices to a manufacturing firm, in a room crammed full of everyone from the CEO to factory floor workers without some of that scientific backup!

A note of caution is that this balance between art and science is highly skewed within the modern world. In 'The Master and his Emissary' McGilchrist argues powerfully that our world is largely a creation of so-called left-brained thinking,

which subsequently reinforces the same type of thinking which created it. At some point in human history we created various types of boxes, and now we find it unthinkable to function without them. To quote from Einstein again, 'The intuitive mind is a sacred gift, and the rational mind is a faithful servant. We have created a society that honours the servant but has forgotten the gift.'

6. Corporalità - *Cultivating grace, ambidexterity, fitness and poise*

As a polymath, Da Vinci was not only painter, sculptor, architect, musician, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist, and writer, he also had quite a lot to say about health and wellbeing. He knew that creativity is supported by the whole body-mind. Gelb, a fifth degree black belt in Aikido, puts enormous emphasis in his latest title 'Creativity on Demand' on whole-body exercises based on Qigong.

The realm of somatics is relatively new territory in coaching, but may hold some powerful keys to transformation. Work by Cuddy, Wilmuth and Carney (2012) has demonstrated that the power of physical posture in interviewees changes not only their state (as measured by changed levels in testosterone and cortisol), but also the interviewers' perception of them (individuals who had sat in 'low power' postures prior to the interview fared far less well than those who had been adopting 'high power' postures). We already know how important proper hydration is to brain-function, and new research highlights the importance of exercise in reducing risks of dementia. The body is not merely the vehicle that gets our brains from one meeting to the other. It

plays a key role in our mental health, resourcefulness and ultimately our creativity.

7. Connessione - *Recognising and appreciating the interconnectedness of all things – systems thinking*

When we learn to dial down the pragmatic, but ultimately limited definitions and separations which our left hemisphere creates to control and order our worlds, we may be able to glimpse the wholeness and inter-connectedness of all things – what Bohm described as 'the unbroken wholeness of the totality of existence as an undivided flowing movement without borders'.

Da Vinci's life was a commitment to understanding the world as fully as possible. Understanding gained in one area of study informed each of the others. Whilst today we can variously describe him as a painter, sculptor, architect, musician, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist, and writer; to Da Vinci, each discipline was part of an integrated means to understanding the whole of life and experience.

The great news is that importing different ways of thinking from one environment to another is something which coaches, as practitioners within an inter-disciplinary field, have the opportunity to do on a daily basis.

When we do the library tour to new students on a Masters in Coaching at Warwick, it is always challenging to specify which floor the coaching books can be found on because they potentially straddle sections on sport, education,

Connessione
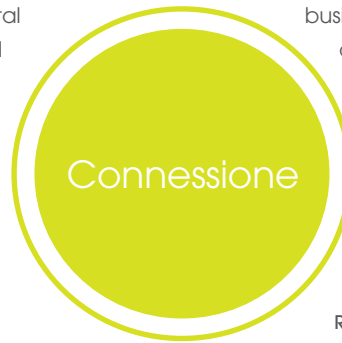
business studies, leadership and management, organisational development, anthropology, psychology, biology and neuroscience – and that list expands all the time!

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Corporalità

# Mentoring the next generation – developing future talent

Katherine Ray

Mentoring has been something I have been passionate about for some years now. In my previous role I had the opportunity to design and create a global mentoring programme for high-potential women to address the gender imbalance issue at a senior leadership level. It was great to be able to identify and support those employees in the organisations who could benefit from mentoring, but most of all see the impact mentoring had on developing individuals and preparing them for their next role within the organisation. From my experience, mentoring within organisations has tended to focus on Gen X (the generation born between the 1960s and early 1980s) where the baby boomers act as mentors. Following the successful implementation of the high-potential women programme, I decided that I wanted to take mentoring from being something 'exclusive' to being 'inclusive' – something for everyone. I strongly believe that mentoring should be available to all employees to aid development, however, there is a particular group that I think could really benefit from mentoring – the next generation.

The next generation is commonly known as Gen Y or Millennials, and this future talent is becoming the key focus area for many organisations, so much so that organisations are constantly seeking how to best attract, manage and retain this future talent. The difference being that this generation wants different things compared to previous generations.

The next generation is commonly known as Gen Y or millennials and this future talent is becoming the key focus area for many organisations.

The large Gen Y/Millennial generation is the biggest generation to enter the workplace to date. Organisations currently face a situation where they have a significant Gen X population but a larger baby boomer population with a wealth of knowledge and experience but who will be retiring in the near future. Organisations therefore have two very different generations with a diverse range of ideas, knowledge and experience, all working together. Both generations could learn a thing or two from the other and organisations need to capitalise on the wealth of experience and knowledge this baby boomer generation has and impart this knowledge and experience to the next generation. However, it's a two-way street and organisations also need to recognise the new ways of thinking and different approaches Gen Y/Millennials bring to the workplace. Inevitably as the leadership and experience that has created business as we know it leaves the workplace, this will lead to a shift in leadership style as the next generation creates their own.
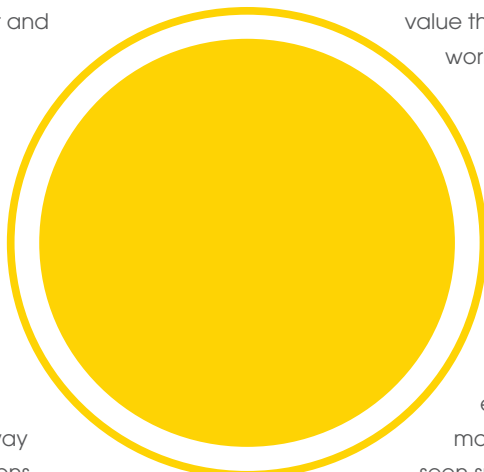
The next generation – what's different about them?

Generally speaking the Gen Ys/Millennials are people born and raised in the 1980s, 90s and early 2000s. Gibson, R. (2013). Gen Ys matter not only because they are different to those that have gone before, they are also more numerous than any since the soon-to-retire baby boomer generation. It is expected that by 2020, this generation will form 50% of the global workforce PWC (2011).

So what is different about Gen Y?

The 10 main characteristics of Gen Y are that they are:

1. **Tech savvy** – Gen Ys have grown up surrounded by technology and it's an integral part of their lives.

2. **Flexible working/work-life balance** – Gen Ys want to work differently and more flexibly. This generation have a new perception of work and highly value their lives outside of work.

3. **Ambitious/career advancement** – Gen Ys are very ambitious and expect a lot from their careers early on. There are many young entrepreneur role models that they have seen succeed and so there is no limit set in their minds on what can be achieved.

4. **Teamwork/Collaboration** – Gen Ys want to be involved and included, working together and as part of a team is very important to them.

5. Communication – Gen Ys like communication that is quick and effective, defaulting to technology to communicate rather than traditional methods.

6. Need for feedback and recognition – Gen Ys need constant feedback, praise and recognition about their work, to know that their ideas are important and valued. They tend to seek advice from a number of people to get the reassurance they need. They also want transparency and value openness and honesty from management.

7. Focus on personal development – Gen Ys expect to keep learning and focus on this more than corporate progression. They want stimulating work that gives them lots of opportunity for change and growth both personally and professionally.

8. Money – for Gen Ys money and reward are not their prime motivator, as they would prefer an interesting job doing something of purpose for less money than earning big bucks doing something they are not interested in or that is perceived to have no purpose to the wider world.

9. Connected – because Gen Ys have grown up in the social media age, this generation are more connected than any previous generation. Social media is how and where they get their information from; it is the language of this generation.

10. Multitaskers - Gen Ys are able to deal with a number of responsibilities at any one time, so regular variety in the work they do is really important.

What role can mentoring play given what we know about Gen Y?

Now we know what makes Gen Y different,

it is clear that mentoring has a role to play in supporting them in the workplace to help them achieve and become the future leaders of tomorrow. Furthermore research has shown that mentoring is one of the top things young employees want from their employers, The Build Network (2013), We know that they are tech savvy and like to communicate quickly and effectively, so mentoring for Gen Y is borderless. Using technology and at a touch of a button, they can have mentoring conversations with someone anywhere in the world.

They are ambitious and the sky is the limit in terms of what they want to achieve. Being mentored by someone with more experience than them could be hugely beneficial to glean answers, ask questions, to get advice, to give them the steer and direction they are looking for. They would also benefit from being mentored by peers to share and generate ideas with.

> They are ambitious and the sky is the limit.

Their need for feedback and focus on personal development fits well with what is at the heart of mentoring. It provides them with an opportunity to ask and receive feedback over and above what they receive from their manager and also to focus on their development.

It is apparent that there are so many reasons how this future generation could benefit from mentoring but I think mentoring the next generation needs to be more than just your typical formal company mentoring programmes where a more junior employee is mentored by a more senior person. According to Monica Higgins, a professor at Harvard's Graduate School of Education, 'Millennials' do not rely on one mentor – one senior person can no longer be the only place

you turn for career support. Younger workers are independent and seek short-term, informal relationships that avoid interrupting each other's day-to-day lives. They are used to searching for and choosing their own mentors. In fact, mandatory corporate mentorship programs feel forced and unauthentic. Millennials are more apt to find it difficult to connect with an individual that they do not personally deem relevant.' Zampino, S. (2014).

Furthermore given that there are more Gen Y/Millennials than Gen X and baby boomers, organisations will need to embrace different types of mentoring.

Modern mentoring for the future generation – different types of mentoring

Given that this future generation have different skills and want different things, it is clear that mentoring Gen Y needs to involve different types of mentoring rather than just using the traditional type of mentoring that has gone before. Here are some of the different types of modern mentoring to consider using within your organisation.

Reverse mentoring – what can these two different generations learn from each other?

Given the opportunity and need to bring two very different generations together in the workplace, reverse mentoring is growing in popularity. As already mentioned, the soon-to-retire baby boomer generation has a wealth of knowledge and experience to share with

Mentoring the next generation – developing future talent (cont.)

the next generation and organisations are wanting to transition this knowledge and experience to these future leaders. Organisations also want the future generation to educate the baby boomers (present-day company leaders) about technology and social media. It's a two-way development as it's not only the older generation that has something to offer but also the next generation. However, it's not just technology that should be the core topic of reverse mentoring. 'Millennials can give older employees (including leadership team members) a fresh perspective on the ideas or sociocultural trends that have the potential to threaten or disrupt the existing business model.' Mochari, I. (2014). For reverse mentoring to work it needs to be clearly defined, emphasising that relationships need to be mutually beneficial and both parties need to commit to being open to change and willing to learn from each other.

There are a number of organisations that are already using reverse mentoring such as Unilever, Tesco and PepsiCo and I'm certain this number will only grow in the future.

Group/peer mentoring – collaboration with like-minded others

Given the Gen Y/Millennials' propensity for collaborating and need for feedback, group/peer mentoring is an effective way of providing them with what they need. They are well connected and given their love of technology, the way to set up a successful group or peer mentoring programme is to create a social collaboration platform where they can post topics that they want to discuss.

Group mentoring involves one mentor mentoring several mentees on certain topics. 'At AT&T mentoring takes place in self-organising topic-based groups which they call Leadership Circles. The circles take advantage of platform features such as community forums, document-sharing spaces, group polling, and calendars that announce events and mentor availability'. Meister, J. & Willyerd, K. (2010).

BT offers a peer-to-peer learning programme it calls Dare2Share as they found that their employees preferred to learn from their peers. 'Dare2Share is a social collaboration platform that allows employees to pass on their knowledge and insights to their colleagues through short (5 and 10 minute) audio and video podcasts, RSS feeds, and discussion threads, as well as through traditional training documents.' Meister, J. & Willyerd, K. (2010).

Apprenticeship schemes within organisations are on the increase.

Group/peer mentoring is a prime example of how mentoring can be used for Gen Y, incorporating collaboration and technology to help them share ideas, learn and develop creating a shared learning experience for them and others. There is no doubt that technology plays a huge part in making this possible.

External mentoring – connecting to the external world via social media

'When searching for mentors, Millennials do not limit themselves to their work settings. After all, they are active in many different forums. The world of LinkedIn, for example, which provides immediate access to industry professionals from around the world. Users are able to quickly connect

and contact influential people.' Zampino, S. (2014).

This externally-orientated generation will not be content with having one just mentor internally but will seek to have a number of different mentors externally who will comprise a wide range of different people depending on their needs and most importantly what they want to learn.

They know how to use technology such as LinkedIn and Twitter to reach out to different audiences to get answers to questions they have and share their ideas with.

E-mentoring – using technology to have mentoring conversations

Traditionally mentoring conversations have taken place face-to-face but as the world is getting bigger and technology becomes more and more part of our everyday life, I think that there is now a place for having online mentoring discussions.

I think that Gen Y will be championing this approach given that technology is such a huge part of their lives. Technology and social media allow them to communicate to anyone, anytime and anywhere.

Some organisations are using 'anonymous mentoring' where mentees are matched with trained mentors externally. Mentoring exchanges are conducted solely online and both mentee and mentor remain anonymous to each other. Mentees email their anonymous external mentor with a question or to ask for help with a task and the mentor responds with suggestions, ideas and advice. Meister, J.& Willyerd, K. (2010).

These four different types of mentoring really speak to the needs and wants of Gen Y; providing different ways to learn and develop, which is at the heart of what they want and what mentoring is about. These types of mentoring also remove the burden on a senior leader who may have a number of mentees to mentor at any one time and who can only spare a certain amount of time every month; moving to a situation where someone can have a number of different mentors, at different levels, in different places, with whom they can communicate quickly and efficiently at a relatively low cost.

Gen Y and beyond – Gen Z and the bigger mentoring opportunity for organisations

The workplace is more competitive than it has ever been and the war for talent is ever present and will continue for many years to come. The rise in youth unemployment is a global issue, not just a UK one. With many young people questioning whether going to University is the right next step for them given the rise in tuition fees, particularly in the UK, there is a huge number of young people potentially wanting and needing to enter the workplace sooner than previously. Apprenticeship schemes within organisations are on the increase and youth employability is becoming a growing focal point for most companies nowadays.

I think there is a huge opportunity for organisations to use their workforce to help address these challenges through mentoring, which would be beneficial to the employer, employee and the next generation. Employees mentor a young person who is either still at school/college or who is looking for their first job. Employees can share their experiences and provide valuable advice, guidance and support. Employees feel that they are contributing to society which gives them purpose and meaning. The young person gets practical, real-time advice from someone who has 'been there and done it' as well as getting exposure to the organisation their mentor is working for and their network. Employers and organisations can have a positive impact on society which serves not only their Corporate Social Responsibility agenda, but also acts as great publicity for their organisation and could be seen as an early attraction/recruitment drive for this future talent. It's all there for the taking and it's clear that mentoring has an important role to play in the lives of the future generation.

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What every HR director should know about coaching and mentoring strategy

Although overall spend on training and development has in many organisations been capped or declined during the recession, coaching and mentoring appear to have at least held their own and actually become a more critical part of the L&D offering. In part, this is because internally resourced coaching and mentoring are cheaper and proven to be more effective as an alternative to formal training; but it is also because there is greater recognition of the value of more immediate, person-focused interventions.

However, just because more coaching and mentoring is happening doesn't mean that it is always set up for success. In many organisations, coaching and mentoring occurs as a scattered and disjointed series of activities, rather than as part of a coherent and integrated strategy, which can enhance many other aspects of the organisations' OD and L&D effort. Few organisations measure the quality or outcomes of coaching and mentoring in a robust way and those that do, don't necessarily use the data as part of a process of continuous improvement.

In our interviews with hundreds of HR professionals around the world responsible for coaching and mentoring, we have identified many of the core elements of a successful strategic approach. Having a strategic approach does not necessarily imply a journey towards a coaching and mentoring culture, but this seems to be a factor in the ambitions of many of these HR professionals and their organisations. In this paper, we outline those core elements of a proven and effective coaching and mentoring strategy.

Component one: A broad portfolio of coaching and mentoring formats and applications

There is no single, 'right' model of coaching or mentoring. Rigid systems approaches based on a single model typically defeat the object of introducing them, because people have different needs. A single model approach tends to result in cynicism as people try to force it to work, in a context where it isn't suited. For example, GROW model coaching is of limited use outside of skills and basic performance coaching. Our research shows that, as coaches become more experienced, they outgrow GROW and need more flexible, person-centred approaches.

A pragmatic and evidence-based approach to coaching and mentoring therefore offers a portfolio of models, which can be adapted to the complexities of the situations which, organisations and people encounter.

It also offers a portfolio of different coaching and mentoring modes, including:

• Externally resourced professional coaching/mentoring

• Internally resourced professional coaching

• Coaching by line managers or within work teams

• Team coaching (someone external to the team coaching them collectively)

• Developmental mentoring

• Sponsorship

• Maternity mentoring and maternity coaching

To this list you can add imagination coaching, ethical mentoring, diversity mentoring and a host of other applications specific to particular business issues.

Externally-resourced professional coaching/ mentoring

The overall evidence for externally resourced professional coaching or mentoring delivering short-term performance improvement or extrinsically motivated behavioural change is reasonably strong. The evidence for longer-term, deeper change is less strong – partly because it is more difficult to measure and partly because the quality of coaches is highly variable. On average, roughly 70% of coaches who attend formal assessment centres (having passed through an initial filter designed to weed out the least experienced and least competent) fail to make the 60% competence mark. While many providers of coach pools make (unevidenced) claims for the quality of the coaches they put forward, assessment centre scores suggest that selection processes for these pools is at best hit and miss. (There are exceptions, where providers have invested heavily in vetting, but not many!).

It is therefore important to have a well-founded process for assessing any executive coach hires. (One HR director compared outsourcing this responsibility to letting someone else decide who are the talent in her organisation!) Currently, the trend has moved away from using external

There is no single, 'right' model of coaching or mentoring.

Prof David Clutterbuck

experts to carry out assessment centres on the company's behalf, to using the experts to train internal HR people to take on the role. This both builds internal assessment capability and ensures that people, who understand the corporate culture, make the assessments.

Internally-resourced professional coaches

The assumption that external coaches are typically more capable than internal isn't supported by empirical data. Many internal coaches have similar qualifications and coaching hours to their external counterparts. And they know the culture. The one exception is coaching the top team, where power dynamics have the potential to disrupt the coaching relationship.

Some organisations now integrate their internal and external coaches through combined learning events, where they can share experiences.

Coaching by line managers or within work teams

From collating the stories of dozens of managers and their direct reports, it seems that the standard approach of sending managers off to a 'line manager as coach' workshop for a few days is spectacularly ineffective. The average time people reported before the manager went back to 'normal' was three days! This is in part because the line manager and the team form a system and systems tend to seek equilibrium. As we'll explore under component two, the solution is to take a systemic approach to coaching in work teams.

Team coaching

Genuine team coaching (as opposed to process facilitation or coaching team members individually) is still relatively rare. However, it is growing rapidly, with an increasing supply of qualified externally resourced team coaches and a small number of companies looking to develop an internal team coaching resource. Team coaching can be particularly effective when a dysfunctional team needs (and wants) to change; and when it's important that a newly formed team hits the ground running.

Developmental mentoring

Developmental mentoring addresses career and personal development issues by helping the mentee with the quality of his or her thinking, and sometimes through role modelling. The dominant model of mentoring internationally (exceptions including the US, France and some cultures with high power distance), it is typically a two-way learning relationship.

Sponsorship

Although many US companies practise a model of mentoring that emphasises giving advice and directly promoting the cause of a junior person, this isn't mainstream mentoring in most of the world. Having some form of sponsorship for talented employees – especially if they are from disadvantaged groups (disadvantaged by race, culture, gender, sexual preference etc.) nonetheless has a role in a comprehensive portfolio of support. The keys to effective sponsorship include that it is long-term, open, merit-based and completely transparent. When

this is the case, there is less likelihood of damaging conflation of mentoring and sponsorship behaviours. That said, some organisations have managed – with multiple safeguards – to implement a blend of mentoring that allows some mentoring relationships to evolve into sponsorship.

Maternity mentoring / coaching

Maternity coaching tends to be an external, professional service to help new mothers return to the workplace, once they have decided to do so. Maternity mentoring tends to start earlier (before maternity leave) and continue longer. It provides the extra value of keeping the mentee in touch with workplace change and helping to rebuild networks that have atrophied during her absence.

Component two: Putting the work team at the heart of the coaching culture

Given the ineffectiveness of line manager coaching, what's the alternative? Experiments in organisations including Asda (Walmart) and University College London University indicate that much can be achieved by building a coaching culture within the team. Integral to doing so are:

- Educating everyone in the team about the value of coaching and how to coach and be coached.

- Getting everyone to take responsibility for both their own learning and the collective learning of the team.

- Giving the learning process sufficient – coaching is a mindset, not an activity and mindsets take months to acquire.

What every HR director should know about coaching and mentoring strategy (cont.)

• Building comfort with coaching processes and behaviours by applying them consensually to real, tough decisions and challenges the team faces.

When enough work teams establish a coaching culture, it creates the impetus for wider cultural change across the organisation.

Component three: Support as and when it's needed

Coaching and mentoring behaviours tend to dissipate, if there is insufficient reinforcement. Organisations which have been relatively successful in pursuing a coaching and mentoring culture tend to have a variety of different forms of continuing support. These might include:

• Professional supervision – usually group supervision, intended as a source of regular skills development, as a safety check and as a means of identifying themes that need to be addressed.

• A database of further reading and practical guidance, usually held on the HR intranet. This can be supplemented by video demonstrations of coaching and mentoring good practice.

• Peer support groups, often in the form of action learning sets, which promote continuous learning in the coaching/mentoring role.

• A progression path for those coaches and mentors, who want to gain qualifications beyond the basic levels.

Coaching and mentoring behaviours tend to dissipate, if there is insufficient reinforcement.

• 'On demand' training and further education, via webinars and other electronic media.

• Coach development centres, to promote continuous skills development.

Component four: HR as champions for coaching and mentoring

Our experience of working with international HR teams tell us that:

• There is typically a wide variation of understanding about the nature and utility of coaching and mentoring across the HR community. It's not uncommon, for example, for people in different regions to have completely opposite definitions of coaching and mentoring.

• Particularly in business partner structures, time-pressed HR professionals don't have space or energy to become proficient champions of coaching and mentoring.

• Wherever purchasing of externally resourced coaching and mentoring services has been handed over to a purchasing department, there has been a substantial (and sometimes disastrous) slump in quality of provision and relationships with external providers.

By contrast, some companies have achieved culture change by focusing on the role of HR professionals as champions of coaching and mentoring (alongside senior line managers). They have devoted resources to educating HR for various levels of involvement, but at a minimum with the skills and knowledge to help line managers decide when coaching or mentoring will be helpful in resolving business issues ranging from retention of key staff to performance improvement for individuals.

Component five: Robust measurement

Some of the most common measurements include:

• Progress towards a coaching and mentoring culture

• Quality of coaching (both internally and externally delivered)

• Ability of people to be coached

• Impact and / or return on investment of coaching and mentoring (both internally and externally resourced)

The validity of these measures is gradually improving, giving HR the data it needs to demonstrate the effectiveness of coaching and mentoring interventions. In our experience, HR teams who introduce robust measurement, both as a formative process whilst the coaching and mentoring interventions are taking place and then as a final summative process create a highly credible business case for more investment in coaching and mentoring.

Component six: A structure to facilitate coaching and mentoring

The role of head of coaching and mentoring is relatively recent, but strategically important within HR functions of large organisations. There is even movement towards establishing professional qualifications in the role.

Other useful resources include:

• An on-line community of interest in coaching and mentoring, involving HR, line managers and invited external experts

• Direct involvement of the top team as role models for coaching and mentoring

• A well-publicised coaching and mentoring strategy

• A steering group of key stakeholders

Component seven: Linking all the components together in a strategic framework

Part of the role of the head of coaching and mentoring is to integrate all of these components into a coherent strategy. Key questions they address include:

- What are our current business issues/ business strategy that we are seeking to support through coaching and mentoring?

- How can we integrate the coaching and mentoring strategy with other critical strategies in areas such as talent management, performance management, succession planning, personal development planning, career planning, team development planning and workforce planning? So we have a seamless people framework.

- How fast do we want/can we afford to move towards a coaching and mentoring culture?

- What combination of coaching related-activities will yield the greatest impact in terms of both rapid progress towards a coaching and mentoring culture and addressing current business challenges?

- What can we resource internally and what will we have to buy in?

- What resources can we call upon?

Some organisations are also attempting to link their coaching and mentoring strategy to corporate social responsibility objectives. For example, they are promoting

cascade mentoring (where junior people mentored from above are expected after six months to mentor someone in the wider community – a very direct and immediate way of paying back). Other companies have opened out their training in coaching and mentoring to employees of charities.

The strategic planning process

Who should be involved in the strategy creation process? The consensus is 'all stakeholders' – HR, a sample of potential mentors and mentees, senior line management and, if appropriate, external advisors.

It typically takes six months to build a strategic plan, with roughly a third of the time each going to:

- Establishing what is happening already. It's important to establish the amount and quality of coaching and mentoring happening already and what factors may help or hinder implementation. It is common in multinational companies for subsidiaries in different countries and regions to have radically different ideas of what coaching and mentoring involve and often contradictory approaches to training and implementation.

- Building consensus for the headline objectives and priorities.

- Achieving buy-in and fleshing out the detail.

The bottom line

As expenditure on coaching and mentoring increase, it becomes more

important to ensure that they deliver value for money. In most cases, this will involve bringing more activities and capabilities in-house – and hence placing coaching and mentoring higher on the agenda of both HR and top management.

**David Clutterbuck &
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> HR teams who introduce robust measurement … create a highly credible business case for more investment in coaching and mentoring.

The Mentoring Manual:
Your step by step guide to being a better mentor, Julie Starr 2014 (print and ebook)

The shifting sands of time have drawn the coaching caravan to rediscover mentoring. The human tradition to shine the light of wisdom, to teach and guide those who are the future, was overshadowed as scarcity turned the economic and social focus onto more 'in the moment' practicalities and fixes.

Some sectors e.g. education, nursing, community initiatives, social enterprise, and other parts of the Western world had sustained at times an old-fashioned preference for mentoring. They kept faith with a conceptual approach compared with the productivity driven, strategic deployment of softer skills. In the US, for example, mentoring is more of a 'movement' than coaching, Garvey, Stokes, Megginson (2009).

Over the past 30 years, there has been more research into the variables and impact of mentoring than coaching. As a one-one intervention, mentoring is described as a 'development alliance', Hay (1995) something that in practice is dynamic, reciprocal and can be emotionally intense, Brockbank and McGill, (2012). In a more recent CIPD study (2013) mentoring is described as the missing leadership skill.

What can the reader expect in this new book?

The back cover of The Mentoring Manual, Starr (2014) lists the varied roles a mentor may be called upon to adopt and invites the reader, from the novice to the experienced mentor, to get the best from their mentoring relationships based on proven business methods.

David Megginson has endorsed the guide as 'a breath of fresh air compared with

many books on coaching and mentoring'. The promise is a practical 'how to' guide to be a great mentor, to develop your skills and make a positive difference.

If you are familiar with The Coaching Manual, now in its third edition since 2011, you will notice that Julie Starr has constructed the content in the same way to support pre-work on yourself, learning and recall. You can expect an accessible style and detail on how to be and what to do; a practical tool kit with exercises, tips, reflective questions, links to free on-line resources, as well as examples of good and not so good behaviour plus lots of summaries. All this underpinned with benevolent guiding principles, the now jaded through overuse metaphor of the journey or 'quest', and useful process diagrams or templates.

This well regarded author's style of blending 'being and doing' in a manual has a loyal following among coaches who retain their copy of Starr's coaching book as a sound, pragmatic point of reference. For readers unfamiliar with Julie Starr's work, The Mentoring Manual will in time become another popular 'turn to' guide.

What's different?

To be a better mentor, a core message in The Mentoring Manual, is to remind yourself that a mentor has something the mentee needs and to be someone who consciously makes choices about how they 'show up'. With the emphasis on attention and intention there are acknowledged influences (Eckhart Tolle) to spiritual and transformational pathways. Anyone drawn to mentoring for less philanthropic reasons, or as part of their organisation's scheme to demonstrate

value in and of people, might deliver this message in more prosaic language – right mind, right context, right result.

Sharing wisdom based on past experience, especially mistakes and difficulties overcome, is invaluable. To have success, however that might be measured, spiritually, commercially or against stacked life odds is important glue in the relationship. It's not just having the T shirt that counts but having a well-worn one.
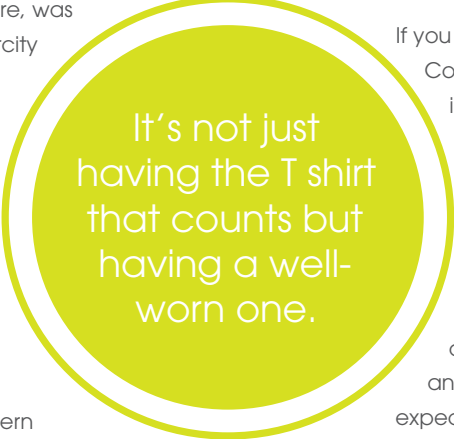
The remaining guiding principles will be familiar to many involved with coaching standards but are offered here to underpin mentoring as opposed to coaching, training, consultancy (and teaching?) and an encouragement to illuminate mentoring with examples from history, blockbuster films, TV talent shows or your own experience.

Is this new Manual worth a visit?

There is something for everyone involved in mentoring in this well constructed guide. Chapter 6 alone will reward the reader's curiosity, especially as it describes the common but not always acknowledged pitfalls of mentoring relationships. The murky depths of mentoring include inflexible thinking or approach, when the ego invests in outcomes, when dependency is created on either side and from turning mentoring into friendship, Thinggaard Pedersen (2012).

Table 1.2 on pages 14–15 is intended to show the differences of four development interventions, but in my opinion, only works by reducing and oversimplifying these other activities. I was left wondering whose or what purpose is served by this? Perhaps it is intentional – for clarity of communication or for differentiation at the sales point? Elsewhere in the book these differences are more fuzzy.

The many similarities between coaching and mentoring are obvious but not

> It's not just having the T shirt that counts but having a well-worn one.

A personal response by
Angela Hill

articulated. An example would be these broadly similar statements 'responsibility for learning, progress and results ultimately rests with the mentee' The Mentoring Manual, 'a coachee is responsible for the results they create', The Coaching Manual.

Be prepared for many déjà vu moments if you are a coach, familiar with EMCC coaching and mentoring competences, or an OCM Alumni. If this book is purchased as a bundle with other books by the same author you could feel short changed.

What else would be useful?

'Mentoring is collaboration between you, your mentee and everyday life'. Given the many years of mentoring in society and in business, if we accept that mentoring is about having invaluable wisdom to share – there is a noticeable lack of actual mentoring voices in the book. Real mentoring experiences and scrapes for the mentor and mentee would bring the complexity inherent in these relationships off the page and screen and into life.

The Mentoring Manual would benefit from more attributed messages from diverse mentees on what works well and why at different stages. Mentors could contribute experiences of the rocks and sinkholes in the road as the mentoring relationship changes, what contributes to stagnation and of unequivocal ethical challenges.

In describing what good mentors do well (page 78), it is suggested the mentors 'stay flexible and creative within conversations to maintain challenge and progress (avoid unhealthy repetition or routine)'. In the sadly unfashionable world of teaching there is a saying that an individual often teaches what they most need to learn.

As one of the very few new books about mentoring for some time, there are missed opportunities to shake up and challenge some of the accepted norms of mentoring. What new thinking might The Mentoring Manual have generated if it had deconstructed the accepted norms of mentoring?

Further exploration of resistance to evaluation in mentoring other than it is likely to bring an undesirable "pressure to perform", would be valuable for mentors and mentoring schemes. Lack of light into and accountability within helping relationships in the public and private sectors has had a bad press recently and for good reason.

Too much personal development relies on one-one formats, on talking and listening. In corporations where power play is still King, mentoring remains reminiscent of a gentleman's club, with insufficient diversity, with minimal quality assurance or evidence of lasting, positive difference to the organisation or the individual.

Something for everyone involved in mentoring in this well constructed guide.

Concluding thoughts

As anyone who has ever been given a conference T shirt knows, one size/style neither suits nor fits all. The Mentoring Manual contains a generous sample of good practice seeds, a heritage collection that will grow an individual's confidence and skills in mentoring. With the focus on intention and tips on how to spot the weeds that could also sprout in the relationship if the mentoring ground is not routinely prepared and enriched, there is in this book sound practical advice that will make it a well-thumbed guide.

This book is described as a 'breath of fresh air'. Air can also carry the seeds of change. If the world of coaching can drop its pretensions, it might find in mentoring a reinvigorated, ethos based purpose, something to spur on collaboration outside of self-interest.

I hope that publication of The Mentoring Manual will go on to stimulate more diverse thinking and conversation with contributions from collaborative and creative mentoring initiatives operating in different parts of the world. Combined with the spread of different business models using safe to fail approaches and more emphasis on honesty and personal responsibility, we may yet find ourselves in a vibrant and dynamic landscape of possibility in mentoring.

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