

Coaching Today

Becoming visible

'What does true
diversity look like?'

18
Seeds of change:
a grassroots initiative

20
Developing teacher
autonomy through
coaching

27
Relational leadership
in the NHS



Contents

FEATURES

10

A wealth of experience: making the invisible visible

Robert Stephenson reflects on his personal journey towards contributing to a more diverse and inclusive coaching profession



14

From the inside out: how coaching changes lives

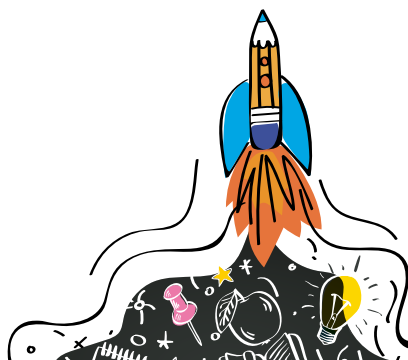
President of BACP, **David Weaver**, talks about his work with young black men and calls for increased diversity in coaching



20

Top of the class: developing teacher autonomy through coaching

Lara Statham demonstrates how coaching teachers in autonomy strategies accelerates their professional development



27

Out of the wilderness: relational leadership in the NHS

Karen Ledger reflects on the current impact of COVID-19 on the NHS and argues for a move towards a culture of person-centred leadership



24

Where the magic happens: coaching children and young people

Four members of the new CYPF coaching special interest group discuss the value of a coaching approach when working with children, young people and families

Coaching Today is the quarterly journal for counsellors and psychotherapists who are retraining and practising as coaches, as well as coaches from a diverse range of backgrounds.

It is published by the British Association for Counselling and Psychotherapy.

BACP House
15 St John's Business Park
Lutterworth LE17 4HB
T 01455 883300
F 01455 550243

The journal is distributed to members of BACP Coaching in January, April, July and October. Membership of BACP Coaching costs £20 a year for individuals, and £50 for organisations. For details, email coaching@bacp.co.uk

Editor

Diane Parker
coachingtoday.editorial@bacp.co.uk

BACP Coaching Executive contacts

Chair: Carolyn Mumby
Coaching.Chair@bacp.co.uk

Karen Ledger
karen@kslconsulting.org.uk

Tom Andrews
tomandrews002@gmail.com

Michèle Down
michele.down@btopenworld.com

Gill Fennings-Monkman
gill@counsellingforachange.com

Visit the BACP Coaching website at www.bacp.co.uk/bacp-divisions/bacp-coaching

Contributions

Contributions are welcomed. Please contact the editor.

You can find guidelines on writing for the journal at www.bacp.co.uk/bacp-journals/coaching-today

Advertising

For rates, contact Sonal Mistry
T 020 3771 7200
sonal.mistry@thinkpublishing.co.uk

Publication of advertisements and inclusion of advertising materials in Coaching Today do not constitute endorsement by BACP Coaching or BACP.

Design

Steers McGillan Eves
T 01225 465546

Print

Hobbs the Printers Ltd

Disclaimer

Views expressed in Coaching Today and signed by a writer are the views of the writer, not necessarily those of BACP Coaching, its members or BACP. Publication in this journal does not imply endorsement of the writer's view. Reasonable care has been taken to avoid error in the publication but no liability will be accepted for any errors that may occur.

Privacy

In our author guidelines, we set out how we will help protect the privacy and confidentiality of any personal information of authors that we hold. Visit the following link for more details www.bacp.co.uk/bacp-journals/author-guidelines

Case studies

All case studies in this journal, whether noted individually or not, are permissioned, disguised, adapted or composites, with all names and identifying features changed, in order to ensure confidentiality.

Copyright

Apart from fair dealing for the purposes of research or private study, or criticism or review, as permitted under the UK Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored or transmitted in any form by any means without the prior permission in writing of the publisher, or in accordance with the terms of licences issued by the Copyright Clearance Centre (CCC), the Copyright Licensing Agency (CLA), and other organisations authorised by the publisher to administer reprographic reproduction rights. Individual and organisational members of BACP only may make photocopies for teaching purposes free of charge, provided such copies are not resold.

© British Association for Counselling and Psychotherapy 2021

ISSN (print) 2049-1182
ISSN (online) 2398-0397

Editorial

Diane Parker
Editor, **Coaching Today**



REGULARS

3

Editorial

4

BACP Coaching News



5

Message from the Chair

6

Meet the Members

Introducing two new members of the BACP Coaching Executive

8

In conversation...

Michèle Down introduces osteopath and bodyworker **Soran David**

18

Coaching in Practice

A grassroots initiative supporting young people into employment

We welcome feedback and comments from our readers. If you have a response to any of the articles published in *Coaching Today*, please contact the Editor at **coachingtoday.editorial@bacp.co.uk**. Please note that your letters may be edited for length.

Interested in contributing to *Coaching Today*?

Copy deadlines for the next two issues are 10 May and 9 August respectively. Contact the Editor at **coachingtoday.editorial@bacp.co.uk** with your ideas.

Embracing difference in a plate of spaghetti

I recall the first time I became aware of my own difference. I was seven years old and I had been invited to our neighbour's house to play. We had recently moved from our condemned terrace house to a relatively 'nice' part of town, denoted by Victorian semi-detached houses and our neighbours' occupations in the 'professions': teachers, doctors and solicitors. I was unaware at the time that we were 'moving up in the world'. All I knew was that when told we were having spaghetti for lunch, and I was confronted with white ribbons of pasta on a bed of bolognese, as opposed to the lurid orange Heinz tinned spaghetti I expected, I felt, with painful clarity and immediacy, a sense of being 'wrong'. Without words or comprehension available to me, I nevertheless knew instinctively that these pale worms on my plate represented 'proper' spaghetti, and the tinned spaghetti I knew and loved was somehow inferior. This intuitive knowledge was immediately followed by a deep sense of shame, where I became painfully aware of my own difference in this new neighbourhood of ours, and a sudden realisation: *you don't belong here*.

This memory surfaced for me recently at a workshop in which all participants were asked to recall a time we first became aware of our difference in relation to others. As a group, we shared stories of awakening to difference in terms of race, ethnicity, culture, class, religion/faith, sexuality and (dis)ability (funnily enough, food memories featured significantly in many of the stories, being such a marker of culture, class and nationality). I was surprised that, of all the stories I could have shared, it was this childhood memory of awakening to my working-class status that should surface. What connected these stories of recognition was the shame we all felt at being different. But as I listened, what emerged in the sharing was a strong sense of kinship, and how, in the telling and retelling of our stories, shame became transformed into an appreciation of

ourselves and each other's differences. I remember leaving the workshop feeling nourished by the generosity of others in their sharing – and a delicious sense of having contributed something of texture and colour to a rich tapestry we were weaving together, in the moment. I left feeling less that I was part of a group of homogenous counsellors and therapists, and more aware and appreciative of the diversity that existed even within our small community; some of it immediately visible, some less so.

I share this story with you to remind myself, as our contributors have done so sensitively and courageously, that difference in our profession, and among our clients, is multifaceted, intersectional and complex and can prevent us from, to paraphrase Robert Stephenson in our lead article, '...taking our place at the table' (in my case, quite literally). And yet, when we open up to our own and others' difference, when we welcome and embrace difference within our community, and model this for our clients, when we take our place *and* welcome others to the table – what a rich feast we could enjoy.

After the divisive politics of recent years, and a pandemic highlighting gross inequities in our nation, I'm ready for a kinder, more compassionate, person-centred, community-led way of living and working; one that includes, embraces and celebrates, rather than excludes, rejects and discriminates.

And to remind myself, with humility, that I can eat all the sourdough and smashed avocado in the world – but there's a part of me that will forever be a seven year old from Hull eating Heinz spaghetti on toast.

Wishing you all a happy new year, and here's to 2021.■

Diane Parker
coachingtoday.editorial@bacp.co.uk

OUR ROUND-UP
OF THE LATEST
EVENTS, NEWS
AND RESEARCH



BACP Coaching News

COVID-19 updates



Online resources to support you

Our range of resources remains live on our website to continue to support you during the coronavirus pandemic. Latest additions include updated advice on working in accordance with the current restrictions in your area, following the UK Government's latest legislation, and the impact of these on your practice. Information on face-to-face work has been updated to include guidance on 'walk and talk' practice, and we also have special advice on working online with children and young people.

For all the latest information, see **www.bacp.co.uk/news/news-from-bacp/coronavirus**

You can find regularly updated FAQs on coronavirus on BACP's website.

For more information, visit **www.bacp.co.uk/news/news-from-bacp/coronavirus/faqs-about-coronavirus**

Online network events

Our online network events continue to provide an opportunity for coach/counsellors from across the UK to come together informally. All BACP members are welcome and have the chance to connect and share with one another. Next dates for your diary:

8 February, 3.00pm
12 April, 2.30pm

On Thursday 25 March, we are delighted to host our first online 'Working with...' day. The theme will be Coaching and the Natural World and will feature three guest presenters with different perspectives on working with nature. Each presentation will last for 45 minutes, followed by a live Q&A session. The event will be recorded and so if you cannot make it on the day, you can access the presentations on demand.

For more details and to book your place, see **www.bacp.co.uk/bacp-divisions/bacp-coaching/networking-events-and-opportunities**

BACP Coaching update



Our network groups, facilitated by Executive member Tom Andrews, have continued to provide space for reflection and connection, which we know many of our members appreciate. In collaboration with the BACP Events team, we are planning further online events featuring guest presenters and a Q&A session that can be accessed live or through recordings. Other ideas we are exploring include the theme of working with nature and responding to the climate emergency. Our special interest group for coaching young people, in collaboration with the BACP CYPF division, goes from strength to strength (see p24 for an update and more information), as does our coaching supervision group, hosted by **Karen Ledger**.

We are happy to announce the appointment of two new members of the BACP Coaching Executive, **Val Watson** and **Xeni Kontogianni**. We are delighted to have them join our team and you can read more about them both on pp6-7.

We have also secured a direct emailing service to our members, to highlight all the work we are engaged in and to let you know how you can access more information to support your practice and be further involved in BACP Coaching. For more information, see **www.bacp.co.uk/bacp-divisions/bacp-coaching** ■

Carolyn Mumby
Chair, BACP Coaching

Access all areas

Did you know...? In addition to *Coaching Today*, all BACP Coaching members can access the online versions of each of the six other divisional journals published by BACP. These include *BACP Workplace*; *Private Practice*; *Children, Young People and Families*; *Healthcare Counselling and Psychotherapy Journal*; *Thresholds* and *University and College Counselling*.

To learn more about the divisional journals and to access these with your membership log-in details, visit **www.bacp.co.uk/bacp-journals**

Message from the Chair

The space between



I have been thinking a lot lately about the spaces between. Having just emerged from our second national and winter lockdown, in my coaching supervision group we recently acknowledged how we all, along with our clients (mostly leaders in business or educational and health services) are feeling the strain. More than ever, we are recognising that what we offer our clients is a space between; to breathe, to acknowledge feelings of struggle and loss, to appreciate surviving and to value what is being achieved in these difficult times, even if it may be less than could be achieved in better circumstances. I liken this to not setting sail in a storm; we may need to shelter for a while to look after ourselves and each other. Our coaching sessions can be a safe harbour for our busy clients at this time, and though the focus may be less about hitting targets and achieving goals, a lot can still be gained in the spaces between action, where we can reconnect to ourselves, our intentions, our own needs and bodies, and find rest and renewal. We know that a certain level of stress is often needed in order to achieve, but if it is relentless and unpunctuated by downtime, the achievement is not sustainable and that is when we head for 'just surviving' or the worst-case scenario: burnout. Our state is contagious so it matters that we, and the clients we are working with who lead or are in teams or families with others, understand that downtime, time to self-soothe and restore, means that we are more likely to be a positive rather than a tension- and doubt-inducing influence on others. I have also been prompted to consider whether I allow sufficient space between my online clients and what this space might look like. I now take time to put on a favourite track, move a few steps, dance or stretch while waiting for the kettle to boil; to stroke my cat,

look out and up at the sky or into the garden, still bright with autumn leaves as I write this, but even in January I know there will be shapes of growing things to look at, highlighted by frost or rain. I am reminded of my Gestalt training and the part of the Gestalt cycle of awareness known as 'the fertile void', which I understand to come following completion and withdrawal from a task or figure we have been attending to. In these times of apparent emptiness, there is actually potential. It's a different kind of 'mind the gap' – being mindful of how to be in it rather than avoid it. I miss gazing out of train windows and I have noticed for some time now how most of us are gazing out less as we have our heads down, focused on content on our smartphones. Seeking more content can rob us of the pauses

If this crisis can teach us anything, it is to become more comfortable with the not knowing, to exercise the muscle of patience, to recognise that time to rest and recover is essential

where we stay in the 'not knowing', where something settles in us. If this crisis can teach us anything, it is to become more comfortable with the not knowing, to exercise the muscle of patience, to recognise that time to rest and recover is essential to the thriving we aspire to. Sometimes, the spaces between fill with other family concerns; it can be hard to go straight from a client call to supporting a family member who is struggling mentally or physically, or to

deal with an anxious child. It can be hard to prioritise our own feelings and needs, but we know as professionals that there is a limit to what one person can hold without needing to stop and put it down.

Coaching for social change

We have begun to explore how people in communities are creating their own responses to meet their needs; something is naturally arising to meet the challenges, to address the gaps in support. We are keen to think more about how we as a coaching division can support such grassroots responses, which are often aligned to some of the values and skills of coaching (Ed: see our *In Practice* column in this issue on p18 for an example). Please contact us if you would like to be part of our new special interest group focusing on coaching for social change.

The group has emerged from increasing recognition of the need for us to address the wave of challenges that we are currently facing: from climate change, a global pandemic, political polarisation and the underestimation of people's worth and their power to create change, as a result of ingrained discrimination. If this is to happen, there needs to be a time to heal, and healing needs the quiet spaces in between our actions. ■

Editorial note: This column was written before the third national lockdown beginning 6 January.

Carolyn Mumby is Chair of BACP Coaching.
Coaching.Chair@bacp.co.uk

Meet the members

Introducing two new members of the BACP Coaching Executive

Val Watson is an independent counselling and psychotherapy practitioner, supervisor, coach, consultant and trainer. She has worked in education settings for over 30 years and has extensive voluntary work experience of community-based organisations and projects. Val has recently stepped down from her role as head of a university counselling service for students and staff.

vivatherapy@btopenworld.com
valwatsonconsulting@outlook.com



Xeni Kontogianni is a coach, psychologist-psychotherapist and clinical hypnotherapist working with individuals and teams, aiming to bring more person-centred practice into workplaces and destigmatise mental health issues. Currently studying at the University of Amsterdam and participating in leadership research projects, she is committed to bridging the gap between academia and practice.

xenikontogianni@gmail.com



How would you describe your journey from therapist to coach?

VW: It has been an enjoyable, challenging and stimulating learning journey in which I continue to practise as a coach, therapist, supervisor and consultant in parallel, drawing on the skills from each role when and where appropriate. I have benefitted from being mentored and coached at various points in my career.

My previous role as a senior manager in a higher education institution encouraged me to develop a large number of formal and informal coaching and mentoring relationships in a wide range of working environments. Over the last 15 years, I have increasingly and deliberately used my coaching, mentoring and reflective practice skills and knowledge in external community relationships with individuals and groups.

XK: As a counsellor and ex-athlete, I was passionate about working with high-performing teams and creating a mental practice to elevate their performance. I was initially struck by the similarity between coaching and sports psychology, where the emphasis was on developing a growth mindset and on generating knowledge from past successes.

As I transitioned to working with leaders and executives, I came to realise that coachees in

different domains face similar performance challenges and that a solution-focused coaching approach could help them unlock their potential. I am now a firm believer that coaching and therapy can co-exist in a dynamic alliance, enabling individuals to analyse and reframe their problems, alongside learning how to craft action plans in response.

**I am now a firm believer
that coaching and therapy
can co-exist in a
dynamic alliance**

Do you have a coaching niche?

VW: So far, my work as a coach has focused on areas of career and personal development. I have a particular interest in confidence building, problem solving and challenging the obstacles of prejudice and discrimination. My passion for working with individuals and organisations on equalities issues and strategic

development planning often influences the commissions I receive.

XK: I would identify my niche as working with start-up leaders who seek to overcome personal and work-related matters. I am fortunate to be able to leverage my clinical practice to new leaders and leadership teams. Depending on the time frame available, I fine-tune my approach to create a tailor-made therapeutic coaching pathway for every individual. My coaching business has mostly expanded by word of mouth within the start-up ecosystem.

How has becoming a coach changed you as a person?

VW: I have learned so much from the people I have been in a coaching relationship with. In each new relationship we challenge our default buttons for decision-making and actions while exploring opportunities for change together. Thinking *with* others rather than thinking *for* others has been a key element of this change. This has had a positive effect on all of my work.

Becoming a coach and using coaching skills in my work has expanded my thinking, encouraging me to realistically review my goals, value my capabilities, identify knowledge gaps, become more patient, ask myself some tough

questions, and be more willing to consider and take opportunities as they arise. This includes asking for help.

XK: Becoming a coach made me realise the importance of continually investing in myself, developing higher standards of practice, and experimenting with modern methodologies. During my formal coaching training, I was privileged enough to be coached by experienced professionals who developed my questioning skills and showed me how to step into self-coaching territory. One 'Eureka' moment for me was the 'no failure, only feedback' concept, which I try to apply in my everyday life.

Where do you practise?

VW: Derbyshire and Nottinghamshire. The 'new normal' of online working means practising almost anywhere.

XK: My practice is online for clients living overseas, and I often travel in order to visit my executive clients in their office environment, since this allows me to observe their interactions, organise mini workshops and run group sessions. For my therapy sessions, I offer in-person sessions in London, Berlin and Athens.

Do you have a typical client?

VW: No. The only shared characteristic among my clients is that they are seeking help around an aspect of change and have some optimism.

XK: Not really; my client base is relatively diverse as I work with a wide range of complex requests and symptoms.

What's your biggest challenge currently?

VW: Establishing a varied independent practice that aligns with my social and political values while making effective use of information technology by updating my skills and knowledge in that area. Also, staying connected with my support networks and ensuring a good balance between work and leisure.

XK: One of the biggest challenges I have faced so far is how to market myself as a therapeutic coach to existing and new clients and how to inform them about the differences between mentoring and strategic consulting. Coaching has become a saturated profession and I believe a lot of myths about it need to be dispelled.

What do you feel most proud of having achieved?

VW: In terms of work, it is the knowledge that I have contributed to the success of the teams I have worked in, projects and networks I have participated in and the individual career

successes of those with whom I have been in coaching and mentoring relationships. I feel proud of playing a small part in these successful partnerships, seeing them grow. Observing the continuing development of the groups I have contributed to is satisfying and the best kind of succession planning ever.

XK: I am very proud of managing to destigmatise therapy and coaching in traditional technology organisations and of having witnessed the cultural transformation that occurs naturally as a result of courageous leaders addressing

I hope to contribute to further dialogue on increasing access to coaching for the benefit of often excluded communities

their mental health battles and taking care of their wellbeing. I am eager to facilitate these systemic changes, supporting companies and workplaces to become more person centred, feedback led and human.

What advice would you give therapists interested in coaching?

VW: If possible, get some experience of being coached. Do an audit of your current therapeutic work with your supervisor and colleagues. What work have you enjoyed the most and where have you felt you have made the most difference? Is there a pattern to the counselling work and relationships you have been involved in? What areas and themes of your work have been the most successful? What would colleagues, friends and clients say was your most useful coaching skill/intervention? This might be an indicator of the type of coach you want to be. Do careful research about the training pathways for coaching, looking at the national/international standard requirements. Ask practising coaches about their training. Use this knowledge to find out about and attend some short introductory courses. Read *Coaching Today*.

XK: Engage with coaching in ways that make you feel authentic and are aligned with your values and principles as a therapist. While familiarising ourselves with many coaching approaches, we can transfer existing protocols and learning into our skill set. If you decide to embark on the coaching journey, I would recommend approaching it with curiosity and openness.

What do you value most about being a member of BACP Coaching?

VW: I most value the opportunity to learn from others and contribute to national professional debates on coaching and its developments, and having access to up-to-date information about coaching, training, research and debate within contemporary practice. I also appreciate being part of a learning community from which you can gain support and further challenge.

XK: I most value the sense of belonging and the opportunity to connect with like-minded individuals.

What do you hope to bring to the BACP Coaching Executive?

VW: I intend to bring energy, interest and enthusiasm for developing the work and strategic plans of the Executive, contributing the insights I have gained from working as a coach, consultant, counsellor, psychotherapist, supervisor and trainer within an organisation, and as an independent practitioner. I hope to contribute to ongoing discussion, research and debate within BACP Coaching and inform decision-making. I will be bringing over 30 years' experience, learning and skills from my work in the education sector and the public and voluntary sectors, working across large institutions with various teams. I hope to contribute to and explore further dialogue among the BACP Coaching Executive on increasing the potential for the use of and access to coaching and coaching skills for the benefit of often excluded communities.

XK: I am very honoured to join the BACP Coaching Executive Committee and be part of a vibrant team with a common goal of making an impact and raising awareness of therapeutic coaching among our members. I am looking forward to setting up a cohesive media strategy for our division to gain more visibility, attract more professionals and strengthen our voice outside the community. I aim to create network links through social media, where members can communicate and engage in various projects. ■

If you are a BACP Coaching member and would like to feature in this column, please contact the Editor at coachingtoday.editorial@bacp.co.uk

In conversation...

Michèle Down introduces osteopath and bodyworker **Soran David**



I first met Soran at a somatic presence workshop, and found her knowledge and understanding of the relationship between body and mind inspiring. Her osteopathic approach has definite resonance for therapists and coaches, especially those of us who integrate any form of bodywork into our practice, so I was delighted to invite her to speak at our online network meeting in December. Not only can we gain from her knowledge, but the pain management clinic that she runs will be a resource for anyone with clients experiencing chronic or persistent pain. I have attended one of Soran's webinars, which I found fascinating, and I was keen for her to share her work with us.

Can you give some background into how you came to be running a clinic for persistent pain?

I am a registered osteopath working in private practice in south-east London and I also have an academic role as unit leader and senior lecturer at University College of Osteopathy. One element of my clinical work at the university involves delivering our 'OsteoMAP' (Osteopathy, Mindfulness and Acceptance Programme for Persistent Pain) clinic.

What is the approach you use in helping clients with their pain? (eg the theoretical model, its premises/underlying beliefs or reasons for being developed etc)?

OsteoMAP comprises a series of six one-hour sessions with individual patients, integrating osteopathic treatment with mindfulness and

acceptance-based exercises aiming to help people develop more flexible, fulfilling ways of living life, despite ongoing pain. Research shows that manual therapy approaches to persistent musculoskeletal pain that include a psychological element demonstrate better patient outcomes than physical therapy alone.¹ OsteoMAP combines a hands-on osteopathic approach with acceptance and commitment therapy (ACT), a mindfulness-informed 'third

People living with complex long-term conditions such as persistent pain often experience associated psychological distress

wave' CBT approach – aiming to change the relationship to pain rather than the pain itself with interventions guided by patients' own values, supported by activities that are meaningful to them.

Why were you drawn to this approach/model and how did you go about becoming skilled/qualified in it, or did you create it from scratch?

The OsteoMAP approach is the brainchild of Dr Hilary Abbey, our head of Research at UCO, and was the subject of her doctoral

thesis. I was lucky enough to be one of the first trainees in this approach. As osteopaths, we fully recognise that the mind and body are wholly connected, interdependent and responsive to our interactions with the environments in which we find ourselves. People living with complex long-term conditions such as persistent pain often experience associated psychological distress, for example anxiety and depression, and can become withdrawn from the pursuits and social connections that might otherwise resource them. For me, OsteoMAP offers tangible and practical ways to make effective psychological interventions as an osteopath, helping people lead flexible, fulfilling lives in spite of difficult experiences.

Between 2013 and 2016, we ran a clinical and educational research programme funded by the Department of Health. The results of the study showed significant improvements in participants' capacity to cope with pain, acceptance and quality of life, with smaller improvements in mindfulness.^{1,2}

How are clients referred to you? How do they know about the work that you are doing?

Many of our patients come via referral from the general UCO clinic, but a significant number find us as a result of their own enquiry into what help is available for people experiencing persistent pain. We invite applications from people experiencing musculoskeletal pain for more than six months and who are willing to participate in experiential exercises and home practice. We meet everyone for a pre-course

screening interview to find out about their individual situation, explore willingness to engage in active self-management, and ensure that both parties feel the course will be appropriate.

Would you say that your work with clients has a coaching element to it? If so, can you expand on this?

When we take on the mantle of 'expert' in manual therapy, the focus can be on biomechanical explanations and practitioner-led management plans; using the OsteoMAP approach, we take a collaborative stance, focusing on the patient's experience, encouraging awareness, agency and flexibility. This stance is characterised by equality, compassion and a shared sense of our humanity that can be summarised by the 'two mountains' metaphor: each of us has to climb our own mountain. I cannot climb your mountain for you and you cannot climb mine for me. However, because I can see where you are on your mountain from a distance, and I have some knowledge of climbing, I may be able to help you; for example, by letting you know that there is a handhold up ahead.

What do you most love about working in this way? How does it resource you as a practitioner?

I absolutely love the creativity involved in OsteoMAP sessions. The imagery and metaphors that patients arrive at can be so useful in informing movements, exercises and how we explore experiences in a hands-on fashion. I love to see people light up as they engage with values and what is important to them in life, and it is endlessly rewarding to see people discovering what a wealth of intelligent information and support their body can offer.

Are there any downsides or difficulties to working in this way?

As patients begin to lean further in to their experiences, becoming more mindful of them instead of avoiding them, they may in fact feel worse, at least initially. This can be scary, but also really important as it often highlights the autopilot reactions a person habitually adopts. The effort involved in resisting unwanted experiences is also significant: by staying with them, we can come to realise that attending to unwelcome experiences is often less draining than trying to push them away. We may also realise as we become more curious, that perhaps things are more varied or even not quite as distressing as we have assumed. For practitioners, there is little that is predictable about an OsteoMAP session. Although we

have a focus for each session, each one is as individual as the person we are working with. It involves a real shift away from problem solving to experiential awareness, the latter being just as important for the practitioner as it is for the patient.

When coaches encounter clients with persistent pain, is there anything it would be particularly helpful for them to understand, in order to help those clients?

The one thing that is essential to understand when working with people experiencing persistent pain is that tissue health has very little to do with the sensations a person feels. When we experience pain for longer than 12 weeks, these messages become 'centrally sensitised', meaning they are mediated by the central nervous system rather than via nociceptors, the free nerve endings that detect tissue damage. The bad news is that these messages can keep on firing, even in the absence of tissue damage;

It is endlessly rewarding to see people discovering what a wealth of intelligent information and support their body can offer

the good news is that changing the way we think about it, and the behaviours we adopt as a result, can have a significant impact on pain. Professor Lorimer Moseley's 'Tame the Beast' video³ sums it up perfectly.

The ACT hexaflex and triflex usefully summarise the core ACT processes, but I find the 'Choice Point' a really helpful model: Russ Harris' video⁴ is a good introduction. Mindfulness and awareness skills can help us notice our 'away' moves when we are hooked or stuck, and can help guide us to value-based 'towards' moves. Someone experiencing persistent pain may, for example, get stuck in past events ('if only...') or worry about the future ('what if...'); or they may get hooked into believing a very harsh inner critic ('I should be...', 'If I was...'). When they clarify values, the things that make them tick, the things they stand for in life, they will often find they are willing to carry some difficult experiences in the service of doing something meaningful.

If people are interested in finding out more, what can they read or where could they explore it through CPD or fully train in it?

I would highly recommend Russ Harris' book, *ACT Made Simple*, for therapists;⁵ his website is also full of useful free resources.⁶ The Association for Contextual Behavioural Science⁷ similarly has some great resources, and I would very much recommend training courses run by Contextual Consulting.⁸ If you would like to hear from the cofounder of ACT, Steven Hayes, there are a couple of great podcasts with Tami Simon (<https://resources.soundstrue.com/podcast/steven-hayes-self-acceptance-and-perspective-taking>) and Sharon Salzberg (<https://beherenownetwork.com/sharon-salzberg-metta-hour-ep-113-steven-c-hayes>).

Our OsteoMAP clinics have been on pause over the pandemic, but we are hoping to be back in 2021 with a range of online formats, returning to our face-to-face sessions as soon as we are able. To find out more, visit the university's OsteoMAP webpage www.uco.ac.uk/research/osteomap-study ■

ABOUT THE AUTHOR

Soran David is the founder and creative director of Mainspring Creative Health and Wellbeing. <http://mainspring.org.uk>

REFERENCES

- 1 Abbey H, Nanke L, Browhill K. Developing a psychologically-informed pain management course for use in osteopathic practice: the OsteoMAP cohort study. *International Journal of Osteopathic Medicine* 2020. <https://doi.org/10.1016/j.ijosm.2020.09.002>
- 2 Carnes D, Mars T, Plunkett A, Nanke L, Abbey H. A mixed methods evaluation of a third wave cognitive behavioural therapy and osteopathic treatment program for chronic pain in primary care (OsteoMAP). *International Journal of Osteopathic Medicine* 2017; 24: 12–17.
- 3 www.tamethebeast.org
- 4 www.actmindfully.com.au/free-stuff/free-videos
- 5 Harris R. *ACT made simple: an easy-to-read primer on acceptance and commitment therapy*. London: Little, Brown; 2009.
- 6 www.actmindfully.com.au/free-stuff
- 7 <https://contextualscience.org/acbs>
- 8 <https://contextualconsulting.co.uk>

For more information on our monthly online network events, and to book your place, visit our website at www.bacp.co.uk/bacp-divisions/bacp-coaching/networking-events-and-opportunities

A wealth of experience:

making the
invisible visible



Centre Director of Animas Centre for Coaching, **Robert Stephenson**, reflects on his personal journey towards contributing to a more diverse and inclusive coaching profession.



A lack of *visible* cultural diversity within the coaching profession is not something new to me, nor perhaps will it be new to many of you reading this. Back in my early days of coaching and training delivery, when attending major coaching events, conferences and lectures, I often found myself wondering where the people were that we had trained over the years; those of different nationalities, cultures and ethnicities. I knew that they existed, at least within our community, because I'd met them, trained them, and watched them excitedly re-enter the world as qualified transformational coaches. And yet while they were, and indeed still are, visible and engaged in our community spaces, they weren't present at any of the key coaching conferences or events.

I'd often look around the room at one of these events and note I was the only face of colour there, and while it struck me as odd at the time, and I'd have conversations or musings about it with my peers, it often remained just that – a musing – with little action pushing it into the realm of actively 'doing' something to create a change.

I emphasise 'visible', as what my current journey along the path to influence a greater degree of diversity and inclusion within the coaching profession has laid bare, is that coaches from different cultural backgrounds most definitely exist. I've spoken to a number of them in my quest for greater understanding around how I, as the leader of one of the largest UK coaching schools, and in turn we, as an organisation, can influence, challenge and ultimately change this current *status quo*. Because the truth is, they're not visible in many of the established spaces and I wanted to know what was behind this and what we might do to change it.

As I've grown and developed new roles within Animas, that initial musing and pondering has become a much bigger question. A fervent curiosity has taken me from wondering where these coaches are, to asking: *'How do I get them here?'*

Here, I share the journey that I'm currently on around this vitally important and topical issue, starting with the catalyst that set the wheels in motion, sharing what I've learned so far, and my reflections and takeaways from the different touchpoints around the part we can all play in making positive strides towards a more diverse and inclusive profession that, by its very nature, holds people, change and growth at its core.

Black lives matter: the catalyst for action

On 25 May 2020, the death of African American George Floyd at the hands of Minneapolis police sparked a global cry for justice – and a message that enough was enough. This wasn't the first time a black man or woman had been killed by police in the US. But it really seemed to hit home this time. It felt like the final straw. With the world already in a heightened state of anxiety, unrest and fear in the face of the growing COVID-19 pandemic, the impact of this tragic event could be seen rippling throughout the world.

As part of this, I saw a significant shift of the #BlackLivesMatter (#BLM) movement. My very first thought was a question: *'What is happening in the world that we need to have a statement like #BLM, that it needs to be said and isn't just recognised as an accepted truth?'* My question sparked indepth thinking around how I could make a difference and how specifically I could support the movement from my space – coaching – and as the leader of a coaching school.

For a while, we went back and forth about the statement we might make as an organisation. I recall lots of talk and deliberation beforehand, for fear of sounding like we were jumping on the bandwagon; a fear that came from observation of other organisations making statements that felt like statements for statements' sake, with no real sharing around how they were going to actively get involved in influencing the issue of diversity in our profession. We didn't want to be seen in a similar light: a coaching organisation that appeared willing to talk the talk, but not take the necessary action to walk it.

There was also an uncertainty around what we might do, or how we might go about it, as the topic felt so big, with many connecting parts. While #BLM and racial diversity were the prevalent issues, this was about diversity and inclusion, which isn't limited to colour or culture – it's about basic humanity. With this bigger picture in mind, there was also a fear of getting it wrong, saying the wrong thing and upsetting people. But then, once I began to really talk about it, I realised that as long as we spoke from our own experience, with a desire to understand, support and create positive change, we couldn't go far wrong.

So we made our statement, both publicly and internally. A statement that not only outlined our position on the matter, but what we planned to do, and what we wanted to achieve. Diversity would become a core part of our thought leadership mission and we would dedicate time, energy and resources to having the conversations that had until now merely been passing thoughts, or self-reflections.

Our social media posts, emails and videos were met with joy and excitement for what we might create as we called on the community to join us to make a positive difference in the world and in the coaching community itself; not just our community, but that of the wider profession.

Taking action: conversations, thoughts and reflections

A large part of my role as centre director at Animas is to actively challenge, influence and shape the coaching profession through collaboration with other impactful thought leaders. Our re-emergent focus on diversity brought with it a renewed clarity around the core threads of my thought leadership work, with diversity and inclusion at the centre of it all.

The conversations began internally. We got clear on our mission, and how that feeds into the tackling of diversity issues. We set up all-team meetings around both diversity and inclusion, and created a space to dive into what diversity means for us as individuals, as a team and as an organisation that wants to make positive change. We have a very diverse team at Animas, with our staff hailing from different countries, continents, cultural and class backgrounds, and this created a beautifully rich conversation that led to some real food for thought around what diversity and inclusion meant for us as an organisation and what we might do to make an impact.

“

The ultimate goal? To enable others to realise that they can also become a coach, that there is a space for them too, and to share that space with the rich variety of coaches that exist here in the UK and beyond

Externally, our podcast, 'Coaching Uncaged',¹ became our main platform for exploratory discussion. We already had a podcast that we had used as a space for conversations with our alumni about their coaching journeys, but it hadn't had much love in a while, so we decided to rebrand, relaunch and refocus our efforts to make it an educative platform for thought-provoking discussions that challenged perspectives, and ultimately, to explore the topics and issues that felt fundamentally important to bring to light.

To date, we have explored a varied range of topics, from creativity in coaching, to psychodynamic approaches, from the power of narrative, to the issue of accessibility for coaches of black, Asian and minority ethnic (BAME) backgrounds – in fact, a third of all our episodes at the time of writing have focused on diversity and inclusion in one form or another.

'A diverse mix of voices leads to better discussions, decisions, and outcomes for everyone.' – Sundar Pichai²

Our debut episode of the Coaching Uncaged podcast featured three coaches – a systemic executive coach, a master youth coach, and a creative executive coach – discussing cultural diversity – or the lack thereof – within the coaching industry. All three were from different cultural backgrounds, with different lived experiences, and each had differing opinions on what we might do and how we might be part of the wider community. But what connected these coaches was a shared agreement on the absence of visibility for coaches of colour at coaching conferences and events. It became a vibrant conversation and learning space all at once.

There was real excitement for me around this initial exploratory discussion. It was an opportunity to bring together people with whom I had explored this question privately, but now we were doing it out loud, for others to hear and

contemplate for themselves. It was also the first step in taking action and becoming that catalyst for thought and dialogue around diversity and inclusion. I also wondered who would listen and how it would land. I reflected on this first conversation with a real sense of pride. Pride that we stepped up and did something, that we allowed our voice to be heard, and in doing so, facilitated the space for others to reflect upon their own experiences, to find their place within the debate. There was also the feeling of connection as other coaches reached out to us to share and join the conversation. It really felt like the ball had started rolling.

I came away with renewed confidence that it is possible to step into the unknown with like-minded people and create something wonderful, even if it's rough around the edges. It's about having the conversation and holding the space for others to offer their lived experiences and ideas – that is where the real value lies.

This was just the beginning of unravelling a thread that I'd continue to pull on, and indeed am still tugging at now. It quickly led me to sharing spaces, opinions and discussions with yet more impactful and impassioned coaches, each one opening up a new world, a fresh perspective, and it connected me to a wider network of the coaches whose whereabouts in the coaching spaces I'd spent time pondering. Each guest brought a new topic, a fresh outlook, and a completely unique lived experience and offering to the space.

My conversation with creative coach, trainer and author Jackee Holder was eye-opening. I knew she was someone who had real lived experience of the challenge, being both black and female, but more than that, she had a clear and obvious passion and desire to connect others, to call out what she saw as injustice and to make a difference. My learning here was that connection is key; not only connecting with who you are speaking to directly, but fostering the connections that grow from that. Jackee had a wealth of knowledge and information that she was more than willing to share, and was generous with sharing her connections, letting us know who else to speak with on this subject.

One such coach who came from said connection was coach, author, speaker and leadership trainer Jenny Garrett, who is also the founder of the first diverse executive coaching directory³ and has recently been awarded an OBE for services to entrepreneurship and women in business. Jenny had not only thought about and experienced the challenges, but had decided to do something about them. Here was someone who had found a way to answer the challenge faced by the organisations she worked for of being unable to find other BAME coaches, so she made it easier for them. In doing so, she demonstrated that in fact there are many diverse executive coaches here in the UK, and she created a space specifically for them.

My discussion with coach, chairperson for multiple organisations, and founder of Full Colour leadership specialists,⁴ Srabani Sen, touched on organisational leadership approaches to diversity and inclusion. This episode really felt like we got into the organisational politics of the issue. Srabani demonstrated a depth of understanding of the challenges that organisations are under as they battle with the work of inclusion, which offered invaluable insights for me, as leader of a coaching organisation. Once again, Srabani came with a real wealth of lived experience.

Each of these conversations moved me further from tunnel vision to the peripherals becoming wider and clearer. I went from 'Where is everybody?' to 'They're all here – so how do we create the conditions necessary for us all to feel able to contribute and be seen and heard in this one space? What are the conditions we need to create as a coaching community to enable everyone to feel able to show up, be heard, welcome, and above all, valued?'



Embracing diversity and seeking it out creates a wealth of experience and allows the beauty of coaching to exist in the space

The multiple facets of diversity

While the #BlackLivesMatter movement led us to explore diversity around culture, race and ethnicity, at no point have I, or indeed we as a coaching school, been under any illusion that this is what diversity means in its entirety. It is but part of the multifaceted nature of what we mean when we talk about diversity. Our exploration started around the cultural perspective, but as we move forward, we aim to increase our understanding of who else needs a voice or platform, but perhaps isn't finding the space to be heard, or indeed feeling truly welcomed and valued in that space.

The question then becomes: *What does true diversity look like? And how do we create a space wide enough to embrace all there is around inclusion and diversity?*

Having pulled back the curtain on diversity and peeped behind it from a cultural perspective, there are layers upon layers of inclusion we can lean into, and plenty of crossovers among them too: gender, class, age, (dis)ability and sexuality, to name but a few. How many of us have not spoken up or come forward because we haven't felt invited to the table? And even when we have, perhaps haven't felt entirely welcomed in that space? So how do we create a space where everyone feels both welcomed and valued?

I am under no illusion as to the sheer size of this task, but with a recognition that we can tackle these areas one at a time, or endeavour to find the crossovers that pull them into the space together, there is no doubt in my mind that we can, and indeed will, work on giving each of them a platform to discuss the challenges of and obstacles to working as a coach, and a space to ask the questions that allow tangible change to take place.

The ultimate goal? To enable others to realise that they can also become a coach, that there is a space for them too, and to share that space with the rich variety of coaches who exist here in the UK and beyond.

What I've learned (and what I'd like you to take away from this)

At Animas, we are immensely proud of our diverse community, and yet we recognise that there is still much work to be done.

On reflection, I/we waited far too long before calling out the industry around representation, and I suspect we aren't alone in this. Too many events or core organisations have a real lack

of visible diversity within the UK, and while we spoke about this internally fairly often, we were slow to speak up or create something different, which on the one hand is sad, and perhaps even a little disappointing. However, recognising that we can't always get it right, and that everything is a journey, on the other hand there's now tangible excitement around the impact we are having and will continue to have. This excitement is compounded by the fact that, following the recent success of our social impact summit in September 2020, we are currently planning our inclusion summit for 2021; an event that will give an opportunity for many people of different classes, cultures, races, genders and creeds to come together in a safe space to share, experience, connect, learn and grow.

I find that with every conversation I have, I'm brimming with more ideas, insights and perspectives that I am then able to share with my community, and in turn, the wider world. And therein lies one of the biggest takeaways for me: it's about speaking out; getting involved and not just sitting around talking about it, but doing something about it. Getting started can often be the toughest part, but it is incredibly rewarding and beneficial work that only serves to push the profession that we all love so much towards greater, more inclusive heights.

Another key takeaway: when you have a question, take it outside of yourself and your community to find the answers. My question has often been: *where are the other coaches of colour, culture, class, creed, gender? And why are they not here? And if they aren't here, where are they?* In asking these questions of the wider world, I now have a more expansive view of the answers, which gives me a more informed place to work from in my efforts to contribute towards a more inclusive and diverse profession.

The bottom line? Embracing diversity and seeking it out creates a wealth of experience and allows the beauty of coaching to exist in the space. In seeking out that diversity, which isn't just colour-bound, we open up the perspectives around our thinking in a far richer way than we could ever imagine.

Remember, we each have a part to play in this, and there are strides, great or small, that we can all take in making the profession that we know and love a more vibrant, inclusive space that benefits not just us as coaches and our clients, but the wider coaching industry as a whole. And so I ask: *What might you do to make a difference?* ■

ABOUT THE AUTHOR

Robert Stephenson is a coach and coach trainer of many years' experience. As centre director of Animas Centre for Coaching, his work is centred around supporting the 3,000 and growing alumni that make up the Animas community, developing new and exciting training courses, and above all influencing and challenging the wider profession through a focus on thought leadership work.

REFERENCES

- 1 <https://pod.co/coaching-uncaged>
- 2 Pichai S. Google diversity report 2016 [Online]. <https://diversity.google> (accessed November 2020).
- 3 <http://bameexecutivecoachdirectory.co.uk>
- 4 www.fullclr.com

From the inside out: how coaching changes lives

President of BACP, **David Weaver**, talks to Carolyn Mumby about his work with young black men and calls for increased diversity within the coaching profession.



David Weaver (DW) is senior partner at DWC Consulting, and president of BACP. We in the BACP Coaching Executive initially approached David to help us raise the profile of coaching within BACP through his work as an executive coach. When we met with him, we discovered that he was also involved in coaching young black men at risk of or involved in youth violence; they trusted him because he was from their community. David was originally interviewed for the article, *Coaching for Social Change*, in the September 2020 issue of *Therapy Today*,¹ followed by an extended interview with three other coaches from that article in the October 2020 issue of *Coaching Today*.² In this in-depth interview, David identifies important themes about the need to find and support the work already happening in communities that has a resonance with coaching.

CM: Can you describe the work you have been involved in that illustrates this notion of coaching for social change or social justice?

DW: I've done a lot of work with young black men, some of whom will be involved in, or at risk of, serious youth violence. I've also done a lot of work with people in communities who don't want to access something that is formally called 'counselling'. But they do need to speak about what they're feeling. They want to address and make sense of what they are experiencing, and they want to think about their future. That's

happened on the individual, group, large community and organisational basis, in a manner that you would call coaching.

CM: What are the assumptions that might get in the way of coaching being offered to and accepted by people from different communities?

DW: While there is less of a stigma attached to coaching in organisations, even in that context, people from under-represented groups can perceive a stigma around being offered coaching, as their presumption is that they are being seen to have something 'wrong' with them or their performance, so they are not seeing the immense benefit of coaching in terms of taking you forward. It can be seen as 'performance management' rather than 'performance improvement' and that is compounded when you are a minority in an organisational setting. People can hold many assumptions, both in the workplace and within communities, around that notion of 'needing help' as a deficit model, rather than seeing what coaching can do for them.

CM: That makes so much sense; we need to be aware that the suggestion of coaching is made and received in the context of assumptions due to conscious or unconscious bias or internalised oppression. So how in your experience can coaching meet the need of people who are placed at a disadvantage by society?

DW: Within black communities, people often find themselves in situations where the narrative is about how bad it is, and currently it is. The disproportionate impact of COVID-19 and the stress of this, plus the wider narrative around race equality, as a result of the murder of George Floyd, has created trauma in our communities. I want them to be able to recognise 'we are better than this', and

I think that's where coaching can really help, because of its focus on looking at but also beyond the condition or situation that you find yourself in now. Coaching can help individuals within communities to explore the question: 'How do we move forward?'

The other thing that appeals to younger people is the name 'coaching' because there is that whole alignment with sports coaching and improving personal and team performance in a positive way. In the work that we've been doing with young people, where they have been completely ignored by the professions or perhaps viewed just as criminals, starting from a place of seeing potential and looking to the future is one that often resonates with them much more than counselling.

CM: How do young people find you and how do you explain coaching to them?

DW: Much of it is word of mouth within communities because the established structures aren't providing access to those who really need therapeutic support. So, where people identify with the individuals or communities that are alienated by the system, that's the first contact point. Often people just need to talk to someone they feel cares for them. Speaking about young black men in particular, in every aspect of their lives, from going to school onwards, people aren't imagining they will be achieving. This is compounded by deprivation, alienation, discrimination and poverty.

There is something about making that connection, being able to build the relationship, demonstrating that you care, demonstrating that you understand that the challenge is in the context. Demonstrating that you're reliable, that you're going to be there when you say you're going to be there. That's a really important starting point.

Some of the work with these young men will come from individuals like me who are known to be coaches, or viewed as role models. Some of it will come from funded initiatives in communities, but often those initiatives aren't funded. In essence, they are 'do for self' community-based networks and individuals who come together to provide this kind of support.

“

Coaching can help individuals within communities to explore the question: 'How do we move forward?'

CM: So, when it emerges from within the communities, it can be more effective than when offered from outside by somebody who may not inspire the same sense of trust or belief?

DW: Yes; I often say that there is a dissonance between the counselling professions and those who increasingly require counselling in an increasingly challenging world. In the middle ground are those people who are often not trained, or some who are trained but struggle to enter or advance within the profession, but who recognise that on the community level, something needs to be done. You have a situation where people in the community are trying to attract funding so they can establish themselves to actually do the work but aren't able to provide that service as professional coaches or therapists and be paid. There may be initiatives in churches or faith groups that establish themselves to provide this type of service, or simply individuals who feel they have a responsibility to their community, to try to provide that kind of support. A lot of coaching takes place that is not regarded as 'coaching', and these individuals who should be joining the profession will find barriers to entry for all kinds of reasons, including financial, in terms of the criteria for entering into the learning establishment, and when they get there, in not being understood or supported. Often, the curriculum doesn't lend itself to actually addressing some of the needs of these people. If we see such innovative work taking place, the profession has a responsibility to embrace it and learn from it and to ensure that the learning actually bridges that dissonance. We want high quality professional coaches and counsellors and therapists; but actually, the kind of interventions that are really required are coming from outside of that established framework.

CM: What do you think we need to do differently as professionals?

DW: I think too often we start from seeing that people need to speak, but we don't talk about the 'why.'

We need to think about why circumstances are making many in our communities feel very anxious, about the increasing rates of depression we are seeing, about COVID-19 and the disproportionate impact it's having. A good example is around serious youth violence and the lack of a public health approach for seeing what is really

“

We just need to become much more diverse as a profession. If our diverse society sees that the profession includes people who look like them, it will convey a sense of connectivity and relevance

happening and why. Rather than viewing young black boys as criminals, it's about recognising these young boys are actually suffering from trauma and exhibiting some of the effects of trauma, for a whole host of reasons.

The second thing is that we just need to become much more diverse as a profession. If our diverse society sees that the profession includes people who look like them, it will convey a sense of connectivity and relevance. So disabled, young, working class, black, LGBTQ+ people, for example, will feel more able to connect. In the absence of that sense of relatability, there is stigma and a sense of something being done to you rather than with you.

Then learning takes place in the profession as well, transferring information, knowledge, experience and expertise.

Lastly, there is an advocacy role for the profession. Moving away from just that focus on the clients in your practice room to being informed by knowledge of the community and your ability to be an advocate for them, because you're aware of what some of those issues are out there. You can have a powerful intervention with your clients, but is it addressing the systemic issues, addressing the institutional or the structural issues, which are putting those individuals in that position in the first place?

CM: Do you think there are formal ways in which we can take that intermediary role?

DW: BACP has great potential in this regard; but we can all play a part by seeking to influence the networks and coalitions we're involved in. This includes coaches – especially if we take seriously the view that coaching can play a key role in informing social change, tackling inequalities while supporting individuals.

CM: Yes, perhaps coaches have more of a tendency to look at the system than counsellors, because of the lineage of our work within organisations, using approaches like systemic constellations or working as a consultant alongside individual or team coaching.

Also, what I'm hearing is the importance of recognising who the problem originates with. For example, Jackson Katz talks about how domestic violence is seen as a woman's problem and actually, in fact, often it's not created by the women but usually by men who themselves are victims of a limited masculine ideal.³ We can say the same about racism, where the problem is seen to be located within the people who are the victims rather than owned by those who are doing the discriminating. So it's not so much about 'how did they get there?'; but 'how did we get here?'

DW: That's very powerful and it reminds me how, as we went into lockdown, various men's groups initiated peer coaching and mentoring. I became involved with a group in east London which initially started with black men, then expanded to men from different ethnic backgrounds. The men were of the view, based on their own experiences and insights, that there were going to be increased incidences of domestic violence and that men were often the perpetrators. We were offering challenge and support and exploring where the violence was coming from. Then we began to look with young boys at some of the domestic abuse that they were perpetrating on parents and siblings. Taking a coaching approach was delivering the dividends really, and not just for this period, but afterwards – it begins to address the issue more widely because people go out and speak more about it and continue their education and this impacts others' awareness.

There is so much opportunity here for our profession to be seen as relevant, and that comes from locating ourselves, not just with the client who may be fortunate to be in the room with us because they've got a little bit of money or have been referred through the NHS etc, but also with communities – they are our greatest ambassadors. Coaching plays a unique role because it's related to seeing and working with the ability of the individuals, because we're looking at it within a system, we are approaching it as a side-by-side relationship, seeking to support at depth but also focusing on where they want to go. I think it's really a moment for us as coaches.

CM: I really think so too. And there's something about the interplay between things being limited in lockdown and, at the same time positively disrupted, so people are asking questions that they wouldn't otherwise ask.

For me, there are big questions to consider in relation to our education system; for example, why is coaching not in schools? Why are young people not routinely offered opportunities every day or every week to think and talk individually or in groups, to build on their own natural inclination to coach one another, with more tools available, such as those provided by positive psychology?

DW: That's an interesting point; in this time of uncertainty, people are becoming used to asking questions and people are more receptive to being asked questions.

In my experience, coaching increases this receptivity, to have to sit down and think about things. Our questions are probably more insightful because we're having to think about things ourselves, since everything's up in the air. So, again, the powerful questions piece is part of the armoury that we have as coaches, and that distinguishes itself to some extent from more traditional approaches to counselling.

CM: There's something here about thinking together; that, as the coach, I am able to be often quite transparent about the fact that I'm not sure. Whereas I think sometimes, depending on the approach, counselling might locate it as, 'You have the problem, I am the expert to navigate you towards the solution'. And I think that misses out then on some of the dynamism that can occur through dialogue. If, as the professional, you have no awareness of why and how the problems are occurring through social disparity, then how can you possibly be trusted? Because without that systemic awareness, the problem is located within the individual and their adaptation or lack of it to the challenges that they face because of those social norms and oppressions.

DW: Yes, that's right. It's almost reframing the counsellor's maxim: 'I'll just work with what happens in the room'. Well, that's fine. But if you're limited by your contribution in that room, and you're not acquainted with what really matters out there, then it's not going to be effective.

CM: If coaches want to get involved in coaching for social justice, how can they best approach it?

DW: I would recommend that people find out more, and get involved in the important work of BACP Coaching. The coaching approach has a lot of powerful relevance and relatability for many people who are suffering due to some of the unprecedented challenges facing communities and individuals right now.

It is also important that we all reach out to people who have never thought of counselling as a profession, but would if they began to recognise that there are many counsellors who coach. There are so many people operating outside the counselling profession as coaches, who are making a difference to people's lives. The same goes for qualified counsellors and psychotherapists who recognise the values of coaching disciplines and are focused on social justice. So my plea is for people to join the group, engage in the discussion and work to make a difference.

CM: Yes, as a coaching division of a larger counselling organisation, we recognise that in some ways we are pioneers, building on the work of others since the division was first established. Pioneers can find themselves in some quite challenging positions and if we don't recognise that, then there's a danger we fall into the habit of wondering, 'Why are they resisting that?' But if we step back and see it systemically, we see resistance as a response to something because it's still relatively new and it operates differently in some ways from the rest of the system.

“

It's important that we reach out to people who have never thought of counselling as a profession, but would if they began to recognise there are many counsellors who coach

DW: I think the notion of being pioneers is really important and I like that. Sometimes, when I'm in other conversations, I feel that they're not hearing or seeing or feeling or tasting the power of the coaching, so I think as coaches within BACP, you need to shout louder about what you do and about how it is changing lives, and the people whose lives change as a result will be your greatest ambassadors.

Because coaching is changing lives. Coaching is such a powerful entry point. And it needn't always stay at coaching because it may move towards psychotherapy or counselling or other psychological interventions, and if it's too compartmentalised, there's no cross-fertilisation. But if we feel that the wider profession doesn't value us or our intervention, we need to free ourselves of those self-limiting beliefs, just as we support our clients to do. If we mirror that to ourselves as a profession, imagine what battles we would not choose to fight. Imagine, when we shine our light, what other disciplines will glean from that? ■

REFERENCES

- 1 Mumby C. Coaching for social change. *Therapy Today* 2020: 31(7); 32–35.
- 2 Mumby C. One step at a time: coaching for social change. *Coaching Today* 2020: October/36; 8–13.
- 3 Katz J. Violence against women: it's a men's issue. TED talk [Online.] www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue?language=en (accessed November 2020).

COACHING IN PRACTICE: grassroots initiative

Seeds of change



Carolyn Mumby talks to three young people, **Una Richards**, **Laura Agnew** and **Finn Carrick Davies**, who have created a grassroots project – SEED (Support, Empower, Equip, Develop) – emerging from their own struggle to remain confident and engaged while looking for work. Their aim is to support, empower, equip and develop other young people as they travel the same road themselves.

What led to the development of the SEED initiative?

We had all lost our jobs due to redundancy and we each felt a combination of confusion, doubt, hopelessness and uncertainty in relation to our situation and the future. Despite knowing that so many people were going through the same thing, we felt isolated. We met at a local co-working space, Hatcham House,¹ a community workspace hub in New Cross, the inner-city area of south-east London, where we all live. The three of us bonded and connected over our shared experiences and feelings. Finn is a 20-year-old Generation Z man; Laura and Una are 24-year-old millennial women. Some of us have gone to university, some of us haven't. We have worked in a variety of different jobs.

What are you aiming to do? What is the need you are trying to meet and how do you work together to do this?

Through talking about our own experiences, we realised we wanted to create a support network for young people in similar circumstances to ourselves who were facing difficulty finding employment, and equip them with the confidence and practical skills to build their future. Through a series of social networking events and workshops teaching personal development and practical skills, we aim to give young people the confidence to pave the way for their future.

How do you work together?

We each have different, unique experiences that have shaped our goals and how we work. We all do a bit of everything; in our weekly planning sessions, we contribute to creating content for social media, contacting potential collaborators and facilitators, and discussing our ideas with each other. Laura successfully applied for funding from Hatch Enterprise² to sponsor our project.

What helped you get the project up and running and how has SEED grown and developed?

Hatcham House supported us initially to run the workshops/online talks from there. We originally planned to hold physical workshops, thinking this would be welcome, having just come out of lockdown and feeling that people needed social interaction again. After our first workshop, the 'rule of six' restrictions came into force so we decided to hold our sessions as online talks on Instagram instead. This works really well because we're able to reach a lot more people, not just locally but globally.

We hadn't thought about funding, but a number of local organisations have shown interest in sponsoring projects that support young people into employment, particularly those affected by the pandemic. We are now working with Hyde Foundation,³ a housing organisation, to engage their young residents who are looking for work, working with their employment team who run the 'Love London Working' programme. We are also a partner with Hatch Enterprise on their 'Rapid Response' programme, providing support to young entrepreneurs starting a business during/after the pandemic. As part of this programme, SEED is hosting a two-part series with a panel of entrepreneurs, where we will discuss their experiences, their inspiration and advice they have for young people looking to start a business.

How do you find your guest speakers?

We post the opportunity on numerous platforms: local Facebook groups and pages like 'Social Fixt' and 'The Other Box' (both jobs platforms with a focus on under-represented groups and creative industries). We look for people under 30 who have experience of redundancy/unemployment and who feel they are able to speak about one of our topics and can offer advice/tips/teach a skill. Our sponsorship from Hatch and Hyde means we can pay them to speak on our live Instagram talks – so they know that their time and experience is valued, because it is.

Why have you chosen to work through Instagram?

We felt Instagram was the best social media platform because it's where most of our

audience is (18–25 year olds). Instagram allows you to film a live video, which anyone can join, and they can drop in and out of it as they please – we find it's hard to get our age group to commit to things and struggled to get people to come to the first session, so this works really well. The video then saves as an 'IGTV episode' to your page so people can go back and watch it again and view it on demand. We are now hosting 'Engaging IG Lives' on a biweekly basis, in which we discuss work-related issues with a facilitator. Remodelling the workshops online has broadened our outreach and engagement.

What are you learning as you go along?

We are learning to trust ourselves, to feel the fear and do it anyway, regardless of what others think. That it's OK to make mistakes; everything is a learning curve and an opportunity to grow. We're developing practical skills: social media, content creation, communications, building a network of contacts/networking. We are learning what we want and what we don't want. With every talk we do, we learn so much about the issue we are discussing.

What is most difficult about the work you are doing together?

Imposter syndrome: are we qualified to be doing the work we're doing? Will our work have a positive impact? Will we be able to help people? While we are working on this project, we are also still very much going through the process of looking for work ourselves and struggling to feel happy and confident, and it can be a challenge balancing SEED with other life commitments.

What is most rewarding?

Feedback from participants during and after sessions – people can relate and find our talks helpful. The process of making mistakes and learning how to improve for next time. Refining our work and seeing results. Representatives from big organisations have been impressed and recognise the value in our work and business model, ie young people running talks for other young people.

How does what you are doing link with the world of professional coaching?

Although our aim was always to support and teach a range of skills that would help young people, we have never viewed our work as 'coaching'; we never felt qualified enough to call ourselves coaches. We're not professionals who have years of experience we can speak from, we're very much in the process of going through these issues now, which is why we think we have a special and unique model. It's engaging to other young people because it's relatable.

There's definitely an assumption/stereotype among young people about what a coach is – they are 'middle aged' and 'highly educated' – like the careers advice session we had in school, which felt completely impersonal and unhelpful. That was everything we were trying not to be!

So, you don't see yourselves as professional coaches, but I know you have been reading *Coaching Today* in preparation for our conversation. In what ways do you think your work does resonate with a coaching approach?

Although we don't see ourselves as coaches, our talks are informed by real-life experiences that can help young people. We're empowering people to realise their existing skills and supporting them in realising their potential; essentially, we are helping people to help themselves. We're not here to find people jobs. We're here to provide the support, empowerment and skills that people need to find or make work for themselves.

You mentioned coming from both the millennial and Generation Z demographics. Why do you think that is significant?

The world of work is changing, so a big focus of our 'model' is looking at what's changing and what we need to do to adapt and survive. We know how huge the problems we face are: how competitive the jobs market is, youth unemployment numbers, the lack of opportunities available. The idea of looking online and applying for hundreds of jobs until you get one, doesn't work. Many people are overworked and overpaid while many have no work at all. We're challenging ourselves to think about what can actually be done to bridge this gap and have a real impact on unemployment figures. One of the things we feel strongly about is **creating opportunities for yourself**. Our generation is resilient, creative, ambitious and highly adaptable – we have seen young people bounce back from the pandemic/recession in some really exciting ways. A few of our sessions will be focused on teaching young people to be entrepreneurial and make opportunities for themselves. Read *Don't Get a Job, Make a Job*⁴ – it's a brilliant book!

I notice that you speak a lot about mental health on your channel. How do you see the link between mental health and work?

For some of us, work represents our passion, what inspires us in life; but for others, work is purely a means of survival – a way to ensure there is food on the table and the bills are paid. Given that the average person spends a third of their

lives working, it's easy for it to start to feel like work is heavily tied in to our personal identity. The daily responsibilities, familiarity of colleagues and financial reward associated with work can provide us with a sense of value and a feeling of belonging. And for many, the structure and routine of the working day develops purpose and a feeling of security.

We strongly believe you can't talk about the issues young people face around jobs and unemployment without talking about personal impact. Lots of people feel defined by the work they do, that's why when a young person is in low-paid employment, gets made redundant or is unemployed, or doesn't know what work they want to do, they can feel undervalued and it can be a huge knock to their self-esteem and affect their mental health. There's a huge correlation between the two.

There has been a lot of discussion in recent years about the impact of social media on the mental and emotional health of young people. What's your view on this?

Social media can be a toxic environment for many. We are able to carefully and meticulously curate a perfect version of who we are, only revealing our 'highlights reel'. This one-dimensional projection distorts reality and has a knock-on effect of creating unrealistic expectations. With SEED's platform on Instagram, we want to challenge this and create a more open and honest environment. Through our platform, we express vulnerability, discuss mistakes we've made, the challenges we face and our own insecurities. By opening up about our own experiences, we hope to cultivate a more accepting and supportive platform where others feel empowered to do the same. We believe that no one should feel isolated in their struggles. There is strength in vulnerability; and through acknowledging it, we open ourselves up to positive change. ■

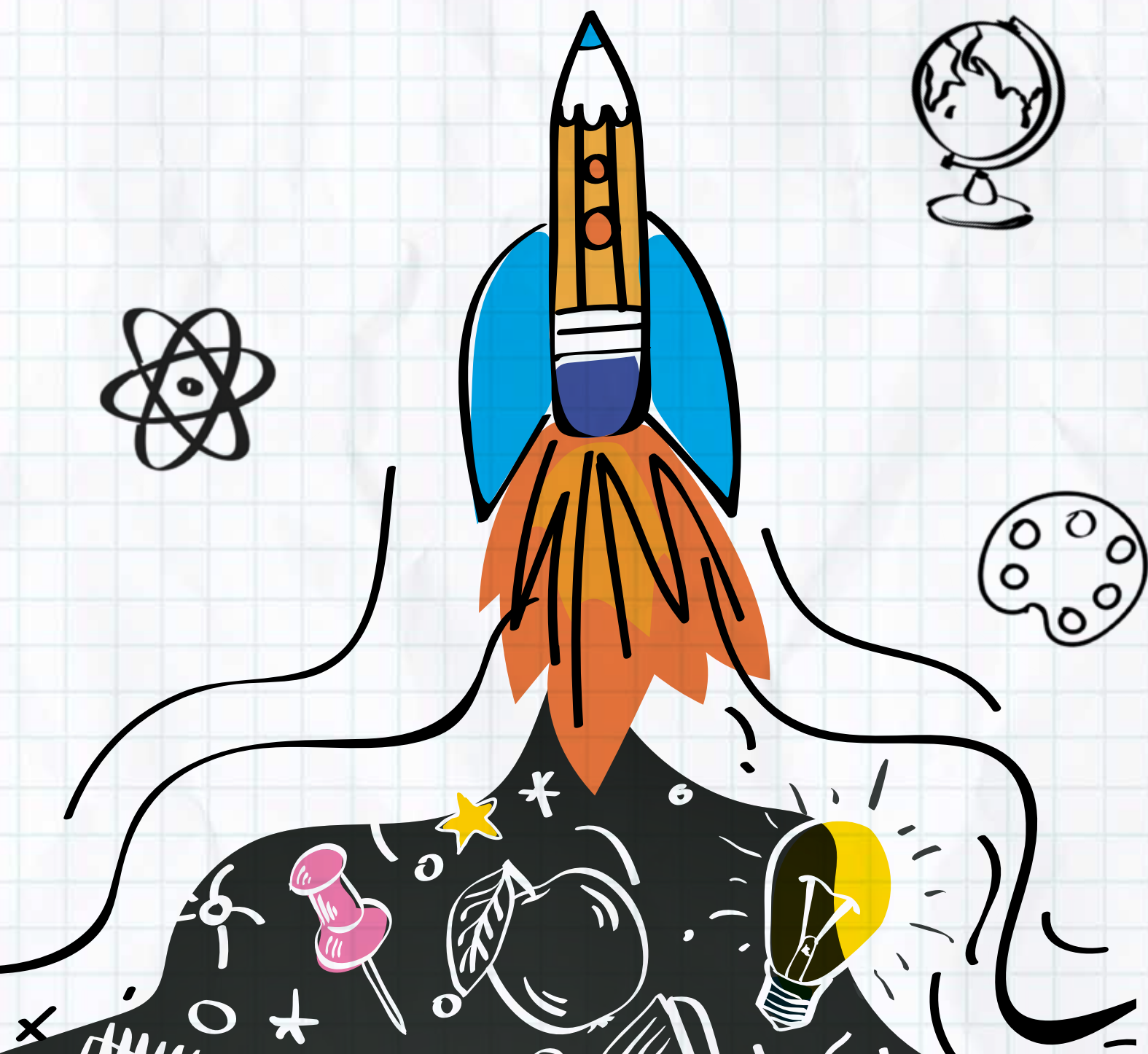
Find SEED on Instagram at [@seed.workshops](https://www.instagram.com/seed.workshops)

REFERENCES

- 1 www.hatchamhouse.com
- 2 <https://hatchenterprize.org>
- 3 www.hyde-housing.co.uk/corporate/our-social-purpose/hyde-foundation
- 4 Barton G. *Don't get a job... make a job: how to make it as a creative graduate*. London: Laurence King Publishing; 2016.

Top of the class:

developing teacher autonomy
through coaching



Coach and teacher **Lara Statham** demonstrates how coaching teachers in autonomy strategies accelerates their professional development.



'Coaching has helped me tap into my own natural instinct and make decisions about my own learning and development comfortably and confidently. I can really home in on what is actually useful for me now, but also looking into the future. I've achieved more in six months than I have in the last six years! I'm much more confident in the classroom, and my students are more motivated. I'm also able to deal with any problems that arise much more calmly and rationally than before. I feel brighter, healthier and happier' (Sarah)

Sarah works in a secondary school in the north of England. She is just one of many teachers who are finding that goal-oriented coaching programmes help them to develop autonomy strategies that accelerate their continuous professional development (CPD) and support them to make well-informed adjustments to improve their performance in the classroom.¹ A 2011 study of primary and secondary schools in Bolton demonstrated that developing teacher autonomy through coaching heightened both teacher and student engagement and led to enhanced learning for both.²

Issues limiting current teacher CPD programmes

The limitations of traditional CPD programmes are that they focus on how the learning and development of the teachers impacts the pupils, rather than the teachers themselves, and, as the teachers who took part in the Bolton schools study showed, the impact of the training is short-lived. By contrast, coaching programmes are shown to give teachers the autonomy strategies for development that are immediately applicable, push them just the right amount outside their comfort zone and, crucially, to have long-term results.²

Elizabeth, a secondary school teacher, points out: 'Teachers, and especially NQTs [newly qualified teachers], are generally keen to improve their CPD but want it to be meaningful and to come away with actual strategies that help them to manage their commitments more effectively.' A shocking 41.3% of teachers leave the profession within the first five years of starting,³ so there is evidently a gap that is not being filled within traditional teacher development. Could goal-oriented coaching fill that gap?

How teacher coaching programmes build autonomy

Coaching, by its very nature, has the principle of autonomy at its core. Delivered in a non-directive way to sustain long-term change and development, coaching for teachers makes perfect sense, especially since teachers strive to instil those very values of autonomy and self-sufficiency in their students. What could be a more fruitful, satisfying and true indicator of expertise than practising what you preach? Being a coach and teacher has given me a unique dual perspective because I know what being a teacher entails and, in my role as a coach,

how to support teachers in achieving their goals. I have also hugely benefitted from having my own coach after hitting a metaphorical wall in the middle of my teaching career. Coaching inspired me and helped me to change the way I saw my teaching role, not as something to be frustrated with or complain about, but as a source of fulfilment, reciprocal learning and growth. I learnt not to fall victim to external circumstances that I can't control, but to take responsibility for my own experience as a teacher which, through coaching, I discovered I *can* control by taking good decisions that are in alignment with my own values and learning and development style.

Coaching programmes, which could be offered in tandem with more traditional CPD offerings, work by supporting teachers in setting clear goals, such as working on time management, self-care and confidence issues. This can help them build resilience and create new habits to make juggling their myriad commitments both inside and outside school more of a purposeful, pleasurable endeavour than an all-consuming burden.⁴ Elizabeth goes on to say: '...staff at my school are keen to learn new strategies, but since humans are creatures of habit, there is a tendency to fall back on what we know and what limits disruptive behaviour without stretching ourselves to move outside our comfort zone. Staff sometimes feel frustrated when they have to sit in front of a PowerPoint [presentation] and be talked at when they feel they could have saved time by reading it at home. It just adds to some staff feeling more stressed.' This is a pity, since a whopping 91% of UK school teachers suffer from stress-related conditions that can have a debilitating influence on their effectiveness in the job, particularly if this is left unchecked.⁵

Confusion about what coaching is

As a non-directive, goal-oriented intervention, coaching builds autonomy strategies that support the teacher client towards taking responsibility for their own development. Some, who are not familiar with coaching, can mistake it for more directive interventions or training, and I've also heard coaching being rather flippantly described as 'just asking questions'. Needless to say, it is much more complex than that and is not to be confused with other recent teacher education interventions, such as instructional coaching, peer coaching, video or virtual coaching.⁶ While useful in achieving mainly pedagogical objectives, these are not underpinned by the autonomy principles that lie at the heart of goal-oriented coaching programmes, where a reliance on the self is nurtured to enable the teacher to create successful professional outcomes.

For me, the essence of goal-oriented coaching is captured perfectly by UK coaching pioneer John Whitmore: 'Coaching is unlocking people's potential to maximise their own performance. It is helping them to learn rather than teach them'.⁷

How coaching builds autonomy towards CPD objectives

The fundamentals of goal-oriented coaching are to cultivate a safe thinking environment that is open, trusting, supportive and non-judgmental. This allows for reflective enquiry that builds the teacher's own self-awareness over the course of the intervention, including the uncovering of their core values and principles; the conscious and unconscious driving forces that ironically have the power to drive and block the changes sought through more traditional CPD programmes. With the inclusion of goal-oriented coaching programmes in their CPD portfolio, teachers can feel supported, more motivated and committed to the job. Naturally, if you are a good teacher and you just keep on giving, then at some point you're going to crash and burn. Combine this altruistic spirit with juggling heavy workloads, behavioural issues in the classroom, inadequate resources, overly bureaucratic systems and poor community relations, and it then comes as no surprise that so many teachers struggle to keep all the balls in the air. Coaching conversations help teachers to manage that balance by creating space for exploration of new habits, beliefs and behaviours, by learning what motivates them and how their emotions and sociocultural backgrounds have shaped them.

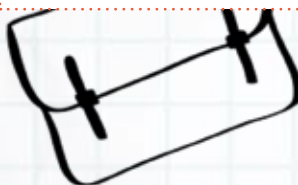
The AUTONOME teacher competency model

Though I am not currently involved with any formal programmes that promote coaching as a development tool for teachers, I have been working with teacher clients over the last five years and have achieved positive results for teachers developing their own autonomy strategies. Being a teacher myself, I have an in-depth knowledge of the world teachers inhabit: their concerns, frustrations and desires. Those meaningful outcomes, therefore, have ranged from teachers being able to reignite their passion for the job and build confidence in the classroom, to communicating at a more mature level with superiors (which has led to being taken seriously for promotion) and more effectively balancing their commitments to both their school and family. These examples suggest to me that coaching can be a useful addition to CPD development programmes in the education sector. Armed with more than 20 years of teaching experience myself, I developed a general competency framework for the coaching work I carried out with my teacher clients. This I have identified as distilling the essence of the way teachers want to feel and behave in their role, and acknowledging the complexity of their position within teaching establishments and their communities. Richard C Smith of the University of Warwick encapsulates this when he states that teacher autonomy is '...the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others'.⁸

AUTONOME is a competency framework I have adapted and developed from the European Mentoring and Coaching Council (EMCC) competency framework.⁹ It outlines the key behaviours and competences, in general terms, that teachers benefit from when committing to and following a coaching programme.

AUTONOME strategies to accelerate teacher CPD

- 1. Awareness of self:** teachers are encouraged to have a clear perception of themselves: their values, beliefs, habits, motivations and emotions and the way these combine to accelerate and limit the achievement of their goals.
- 2. Undertaking a commitment to self-development:** through coaching, teachers foster a willingness to reflect on their behaviours and performance and adjust them accordingly.
- 3. Teaching and managing the contract together:** contracting is done throughout the coaching engagement to create an open environment whereby teachers feel safe to express their own learning and development needs.
- 4. Optimising and building the relationship:** the teacher and coach work together to create an environment of respect and trust, drawing on strengths and natural talents, acknowledging when to compromise due to systemic constraints, and supporting the teacher in working towards a clear goal.
- 5. Notable insight and learning:** the teacher fosters a culture of reciprocal learning, with the idea that everyone has something to teach and learn from others. Through a practice of action and reflection, the teacher notices and learns from their own and others' mistakes and celebrates successes.
- 6. Outcome and action orientation:** actions for the teacher are selected specifically because they have an essential usefulness in moving them forward to make progress towards their goal. This requires elements of reflection, planning and production that can then be reflected on and reviewed by the teacher themselves and by others.
- 7. Models and techniques:** teachers teach, guide and suggest, using reputable models of learning gained through teacher training programmes and continuous professional development (CPD).
- 8. Evaluation that moves students and teachers forward:** teachers will give valuable and insightful feedback to themselves, their students and institutions that moves everyone forward. At the same time, teachers will be monitored and evaluated by senior staff and external teaching bodies to inform and improve performance.



The following case studies offer three examples of how my individual coaching programmes benefitted teachers, leading to purposeful and sustainable progress in their careers:

Frances is an English teacher and used to work for private schools in Italy, but she had become jaded and tired of working in an industry that valued making money over the quality of service. 'I got the feeling that so long as there was a body in the classroom speaking English and the students were happy, it didn't really matter what you did. Over the years, spending cuts meant that the few opportunities for development quickly disappeared. I knew that if I wanted to continue in teaching, I had to do something about it. I heard about a coach through a friend, and set up six sessions. She quickly identified that my negative attitude, born of years being stuck in a rut, had been holding me back. With her help, I did a couple of courses around leadership and setting up my own business. She also helped me out with some self-coaching strategies that I have used to totally transform my life. I now own a private teaching business and I'm doing well, even despite lockdown. I've never felt happier, more energised and fulfilled. Now I get great feedback from my students too, because the energy and enthusiasm that I give out comes back in spades.'

Desiree was a newly qualified teacher at a secondary school in Bournemouth, but on starting her job struggled with the pressures of classroom management, formal assessments on her performance and communication with her superiors. 'I felt like a total failure most of the time. I was going home in tears nearly every night and it was having a negative impact on my relationships outside work as well. One of my friends knew about a coach and recommended her to me. I wasn't sure this kind of thing was for me, but I was desperate to give anything a go. Now, I credit those first coaching sessions with saving my teaching career. My coach was really patient and by reflecting on my own attitudes and behaviour, I was able to build my resilience and some much-needed confidence skills. Another great change was that I worked on how I was coming across to other people and on my communication skills, so now I can see that my colleagues and superiors take me much more seriously, which gives another boost to my confidence.'

Simon is a teacher at an international school in France in his early 30s and says coaching transformed his career. 'I used to work for an employment agency and we'd done a few training workshops around coaching that sparked my interest, so I decided to look into working with a coach and found someone through contacts on LinkedIn. Early on in the sessions, I let it slip that I'd always dreamt of being a teacher but had let myself be talked out of it by my parents. It wasn't easy. It was a lot of hard work, but through coaching, I reignited that dream and it led me back to university to do a PGCE and then to an international teaching career. I also do some work as a materials writer and assessor and couldn't be happier with the way things have turned out.'

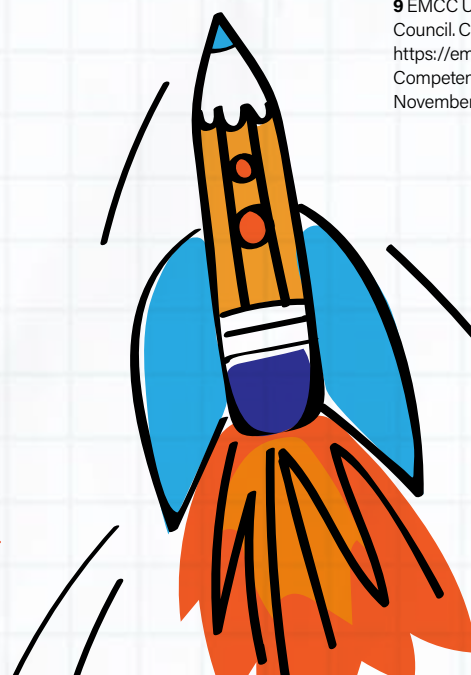
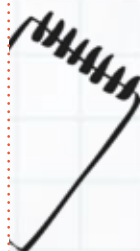
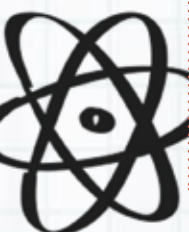
Ultimately, coaching helps teachers like myself to be more resilient, become more purposeful, better decision makers, replace a negative attitude with a positive one, develop a reflective rather than reactive attitude, and to recognise when something is serving or not serving us. It makes us aware of our mental models and the way these can accelerate or slow down our own development. Through this awareness, we can take steps to improve our teaching skills to reach our short- and longer-term CPD goals that will benefit us, our students, our institution and our community. ■

ABOUT THE AUTHOR

Lara Statham is a qualified career and corporate coach, mindfulness trainer and teacher. She has 24 years of experience in education, and her interests are in promoting coaching as an effective learning and development tool for teachers across all levels of the education spectrum.

REFERENCES

- 1 Camp H. Goal setting as teacher development practice. *International Journal of Teaching and Learning in Higher Education* 2017; 29(1): 61–72.
- 2 Lindon J. Creating a culture of coaching: upskilling the school workforce in times of change. National College for Leadership of Schools and Children's Services; 2011.
- 3 Campbell J. Teacher burnout statistics 2020 – definition, causes and solutions. [Online.] <https://newmiddleclassdad.com/teacher-burnout-statistics> (accessed November 2020).
- 4 Kraft MA, Blazar D, Hogan D. The effect of teaching coaching on instruction and achievement: a meta-analysis of the causal evidence. *Review of Educational Research* 2018, 88(4): 547–588.
- 5 Rankin JG. The teacher burnout epidemic (part 1 of 2); November 2016. [Online.] www.psychologytoday.com/intl/blog/much-more-common-core/201611/the-teacher-burnout-epidemic-part-1-2 (accessed November 2020).
- 6 Lofthouse R, Leat D, Towler C. Coaching for teaching and learning. CfBT; 2010.
- 7 Whitmore J. Coaching for performance: growing people, performance and purpose. London: NB Publishing; 2010.
- 8 Smith RC. Starting with ourselves: teacher-learner autonomy in language learning. In Sinclair B et al (eds). *Learner autonomy, teacher autonomy: future directions*. London: Longman; 2000 (pp89–99).
- 9 EMCC UK European Mentoring & Coaching Council. Competence framework. [Online.] https://emccuk.org/Public/Accreditation/Competence_Framework.aspx (accessed November 2020).



Where the magic happens: coaching children and young people

Four members of the new **CYPF coaching special interest group** discuss the value of a coaching approach when working with children, young people and families.

Jo Tasker



Upon joining this group of passionate individuals to explore the links between coaching and counselling, I was not surprised to learn that many members had been, or were currently, youth workers. Informal education has many similarities to coaching, and many of the skills involved transfer easily into the counselling environment when working with children and young people, given that informal education is '...driven by conversation and being with others... it develops through spending time with people – sharing in their lives – and listening and talking'.¹

Exploring what coaching is, for our infographic, the phrases 'Accessible' and 'A way to help CYP unlock and fulfil potential' resonated with much of the therapeutic work I have been engaging in with children and young people, particularly since moving my practice online as a result of COVID-19. I came across Jackie Flynn's YouTube video: 'online play

therapy techniques to support your child clients virtually',² and I have used these techniques extensively with many of the younger clients I have been working with online, using screen-share functionality. Making therapeutic interventions accessible has been critical during this time, and online working has been one way of doing this. Taking a coaching approach underpinned by counselling theory, skills and knowledge, combined with many years of informal education, has helped me to support young people's emotional health and physical wellbeing, enabling them to discover and fulfil their potential. It has also been great fun – along with the tears, there has been a great deal of laughter. Our ongoing conversations are all about enabling children to flourish in a safe supportive space, using the tools we have available, ethically and effectively. Whatever discipline you come from, consider joining in our conversation, and add your voice to our vision of shaping and developing an integrated counselling-coaching approach in our work with young people.

Jo Tasker is an integrative therapist, based in the East Midlands, with many years' experience in targeted youth work. She is also Programmes Director at social enterprise Think2Speak.

Nicola Rickaby



I initially joined this group as a response to a callout from Jo Holmes (BACP's CYPF Lead), who was looking to set up a coaching network group along with BACP Coaching's Chair, Carolyn Mumby. As I wanted to become more involved with BACP, I volunteered to chair the new CYPF coaching group.

I have been working with children, young people and families since the early 1990s. My undergraduate degree in interdisciplinary human studies taught me much about the various disciplines of psychology, sociology, philosophy, literature and communications, but more crucially, about how these subjects overlap. I was trained to look at human problems from a broad perspective, including all aspects of what people face in society as a whole, rather than just treatment of symptomatic causes.

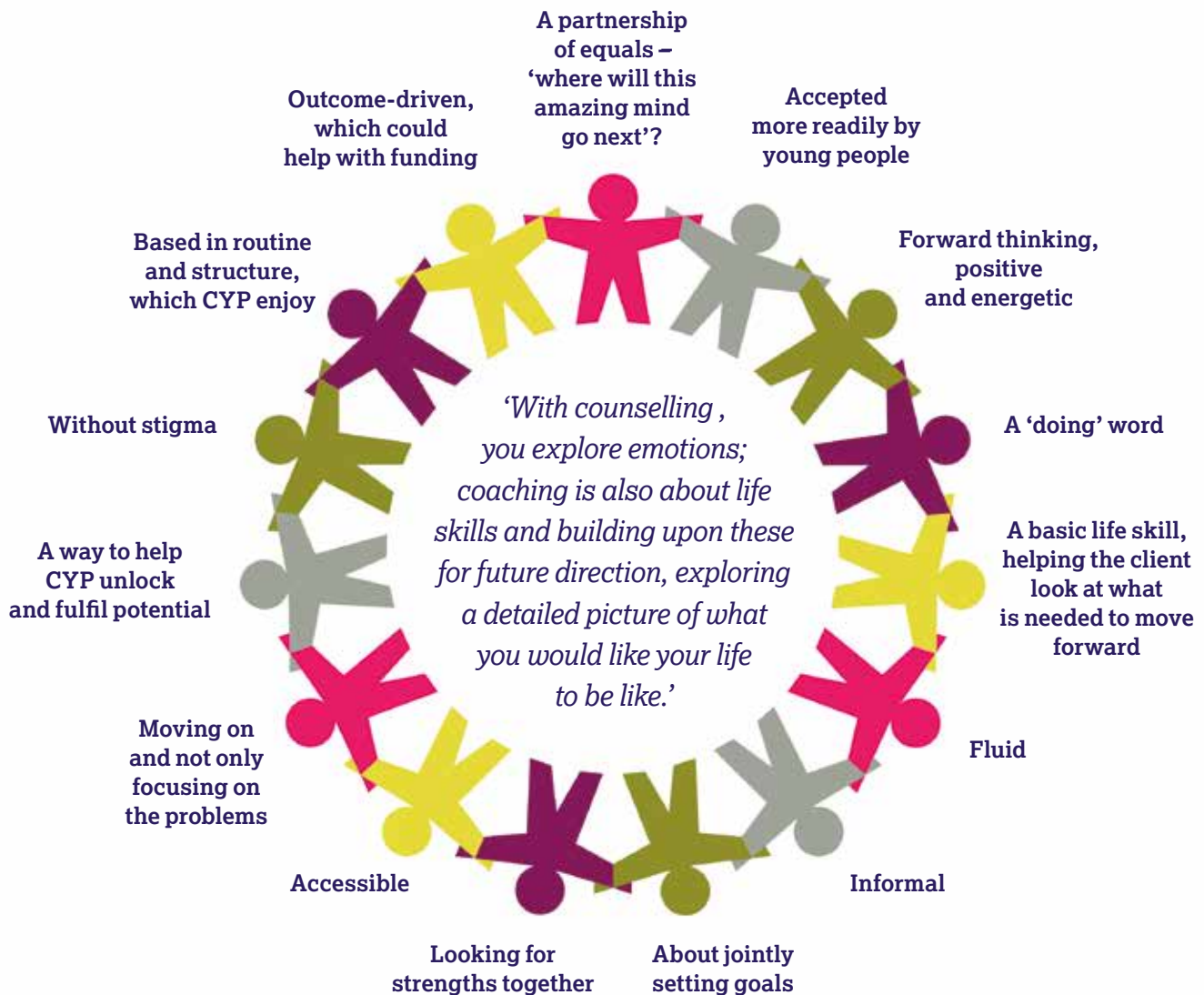
My first postgraduate diploma was in careers guidance, where I specialised in individual and group counselling and in special needs, as it was then termed.

This group is a prime example of how practitioners can share and utilise a broad range of skills and training

Since then, I have worked in mainstream and SEND (special educational needs) education establishments, in family homes and community settings, ensuring I always continued to learn a broad range of skills that would enable me to continue to offer the best possible service to my cohorts and client base. I was lucky enough to be included in a pilot project to complete a Level 3 life coaching qualification, and these skills are now an integral part of my work.

In more recent years, I chose to specialise in play therapy, completing my two-year postgraduate training with Play Therapy UK

Coaching is...



(PTUK)’s training arm, the Academy of Play and Child Psychotherapy (APAC), and further training with the Association of Sandplay Therapy.

Jo, Carolyn and I wanted to form a group that would support and reflect our multidisciplinary trainings and experience, and that would recognise and highlight how coaching can enhance our work as counsellors and therapists. In our preliminary discussions, we also agreed as a group to create an infographic (see above) that would visually encapsulate the values that we feel coaching brings to our interventions

when working with children, young people and families.

This group is, I believe, a prime example of how practitioners can share and utilise a broad range of skills and training to enable individuals and groups of all ages and backgrounds to heal and achieve their potential. Gone are the days when therapists stuck rigidly to one theoretical framework or model – humans lead complex lives and we believe that a range of skills from multidisciplinary backgrounds will equip us to successfully help others.

I am excited about this group, in which we aim to meet the needs of our individual members. We already have a number of topics to discuss at our upcoming meetings, which I run on a monthly basis at different days and times, in the hope that everyone will be able to attend at least one meeting.

Nicola Rickaby is an integrative therapist, coach and youth worker, and Chair of BACP’s CYPF coaching special interest group.

Jane Owen



This network has opened my eyes to the variety of expertise available in this group. My background is in education and coaching, specifically 16–19 year olds, although my colleagues and peers have also benefitted from the positive support a coaching session can provide. In recent years, I have taken my coaching outside and used nature as a backdrop and inspiration for solution-focused coaching conversations.

I believe that connection to nature impacts positively on the overall wellbeing and positivity of everyone. Inspired by recent articles in *Coaching Today*,^{3,4} I was led to contribute my own article, outlining the creation and development of a pilot programme with my students, using interaction with nature as a tool for mental wellbeing and stress reduction.⁵

Following completion of my Level 5 coaching qualification and Level 7 postgraduate certificate in mentoring and coaching, I have recently embarked on developing my studies to an MPhil, my research area being 'Interaction with nature and the impact on young people's wellbeing'. Literature research provides many studies advocating interaction with nature for young people as a tool for wellbeing, and Tillmann et al (2018) provide a systematic review of 35 papers on such projects.⁶

Already, my connection to the special interest network group has offered support and encouragement, as well as tangible case studies to research and discuss within my thesis.

Jane Owen is an educator, coach and researcher, working at Shrewsbury Colleges Group in Shropshire.

Sarah Hamilton



I run a project in Swansea, Neath and Port Talbot called Platform 4YP, and coaching is at the heart of what we do, coupled with a co-production approach. Young people are an integral part of the decision-making process for every part of the project and this also helps builds their confidence as they work alongside the team to ensure the project is providing what they need, not what we think they need.

Platform 4YP is driven by the belief that a strengths-based approach is the foundation to sustainable wellbeing for everyone. We do not believe that people or communities are 'broken' or in need of fixing. For young people, this trauma-informed approach, looking at what has happened to them rather than what is wrong with them, gives them hope and the agency to heal. Coaching is more positive and forward thinking and, though they have limited autonomy because they are usually still cared for by adults, they can make small changes to empower themselves.

As a children and young people's counsellor, I definitely feel that there is a place for this approach, particularly when young people have experienced trauma; but for me, coaching is where the magic happens!

For more information, please check out **platform4YP.org** for our website that is run by young people for young people.

Sarah Hamilton is project manager of Platform 4YP, a mental health project for young people in Swansea Bay, and previously worked as head of wellbeing in an international boarding college. Initially trained as a humanistic existential counsellor, she more recently completed a postgraduate diploma in counselling children and young people. ■

REFERENCES

- 1 infed.org: education, community-building and change: what is informal education? [Online.] <https://infed.org/mobi/what-is-informal-education/> (accessed November 2020).
- 2 Online play therapy techniques to support your child & teen clients virtually with Jackie Flynn. YouTube. [Online.] <https://www.youtube.com/watch?v=-OVmQY94GEU> (accessed November 2020).
- 3 Gorham C. Nature as dynamic co-partner: beyond the 'walk and talk' experience. *Coaching Today* 2019; October: 20–24.
- 4 Holder J. The soul of nature. *Coaching Today* 2020; October: 22–26.
- 5 Owen J. Into the forest: resilience building for young adults. *Coaching Today* 2020; April: 24–29.
- 6 Tillmann S, Tobin D, Avison W et al. Mental health benefits of interaction with nature in children. *Journal of Epidemiology & Community Health* 2018; 72: 958–966.

For more information on the CYPF coaching special interest group and details of how to join, contact Jo Holmes, CYPF Lead, at jo.holmes@bacp.co.uk

Out of the wilderness: relational leadership in the NHS

Karen Ledger reflects on the current impact of COVID-19 on the NHS and argues for a move towards a culture of person-centred leadership.



As a person-centred practitioner and executive coach who has worked with many senior leaders in the NHS, including medical consultants, I understand the need for effective leadership within the organisation. I began my working life in the NHS as a nurse in the 1970s, then as a specialist social worker and training consultant in HIV and sexual health in the mid 1990s. I then launched my independent practice as a trainer, organisation development (OD) consultant, therapist and expert witness for people who have catastrophic injuries, including those related to medical negligence. Around 15 years ago, I incorporated executive coaching into my practice, and during that time I have mostly worked with leaders from within the NHS. Sadly, a number of those leaders sought coaching because of poor experiences, such as workplace bullying.

“

I believe that without the relationship, we are in the wilderness. We could be offering the most interesting conversation, but if those involved are not connected and engaged, it will not be absorbed or assimilated

I have learnt from my own and others' experiences why positive and effective leadership really matters. As a junior nurse on a surgical ward, I remember patients being referred to by their illness rather than as a person: 'The appendectomy in bed 25'. I remember working with HIV-positive clients whose experiences of diagnosis were made worse by the harsh way their HIV status was communicated to them. I recall many clients' relatives who, for example, could see that their partner was having a difficult birth that ended in life-changing injuries, and their burden was exacerbated by unkind and harsh communication from desensitised, probably frightened, staff, who lacked professional support and specialist crisis training.

To provide more contemporaneous findings: the 2019 NHS staff survey, which includes the responses of half a million staff, illustrates that in terms of autonomy and control, the percentage of staff who are involved in changes affecting their team has remained at 52% since 2015, and only 56% of respondents report they have choice in deciding how to do their work. Just over one third (34.5%) report that senior managers act on staff feedback, and only 36% say senior managers try to involve staff in important decisions.¹ These findings confirm a lack of leadership engagement with the staff.

The percentages of staff experiencing bullying and harassment from managers (13.5% in 2015, 12.3% in 2019) and colleagues (18.1% in 2015 and 19% in 2019) have shown little or no decrease. Over half (53.4%) report strained relationships at work and less than half (48%) agree they feel their organisation values their work. Teamworking similarly has not meaningfully improved. The key finding relating to equality, diversity and inclusion shows a decline since 2015. The percentage of black, Asian and minority ethnic (BAME) staff believing that their Trust provides equal opportunities for career progression or promotion declined from 73.4% in 2016 to 69.9% in 2019.¹

This survey demonstrates the need for leadership change and the development of relationships, belonging and inclusion. I seek to offer an alternative that puts the relationship at the forefront of leadership.

The person-centred approach

I feel very blessed to have been able to fulfil my passion for working with people throughout my career. As well as being passionate about people, I have also become wholehearted about using the person-centred approach, based on the work of Carl Rogers.² This is because I have direct experience of it having worked for my clients and for myself. Essentially, in practice it keeps me engaged and engaging and, more importantly, a safe practitioner. For example, when I am losing my way a little with a coachee, whether it be through too much self-disclosure, rescuing or some other humane but inappropriate response, I can remind myself to work within the core conditions of empathy, unconditional positive regard and congruence, which serves to keep me with the client's process.²

I have been using person-centred theory in the design of my leadership training programmes for some time. The COVID-19 pandemic has created a huge physical and emotional challenge for many overstretched NHS staff and this has prompted me to explore further the idea of a person-centred model of leadership.³

Person-centred theory holds the relationship as paramount, and I focus on how the six conditions of person-centred theory⁴ can be adapted into a leadership approach by holding the relationship as necessary for responsible and effective leadership. I also hope that we can build on this model and develop it together as an active philosophy for leadership within the NHS.

Carl Rogers developed person-centred (PC) psychotherapy theory based on research. He too adopted his approach for conflict resolution in South Africa and Northern Ireland, for which he was nominated for the Nobel Peace Prize.⁵

I believe that without the relationship, we are in the wilderness. We could be offering the most interesting conversation, but if those involved are not connected and engaged, it will not be absorbed or assimilated.

I offer this adaptation from PC theory now because I believe it can make a strong and necessary contribution to leadership in the NHS at a time when extra support is needed to manage this period of crisis. I have recently been working with a number of NHS trusts where staff are being redeployed to increase the workforce available to COVID patients. Change and transition are constantly happening in the NHS and never more so than now during the pandemic. I have spoken with, and coached, many NHS staff during the pandemic and many are working more than their contractual hours, often in isolation in their own homes, while experiencing uncertainty about their role and future. Others are working directly with COVID patients, and in both instances, they report physical and emotional fatigue. Support and relational leadership have never been more needed.

A basic formulation for person-centred leadership

I consider that Rogers' six conditions provide a structure to support the formulation of a relational leadership model of practice. While the beauty of Rogers' theory is that it is straightforward and therefore accessible, the practice is not. In my experience, it requires ongoing conscious practice, attention and commitment. I adapt Rogers' six conditions here to consider them in the context of coaching and leadership:

1. That two people are in contact.
2. That the first person, who we shall call 'the team member', is in a state of incongruence, being vulnerable or anxious. This will inevitably be the case for individuals or groups in any organisation (particularly so during the pandemic) and for others perhaps on a more consistent level (those who have unresolved experiences that exacerbate difficult feelings they may be having about work or in their personal lives).
3. That the second person, who we shall call 'the leader', is congruent in the relationship (that the leader is genuine and real).
4. That the leader is demonstrating unconditional positive regard towards the team member(s). That the leader views the team member as a human of equal value. Rogers believed that for people to grow and fulfil their potential, it is important that they are valued for themselves.
5. That the leader is demonstrating empathic understanding of the team member's internal frame of reference (that the leader understands the meaning of what the team member is conveying, verbally and non-verbally).
6. That the team member perceives, at least to a minimal degree, conditions 4 and 5, the unconditional positive regard and empathic understanding of the leader.

These conditions offer a basic formulation for person-centred leadership. While team members may not always be anxious or vulnerable, as in condition 2, I think it wise for leaders to consider that they might be during this period of the coronavirus pandemic. Leaders, in the same way as therapists, hold the power in the relationship, and sensitive leaders would be aware of this, without assuming superiority. The assumption would be made within the context of an equality of power. Natiello⁷ describes an equality of power (collaborative power) in relationship, as being signified by:

1. Openness (all information is fully shared);
2. Responsiveness (all needs and ideas are carefully heard);
3. Dignity (everyone is respected and considered);
4. Personal empowerment (each person has both freedom and responsibility to participate fully);
5. Alternating influence (the impact on process is shared);
6. Co-operation, rather than competition.



In my view, the person-centred approach is based on tenderness and wholeheartedness that requires leaders to have a high level of self-awareness to meet the demands of relationship. In other words, the relational approach to leadership starts with a focus on self:

- Who am I?
- Why do I lead?
- What type of leader am I?
- Does this fit with the leader I want to be?
- What do I need to develop?

“

Being a person-centred leader is less about fixing things for people and more about paying attention and engendering resourcefulness and autonomy

Implicit in person-centred leadership is self-care, self-awareness and wellbeing. By being open to relationships and connection as leaders, we create a sense of wellbeing for people in the organisation. This then offers a model to the organisation as a whole, reflecting to others the leader's priority of self-care. If we begin by self-regarding and having empathy for ourselves, then we can start to put those conditions in place for others. As Brene Brown writes: 'We desperately need more leaders who are committed to courageous, wholehearted leadership and who are self-aware enough to lead from their hearts, rather than unevolved leaders who lead from hurt and fear.'⁸

A good example of a relational leader within the context of the coronavirus pandemic is Jacinda Ardern, Prime Minister for New Zealand. The *Harvard Business Review* described Ardern's communication as '...clear, honest, and compassionate... It acknowledged the daily sacrifices to come and inspired people to forge ahead in bearing them together. Ardern closed her March 21 address by thanking New Zealanders for all they were about to do... Her powerful words were soon picked up around the globe as people looked for direction in the fog: "Please be strong, kind and unite against COVID-19."⁹ In her clarity and decisiveness, Ardern has undertaken changes that for many politicians would have seemed impossible; for example, changing the gun laws within a month, following the Christchurch mosque shootings. During the pandemic, she and her ministers have taken a 20% pay cut as a sign of solidarity with those citizens who are experiencing hardship and job losses. Furthermore, when she won the October 2020 election, she stated in her opening speech: 'As a nation, we can listen and we can debate... elections aren't always great at bringing people together, but they also don't need to tear each other apart...'

Relationship as vessel

The NHS is generally viewed as a change organisation. For workers, change creates reaction, resistance, uncertainty, stress and a need for process. To manage and successfully transition through a change process, we need the security of relationships that provide necessary support. An effective relationship provides a safe vessel for difficult and complex conversations. If the vessel is not sufficiently watertight and robust, it will leak and sink like any other container. If the relationship is sufficiently robust, it will hold conflict and challenge as well as positive forces such as success and joy. This of course does not mean it has to be a close, intimate relationship; only that it include respect, transparency, empathy and regard. These inclusions are what many therapists and coaches have come to term as the three core conditions: unconditional positive regard, empathic understanding and congruence. I believe these conditions are great principles for leaders to build their working relationships on and model in the organisation. This in turn, in my view, will develop a relational culture in the organisation, which allows necessary conversations and communication to take place freely.

The coronavirus crisis brings with it an increased urgency to pay attention to the relationship by listening and valuing the other(s) as equal human beings. This will above all protect people's mental and physical health and enable the best recovery for everyone in the organisation.

Relational leadership in the NHS

We can only imagine the impact on the NHS workforce during and post COVID-19. Supporting leaders towards a relational, person-centred approach to leadership has never been more relevant than it is now. More than ever, staff need leaders to listen, regard, understand and respect, which will lead to the workforce feeling physically and psychologically more resourced. Being a person-centred leader is less about fixing things for people and more about paying attention and engendering resourcefulness and autonomy. Leaders who are self-aware and engaged with their feelings nurture their own physical and psychological health to enable clear and agile thinking. This will empower leaders to lead their workforce through a crisis and a subsequent healing and reparative process. The workforce needs to feel valued, heard, understood and thereby confident that they can lean in and on their leaders, especially now when staff are physically and emotionally fatigued from putting all their efforts into caring (either directly or indirectly) for patients during the pandemic. Running parallel to this is staff having their own personal worries about their family and friends.

Relational leadership is relevant to the NHS to move the culture to one that focuses on listening rather than telling, taking the time to hear what the staff have to say about how it is for them. This will lead them to feeling valued and respected, even if what they need cannot be given. I know that leaders in the NHS are often, if not always, under immense pressure. In my experience, taking a few minutes to provide a quality connection will reap dividends with staff. If, during those minutes, staff feel heard and understood, that quality is the essence of good leadership.

Person-centred leadership is more about being than doing. It is about creating and developing relationships as a vehicle to enable people to work in a relaxed and harmonious environment without risk of judgment. This also means that negative and positive feedback will be offered and appropriate managerial action taken when necessary. Person-centred leadership is direct and straightforward in communication and operates within the relationship.

During coaching and training, I often witness leaders wrestling with a restructure, for example, or an investigation. I work with them to stay in relationship primarily with themselves and to reflect on their internal landscape. This involves them being as clear as possible with themselves about how they are thinking and feeling and communicating this with their staff, even when there is nothing new to say. We can learn much from a relational approach as a good model to lead and facilitate change, and resolve conflict, while feeling the benefit that effective relationship brings. The relationship and conditions will help leaders to stay connected and to build a culture where the people in the organisation feel valued, heard and understood and are thereby more likely to offer that same tenderness to their colleagues and patients.

I should love to see a wholly person-centred-led NHS, and I feel deeply honoured to be a very small part of making that happen. ■

ABOUT THE AUTHOR



Karen Ledger has worked in independent practice for 25 years as an organisation development (OD) consultant, executive coach, trainer, supervisor, psychotherapist and expert witness for people who have catastrophic injuries. Karen's work is underpinned by person-centred philosophy and she is passionate about her work with individuals and groups to meet their potential through effective relationship with self and others. She is based in Sheffield and London, and works nationwide. Karen is also BACP Coaching's Executive lead for supervision.

REFERENCES

- 1 West M. What does the 2019 NHS staff survey truly tell us about how staff needs are being met? 19 February 2020. King's Fund [Online.] www.kingsfund.org.uk/blog/2020/02/2019-nhs-staff-survey-are-staff-needs-being-met (accessed November 2020).
- 2 Rogers CR. On personal power: inner strength and its revolutionary impact. London: Constable and Company Ltd; 1978.
- 3 Plas JM. Person-centred leadership: an American approach to participatory management. California: Sage Publications Ltd; 1996.
- 4 Rogers CR. The necessary and sufficient conditions for therapeutic personality change. *Journal of Consulting Psychology* 1957; 21: 95–103.

- 5 Schreiber L. Carl Rogers' legacy of human dignity. California: Saybrook University; 2010.
- 6 Rogers CR. A theory of therapy, personality and interpersonal relationships, as developed in the client-centred framework. In Koch S (ed). *Psychology: a study of science*, vol. 3: formulation of the person and the social context. New York: McGraw-Hill; 1959 (pp184–256).
- 7 Natiello P. The person-centred approach: a passionate presence. Ross-on-Wye: PCCS Books; 2001.
- 8 Brown B. Dare to lead. London: Vermillion; 2011.
- 9 Kiersey MJ, Edmondson AC. What good leadership looks like during this pandemic. *Harvard Business Review, Leadership & Managing People* 2020; 13 April. [Online]. <https://hbr.org/2020/04/what-good-leadership-looks-like-during-this-pandemic> (accessed November 2020).



Continue your Professional Development

Coaching for Counsellors

20th and 27th Feb 2021 using Zoom repeated on

2nd and 9th Sep 2021 using Zoom
£300 + VAT

"A very useful introduction to coaching for counsellors ... how to combine and integrate both approaches to create a powerful intervention for personal change and growth"

Anne-Marie McNeil, Crossreach Counselling

rowan

rowan-consultancy.co.uk
01738 562 005



Coaching Today

This space could be working for you...

Coaching Today is the quarterly journal for counsellors and psychotherapists with an interest in coaching

- ➔ **Coaching Today** provides a platform for education, debate and sharing of best practice for those working in the diverse field of coaching
- ➔ **Coaching Today** is an ideal advertising platform for events organisers, venues, publishers, employers, and providers of coach training and development
- ➔ **Coaching Today's** readership comprises professionals who are retraining and practising as coaches, as well as coaches from a diverse range of backgrounds

To advertise, call **Sonal Mistry**
on 020 3771 7200 or email
sonal.mistry@thinkpublishing.co.uk

bacp | counselling
changes lives

www.bacp.co.uk

The Centre and its training faculty are leading pioneers of cognitive behavioural coaching. Our courses are recognised by the International Society for Coaching Psychology and are British Psychological Society Learning Centre Approved. Programmes are modular and consist of 2-day and 5-day certificated courses. We offer an Advanced Diploma in Coaching accredited by the Association for Coaching. The Director is Prof Stephen Palmer PhD, Honorary Fellow of Association for Coaching.

Courses delivered using the cloud-based video education platform Zoom which enables live synchronous communication

Diplomas and Advanced Certificates

Coaching, Psychological Coaching or Coaching Psychology: Advanced Certificate; Diploma

Advanced Diploma in Coaching Accredited by Association for Coaching

Certificate courses:

1. Coaching	25-26 Feb & 1-3 Mar; 22-23 & 26-28 Apr; 24-25 & 28-30 Jun
2. Stress Management and Performance Coaching (3x2 days)	Modular
3. Psychological Coaching	3-5 & 8-9 Feb; 12-14 & 17-18 May; 28-30 Jul & 2-3 Aug
OR Coaching Psychology	3-5 & 8-9 Feb; 12-14 & 17-18 May; 28-30 Jul & 2-3 Aug
Stress Management, Health and Wellbeing Coaching (4 days)	Modular

Courses 1-3 are the taught work for our Advanced Diploma in Coaching Accredited by Association for Coaching

Two-day courses and other Courses

Stress Management	18-19 Jan; 18-19 Mar; 24-25 May; 5-6 Jul
Health & Wellbeing Coaching	26-27 Jan; 15-16 Apr; 15-16 Jul
Performance Coaching	12-13 Jan; 9-10 Mar; 6-7 May; 17-18 Jun
Problem Focused Counselling, Coaching & Training	12-13 Apr; 16-17 Aug
Assertion and Communication Skills Training	15-16 Feb; 14-15 Jun
Positive Psychology Coaching	29-30 Mar
Developing Psychological Resilience – a Coaching Perspective	22-23 Mar
Developmental and Transitions Coaching	16-17 Feb
Coaching Supervision/Coaching Psychology Supervision	14-15 Oct

All courses recognised by the International Society for Coaching Psychology.

Centre for Coaching 156 Westcombe Hill, London SE3 7DH **Tel:** +44 (0) 208 853 4171 **Email:** admin@iafpd.com
www.centreforcoaching.com www.iafpd.com Therapy courses – see www.managingstress.com