

The Dublin Declaration on Coaching Including Appendices

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THE DUBLIN DECLARATION ON COACHING

July 11, 2008

We are coaches from many backgrounds who have gathered in Dublin to dialogue on the state of our emerging profession. Recognizing the value of creating global cohesion and clarity while honouring diversity, we are drawn together by a sense of urgency to capture the essence of the power of coaching in a world where people everywhere are encountering a time of critical change.

Grounded in a profound belief in the value of what we do, we are sixty-three individuals from sixteen countries, defined by our commitment to the profession that energises us, our concern to see it through this pivotal moment in its development, and our desire to discover, dream, design, and deliver our shared vision for its future.

Through twelve months of international dialogue, over two hundred and fifty people contributed to ten working groups to address key areas for development of the coaching field. This led to the Global Coaching Convention, the first meeting of its kind. We have found ourselves inspired by the diversity of the participants, both cultural and professional. We have discovered also an exciting degree of common ground, beginning with a belief in the power of coaching to unlock the potential of people, organisations, and society.

Additionally we have encountered a yearning for the kind of cooperation for which this dialogue process might serve as a model, and a desire to play a part in nurturing the growth of our profession in this dynamic stage of its development.

We acknowledge with gratitude the ongoing interactions of individuals and groups that are leading to the emergence of a high degree of coherence and significance of this young profession. We affirm our commitment to the Global Coaching Community that includes practitioners, academics, business people, administrators, and professional organizations to continue pursuing this dialogue.

At the same time we recognize the challenges that face our emerging profession, the conflicting approaches that might diffuse its energy, as well as the moves to control it from within and without that threaten to limit its ability to make its full contribution to individuals, organizations and society. We affirm the immediate imperative for the global coaching community to come together to define and regulate itself.

Therefore, we, the delegates of the Global Coaching Convention, hereby declare that the individuals and organizations that comprise the Global Coaching Community need to:

1. Establish a common understanding of the profession through creation of a shared core code of ethics, standards of practice, and educational guidelines that ensure the quality and integrity of the competencies that lie at the heart of our practice.
2. Acknowledge and affirm the multidisciplinary roots and nature of coaching as a unique synthesis of a range of disciplines that creates a new and distinctive value to individuals, organizations and society. To accomplish this we need to add to the body of coaching knowledge by conducting rigorous research into the processes, practices, and outcomes of coaching, in order to strengthen its practical impact and theoretical underpinnings.
3. Respond to a world beset by challenges for which there are no predetermined answers by using coaching to create a space wherein new solutions can emerge. In doing so we are stepping into the power of coaching as coaches and inviting our clients to do the same.
4. Move beyond self-interest and join with us and other members of the Global Coaching Community in an ongoing dialogue to address the critical issues facing our field, beginning with those that were identified by the ten working groups [see the appendices from the groups appended to this Declaration].

Signed by coaches present at the Global Convention on Coaching,

Dublin, July 11st 2008

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PROFESSIONAL STATUS APPENDIX

1. What we found

- 1.1. Coaching is an emerging profession.
- 1.2. Coaching draws on multiple disciplines, which in combination create its own knowledge base and professional practices. The multiple disciplines and knowledge bases include learning theories, adult development, behavioural/social sciences, leadership and management sciences, communication techniques.
- 1.3. Coaching in its broadest form is also a process or technique increasingly used by different types of people in many environments, and may not always be formally recognized as such.
- 1.4. The quality of the coaching engagement is dependent on the standard, consistency and rigour of the education, development, ethics and core competencies of the emerging profession.

2. Dilemmas, questions and concerns

- 2.1. As things stand, there are no barriers to entry; anyone can call themselves a coach, and there is a community which likes that freedom;
- 2.2. The integration of 'coaching' into the wider community, particularly as a style of communication, does not mean that everyone is a 'professional' coach;
- 2.3. Will other professions and associations see a coaching profession as a threat?
- 2.4. Do all parts of the coaching community want to see the creation of a coaching profession?
- 2.5. Will the politics of the coaching community get in the way of creating a profession?

3. Stake in the Ground

- 3.1. By 2010, we seek a collaborative approach with the wider coaching community, and in particular the different professional bodies and stakeholders to establish the core elements of what might constitute a profession of coaching. In particular, we expect these bodies to come to agreement concerning guidelines concerning professional ethical codes, core competencies and knowledge base.
- 3.2. By 2010, the collaborative approach will have produced commonly understood criteria for levels of professional education and professional status within coaching.

4. Questions still Present

4.1. How will the profession effectively sanction itself where professionalism is breached?

4.2. How does the coaching community influence regulation/legislation in such a way as to enable a coaching profession to exist?

KNOWLEDGE BASE APPENDIX

1. What do we know?

1.1. Definition: We took the broadest based definition of knowledge for coaching. It includes: the knowledge that coach and client bring to the coaching session; the emergent knowledge that is borne out of the coaching process; and the dynamic of the coaching relationship. The knowledge base is largely driven by client needs; it is organic and continually evolving.

1.2. Domains of knowledge can include psychology, education and continuing development, family and organisational systems, history, language, culture, industry specific knowledge, business knowledge, ethics and values, transpersonal work and mindfulness practice.

1.3. A few examples only of theoretical bases that coaches are informed by:

- 1.3.1. Learning Theory (Kolb, Bloom, Bandura, Boud, Mumford);
- 1.3.2. Change (Hudson, Batson, Kotter, Scott and Jaffee);
- 1.3.3. Developmental (Kegan, Dubrowsky, Kohlberg);
- 1.3.4. Ego (Loevinger, Cook);
- 1.3.5. Communication (Witgenstein, Watzlavick)
- 1.3.6. Systemic thinking (Lewin, Senge);
- 1.3.7. Social Psychology (Izen)
- 1.3.8. Organisational Development (Ulrich, Smallwood, Schein, Beckhard, Burke);
- 1.3.9. Process Work (Mindell);
- 1.3.10. Action learning (Revans, Board, Weinstock);
- 1.3.11. Culture (Schein);
- 1.3.12. Self Directed Learning (Boyatzis);
- 1.3.13. Leadership (Bennis, Jaques, Blanchard, Greenleaf);
- 1.3.14. Existential (Yalom, Spinelli);
- 1.3.15. Chaos Theory (Poncaré, Wheatley)
- 1.3.16. Cognitive behavioural psychology (Beck, Ellis, Bandura, Skinner, Thorndike, Seligman)
- 1.3.17. Emotional intelligence (Pert, Goleman)
- 1.3.18. Spiritual intelligence (Zohar)

- 1.4. The actual knowledge that coaches currently use encompasses a wide range of education and training, research, experiential practice, client experience, and the experience of clients in coaching, supervision, traditional sources such as books, and new sources such as the internet.
- 1.5. Knowledge base today is defined by personalities, i.e. leaders of coaching in different sectors (e.g. geographical, academic, education and development institutions, organisational systems, and society).
- 1.6. An observable trend is that there are schools of thinking that are more approach based (eg: solutions focused) where the knowledge base is contained to one approach, and those that are more eclectic and multi-modal.

2. What did we learn?

- 2.1. Knowledge Base of coaching is only broadly defined
- 2.2. There is no repository where the knowledge base can be captured.
- 2.3. Coaching is evolving, as are individual coaches - and the knowledge base is changing accordingly.
- 2.4. The knowledge base needs to be able to be applied to all coaching methodologies.
- 2.5. There is no knowledge that specifically defines coaching, as in other professions, i.e. medical, legal, pharmaceutical, and psychological.
- 2.6. There is a multi disciplinary approach to coaching knowledge (experiential learning, psychology, adult learning, management consultancy, leadership theory, sports psychology, counselling).
- 2.7. Knowledge base is contextual.
- 2.8. An integrated and documented Knowledge Base could be a unifying factor in a fragmented market.
- 2.9. In the absence of us defining ourselves the market will do it for us.

3. What are the stakes in the ground?

- 3.1. The knowledge base is an interdependent part of all the other domains of interest (e.g. working group themes).
- 3.2. We recommend that the knowledge base includes all of the following areas:
 - 3.2.1. The Coaching process
 - 3.2.2. The Coach
 - 3.2.3. The Client
 - 3.2.4. The Coaching relationship/dynamic
 - 3.2.5. Content and Process
 - 3.2.6. Situational context
 - 3.2.7. Knowledge can include both tangible (e.g. research outcomes) and intangible aspects (e.g. wisdom)

4. Questions still to be answered?

- 4.1. What else impacts the knowledge base for coaching?
- 4.2. What differentiates the knowledge required for coaching compared with the knowledge required for counselling, mentoring, training or consulting?
- 4.3. Is the definition we have the right one? What needs to change and who should we be talking to?
- 4.4. What impact does coaching, as an emerging discipline, have on the knowledge base?
- 4.5. How does the situational context impact or inform the knowledge base?
- 4.6. What is the difference between knowledge and wisdom? How does that impact on the knowledge base of coaching?
- 4.7. How do we grow the knowledge base for coaching?
- 4.8. Who should be growing the knowledge base?
- 4.9. How should this knowledge base be disseminated?
- 4.10. How does the knowledge base support the stated purpose of coaching?

RESEARCH APPENDIX

1. MULTI-DISCIPLINARY, MULTI-METHODOLOGY, MULTI-CULTURAL

1.1. Research is the life blood of practice. It feeds our continuing development and brings fresh perspectives to our work. It can be the place to visit in our dilemmas and in our successes. In valuing research we are valuing our work, as one is the exploration of the other. Engagement in that exploration sustains our practice and fuels our own development. In considering research let us first make it clear what it has grown to mean for us during our deliberations:

1.2. *We identify re-search as a 'search' for new knowledge and understanding, which can be undertaken in many different ways and from many perspectives. It becomes a continuum which includes individual critical reflective practice and goes through to distinct projects undertaken as teams.*

1.3. Therefore we consider all coaches to be potential contributors to the research community through intelligent consumption of research as well as through generation of research. This should not in any way reduce the need or the requirement for quality. It has to be sustainable. Currently both academics and practitioners are responsible for good and bad research.

2. What we have found out?

2.1. At the moment, there is not a wide-spread valuing of research within the coaching community. Although there is some research taking place, it is of varying quality. One of the reasons for this is due to a diversity of views about research. There is a lack of a common understanding of what research is, as well as what constitutes valuable and quality research. Current research in existence is randomly scattered and is difficult to access.

2.2. There is a growing appetite for research, complemented by a desire for coaching research guidelines to be articulated. There seems to be a real willingness and interest in hearing about research, discussing it and collaborating upon it. We need to encourage and engage with governments, research councils and other funding bodies to invest in coaching research

3. Stakes in the Ground

3.1. In seeking to clarify and broaden what research is, we have identified that both practitioners and those in academic roles have a part to play. Our reflections have shown that in active exploration we can provide greater opportunities for all to contribute in ways which are congruent with their practice, their level of development and their goals.

3.2. Research is critical to the development of the emerging profession of coaching

3.3. Every practitioner has the responsibility of doing research in their own practice.

3.4. Practitioner and academic research are considered to be of equal value to the coaching community and its developing body of knowledge

3.5. Education in research should be included within all coach development programmes at a level appropriate to the level of development: i.e. knowledge of current research, engagement in

critical reflection upon it, and how it impacts upon the coach's own practice. Engagement in research should be included as a core competence.

3.6. Supervision is fundamentally a research process and should explicitly identify and develop this perspective

3.7. There is an imperative for a global coaching research community which is highly inclusive where:

3.7.1. Novice coaches can find out what research has/is being done

3.7.2. Researchers (both practitioners and academics) at all stages of experience can obtain support in terms of:

3.7.2.1. Developing a research agenda

3.7.2.2. Accessing current thinking and literature on research

3.7.2.3. Sharing research ideas

3.7.2.4. Research mentoring

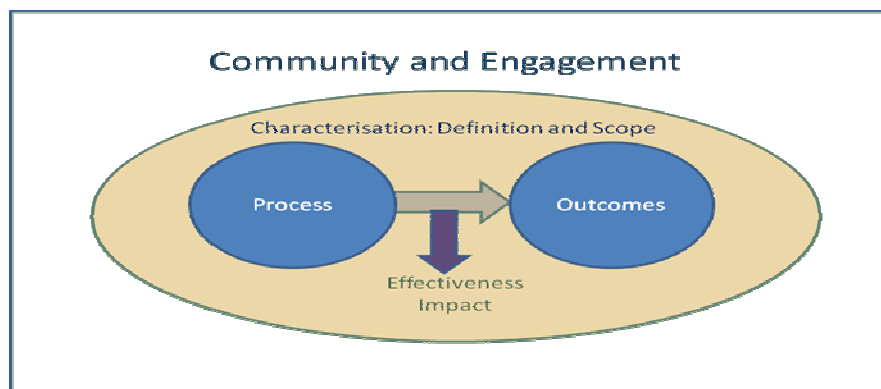
3.7.2.5. Connecting with potential research participants

3.7.2.6. Sharing and development of research ethical guidelines

3.8. Research into the effectiveness and impact of coaching interventions should be included as a part of all tenders/proposals for work within organisations, and this should include dissemination of the results to the wider coaching community.

4. The Research Questions

4.1. It was clear that there was a wish for a research strategy to inform coaches who wish to start research, and to enhance the work of those already in the field. This would need to be an evolving document in line with the spirit of continuing dialogue as research studies are disseminated. The questions developed within our work coalesced under the following themes. This paper is not considered to be definitive but serves as a start to further dialogue. We do not prescribe the methodologies which should be used to address these questions; they will be dependent upon the paradigm used, and resources available to the researcher. We welcome a multi-methodology approach to each of the questions posed to develop the richness of the exploration and contribute to the reliability and validity of the conclusions drawn.



Characterisation (Definition and Scope)

4.2. Practice

- 4.2.1. What is distinctive about coaching?
- 4.2.2. How is coaching different from other learning and development activities, and from counselling and psychological interventions?
- 4.2.3. How do we get agreement on the core coaching concepts? Issues of definition are mostly an exercise of power. We advocate exploration of how terms are used in different countries and contexts
- 4.2.4. What do coaches need to know to be effective - knowledge, skills and abilities/ core competencies/ package?

4.3. Scope

- 4.3.1. How sustainable is coaching, both as a practice, and an emerging profession?
- 4.3.2. What coaching is being done, by whom, in what ways, with whom, with what goals - and what results?
- 4.3.3. Is coaching universal across the globe?
- 4.3.4. How can we research core competencies on a global level - the competencies practitioners are actually using - not just what professional bodies are advocating?
- 4.3.5. Is coaching different in different countries, cultures, context - if so how, and in what way?
- 4.3.6. Does culture matter in coaching?
- 4.3.7. Do coaches need to be inter-culturally competent?

5. Impact/effectiveness/evaluation at the organisational and individual level

5.1.1. Outcomes related

- 5.2. What is the potential impact of coaching?
- 5.3. What is the scope of that impact?
- 5.4. How does coaching impact organisations and society?
- 5.5. What are the measurable variables to assess / measure / study effectiveness of coaching, or the performance of coaching?
- 5.6. How do we focus and identify key outcomes - key to the field / common research agenda?

6. Process related

- 6.1. How does coaching add value to individuals, teams and organisations?
- 6.2. What competencies and practices have the biggest relationship on outcomes?
- 6.3. Does the coach's academic and or professional background make a difference to coaching results?
- 6.4. Does coaching conducted by professional coaches have any greater impact than coaching provided by others?
- 6.5. Relationship and impact of linguistics on culture and on the coaching process — how can this contribute to coaching development?

7. Community and engagement

7.1. Community

- 7.1.1. How can we coordinate a platform for research collaborations?
- 7.1.2. Who can fund coaching research and how can we identify/engage with them?

7.2. Engagement

- 7.2.1. What are the barriers to individuals' engagement in research?
- 7.2.2. What needs to happen to shift coaching practitioner's perspective on coaching research?
- 7.2.3. How can we develop a new language to bridge practitioner and academic research?
- 7.2.4. How can we incorporate an introduction research module into curricula as an engaging and pivotal subject?
- 7.2.5. How can we engage supervisors as research supervisors for scholar practitioners?
- 7.2.6. How can we entice or motivate our clients to get engaged in research - how can we motivate and support practitioners to do research on their own practice?
- 7.2.7. How can you get access to publications to disseminate your research?
- 7.2.8. How do you access the literature if you are not university affiliated?
- 7.2.9. Where can the most useful coaching research be found?

CORE COMPETENCIES APPENDIX

1. What have we found out

1.1. We have found out quite a lot has been done already

1.2. Given the work that has been done we believe that we can fast track to our stake in the ground

1.3. Core competencies are not unique - they are shared with other disciplines. It is OK for Core Competencies to overlap

1.4. Definition of “Core” - Skills , Knowledge , Attributes

2. Dilemmas, queries, concerns

2.1. How can we show awareness that some bodies have done the work in terms of research already and how will we be able to take account of that?

2.2. Will all bodies be comfortable to adopt or align to the common competencies?

2.3. The process is emergent and we need to take account of that and it will take time.

2.4. How will the responsibility of the engagement be shared by all stakeholders?

2.5. Aware of supplementary competencies that relate to specialized areas and regions

3. Stake in the ground

3.1. Agree International Best Practice Competency Framework

3.2. Process to get there:

3.2.1. Core Competencies need to be developed by research

3.2.2. a lot of work has been done. We are nearly there. Consolidate what is known about core competencies through ongoing dialogue. Invite shareholders to the table. Agree core competencies between key shareholder groups

3.2.3. Agree to work together to develop best practice

3.2.4. What are the packages that fit together

3.2.5. What do we have in common and detach the sense of ownership that organisations have. Build on what we can agree together.

3.3. Time line : Be Brave - Process by Dec 2008; Framework by July 2009

4. **Questions still present**

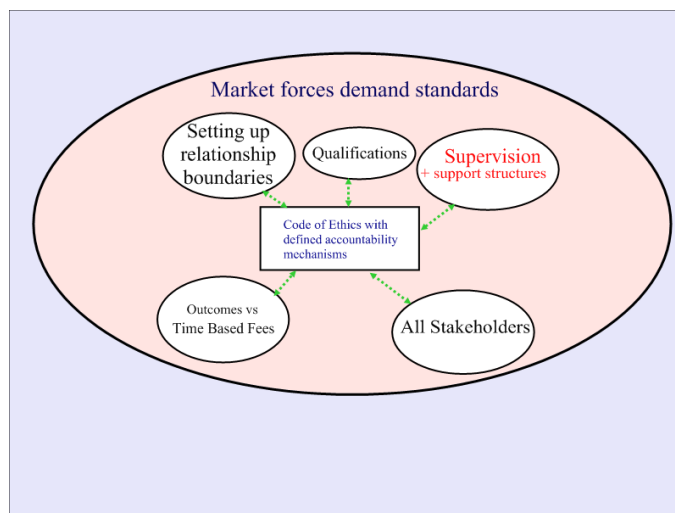
4.1. How to apply the framework to make it usable in terms of coach selection, membership, training of coaches, code of ethics?

4.2. How will the understanding of the core competencies be disseminated?

CODE OF ETHICS APPENDIX

1. What we have found out:

- 1.1. After twelve months of open discussions world-wide, it has become evident that a strong Code of Ethics is of paramount importance.
- 1.2. The Code underpins the emergence of coaching as a profession, its status, education and development and core competencies.
- 1.3. A strong Code will help sustain the profession. It is also evident that such a Code needs accountability mechanisms.



2. Dilemmas, queries and concerns:

- 2.1. Sensitivity towards cultural issues
- 2.2. The dilemma of the coach balancing their need for income with the quality of coaching they can provide
- 2.3. The development of coaches needs to include education to improve the ability to read ethical dilemmas otherwise change towards ethical behaviours wont happen

3. Stake in the ground

3.1. By 2010 there will be a Universal Code of Ethics with regional tribunals made up of stakeholder representatives. The five available codes that exist today have common features that can serve as the basis of a Universal Code (International Coach Federation, European Mentoring and Coaching Council, Worldwide Association of Business Coaches, Association for Coaching, Coaches and Mentors Association of South Africa, European Coaching Institute). Representatives from these organisations along with organisations or parties not represented at the convention need to be engaged in dialogue to create the Universal Code.

3.2. Local codes will have their own accountability mechanisms.

3.3. We envision the Code being accompanied by a set of practical guidelines and tools to support ethical decision making and practice. Members of the GCC group are available to support the organisations in the work process to achieve the desired outcome.

4. Questions still present:

4.1. Will the Code distinguish between internal/external coaches within organisations?

4.2. How can the Code be dynamic, responding to both the individual's and the organisation's needs?

EDUCATION AND DEVELOPMENT APPENDIX

1. What we know

- 1.1. There is great diversity of programs and guidelines across many factors: geographic regions, specialty areas of coaching, academic vs. non-academic training, professional backgrounds of coaches being trained, and the content, theoretical foundations, and format of training
- 1.2. A few countries have programs offered by academic institutions which grant graduate certificates and/or degrees (e.g. US, UK, Australia, Canada, Argentina, and Spain).
- 1.3. Most of these academic programs focus on life, executive, business or organizational coaching
- 1.4. Most training in other countries is offered by private training organizations or through local or international coaching associations or their affiliated non-academic coaching institutes

2. Trends in Life Coaching

- 2.1. Coach training organizations get accredited by the ICF or other bodies and offer training in many countries and at sites in many geographic locations (e.g. one ICF accredited training organization offers programs in Australia, UK, South Africa, US, Mexico, and Singapore).
- 2.2. Forty-nine organizations offer ICF accredited programs, most outside the US. Of those identified, four are in Spain, two in Turkey, four in Japan, two in Korea, two in Singapore, ten in South America, and three in Mexico.
- 2.3. There are many self-proclaimed accrediting organizations.
- 2.4. Academic institutions offering certificates/degrees in the field are accredited academically by their regionally accreditation bodies. Many of those also apply for and get the ICF and/or other accreditation.
- 2.5. There are over 200 businesses and organizations offering coach training in the US in life coaching. Most are focused primarily on the development of techniques with supervised experience.

3. Trends in Executive/Organizational Coaching

- 3.1. The US, Australia, and the UK appear to be offering the largest number of certificates and degrees by academic institutions. In the US alone there are over 120 academic institutions offering courses in the coaching specialty from a wide variety of academic departments (business, psychology, education, continuing education, executive development, organizational studies, etc.)
- 3.2. Academic disciplines which offer training in this specialty differ greatly across countries (e.g. UK, France, and Australia have strong links with psychology whereas academic programs in the US, Latin America, and Canada offer programs from within a wider variety of disciplines)
- 3.3. Many consulting/training firms offer programs through academic institutions, most of which are controlled and almost exclusively conducted by the consulting/training firms rather than the academic institutions which grant the certificates and/or degrees for those programs.

- 3.4. Draft guidelines have been developed by the Graduate School Alliance for Executive Coaching and an initiative is underway in the US, Australia, Canada, the UK, Ireland, and New Zealand to get feedback and possible consensus on those standards.
- 3.5. The Worldwide Association of Business Coaches (WABC) offers certifications and academic credits through Middlesex University and its UK partner, the Professional Development Foundation (PDF).

4. Geographic Trends

- 4.1. Thirty-one separate coach training programs were reported in the UK which vary significantly by specialization, accreditation, content, theoretical base, and length and format of training.
- 4.2. Australia has its own national standards for certification.
- 4.3. There are eight coach training programs in Ireland- one through a management college, two through vocational colleges. Most are through private colleges without academic oversight. The Irish Government has become involved by providing grants to try to bring the professional associations in the field together to align the varied training standards within the country.
- 4.4. All of South Africa's coach training is done by training organizations in association with academic institutions. Formal qualifications and unit standards for coaching have not been registered on the country's National Qualifications Framework.
- 4.5. The vast majority of programs in France are self-credentialed with a wide variety of standards.
- 4.6. In Latin America there are several coach training programs offered at Universities in Chile, Peru, and Mexico, all in alliance with consulting/training firms. In Argentina, Chile, Uruguay, Ecuador, Peru, Columbia and Mexico there are private school coaching certificates of six to nine-months in length. The only State Approved title in coaching in Latin America is in Argentina. Several programs are offered in Brazil- some offering a certificate recognized by the Brazilian Association of Executive and Business Coaching (ABRACEM). Some of those programs are recognized by the International Coach Federation (ICF), the International Coaching Community (ICC), or the International Coaching Council (ICCO).

5. Other Trends

- 5.1. Greater numbers of programs are being provided through distance learning- some with all web-based study and others with a combination of web-based and a series of face-to-face classroom study experiences.
- 5.2. Most academically based programs have more theoretical foundations as part of their curricula (psychology, business, adult development, organizational development, etc.) in conjunction with skill-development classwork and supervised practice. Non-academically based programs generally have less of the theoretical foundations with a primary focus on skill development.
- 5.3. There are no specific trends in the theoretical bent of coach training programs. They vary widely within and across disciplines, some with one major theoretical focus (such as psychoanalytic or learning styles) and others covering many of the major applicable theoretical approaches.

6. Stakes in the Ground

- 6.1. The Education and Development (E&D) of coaches is not just getting a qualification but to be competent as a coach.
- 6.2. Coaches should be continuous learners - it doesn't end at the end of a program
- 6.3. The essential elements of the education and development of coaches are:
 - 6.3.1. A continuum - novice through to mastery
 - 6.3.2. Broad - multidisciplinary input, bringing in the more intangible aspects to develop as a person
 - 6.3.3. About learning not teaching to a set of standards and techniques - a learning attitude.
 - 6.3.4. Develop core competencies and go beyond
 - 6.3.5. A balance of science and artistry
 - 6.3.6. Collaborative partnership: learning is multidirectional between all members of the partnership (educators, students, clients, supervisors)
 - 6.3.7. Individualized, based on the coaches purpose, clients needs and the scope of the coach's practice
 - 6.3.8. Multi-modal and multi-dimensional - not owned by any entity or form of entity e.g. academic, private companies
 - 6.3.9. Contributes to the building of a community of coaching
 - 6.3.10. Guidelines need to be established to help develop programs
 - 6.3.11. Educators need to be accountable through third party evaluation
 - 6.3.12. Programs need to be based on the best available body of knowledge and should contribute to that body of knowledge

- 6.3.13. Education methods and approaches should be shared in a collaborative way (e.g. the open source model)
- 6.3.14. Every program should have a component that evaluates the effectiveness of the individual as well as the program as a whole.
- 6.3.15. All programs should contain ethical and research principles
- 6.3.16. Teach local, learn regional, think global
- 6.3.17. Effective supervision is an essential element of E&D
- 6.3.18. E&D should be built on the body of knowledge around adult learning

7. Questions to be Answered

- 7.1. What is the baseline of current practices globally in education and development?
- 7.2. How does the 'global standard vs. local needs' tension get resolved?
- 7.3. What does a well-educated coach look like?
- 7.4. What distinguishes the curricula across different levels of coach E&D and different areas of coaching practice?
- 7.5. What kinds of education and development of coaches are most effective and how would we measure that?
- 7.6. Who should be educating and developing coaches?
- 7.7. What is the role of supervision in the education of coaches?
- 7.8. What are the essential elements of effective supervision?
- 7.9. How should students and programs be evaluated?
- 7.10. How do we build a community of practice in E&D?
- 7.11. How effective is distance learning in the E&D of coaches?
- 7.12. How do we use technology most effectively in educating coaches?
- 7.13. How do we foster creativity and innovation in the E&D of coaches?

MAPPING THE FIELD APPENDIX

What we found out

1. Coaching community is diverse
 - 1.1. All agree that coaching is a process and that
 - 1.2. Some apply this process as part of their role (psychologist, manager, teacher, priest, counselor)
 - 1.3. Some apply the process as a professional service
 - 1.3.1. Part time
 - 1.3.2. Full time
 - 1.3.3. Volunteer
 - 1.4. The coaching process is the golden thread that links all coaching typologies
 - 1.5. However, there is no standardized definition of the process that the whole community has endorsed and this is not helping the community of practice
 - 1.6. Tensions exist around the boundary between coaching and other professional practices where the goal is positive change of some type (irrespective of whether the change is due to a perceived problem)
 - 1.7. Psychologist, nutritionist, consultants, etc.
 - 1.8. There are specific tensions between coaching and psychology due to a set of circumstances that include
 - 1.8.1. Coaching knowledge and practice pulled heavily from psychology
 - 1.8.2. Regulation of psychology by government in some countries but not all
 - 1.8.3. Misconceptions about what psychology is and is not
 - 1.8.4. Negative stereotyping of psychologists by some coaches in the coaching community
 - 1.8.5. Misconceptions about what coaching is and is not what is coaching?
 - 1.8.6. Assertion by some psychologists that coaching is essentially the defacto practice of psychology
 - 1.8.7. No single definition
 - 1.8.8. Coaching generally describes what it does - not what it is
 - 1.8.9. Nothing unique about the coaching process (as distinct from counseling, therapy, etc.)
 - 1.8.10. Useful to define the coaching process through evidence-based research
 - 1.8.11. Everyone agrees that there is a process that is general to all types of coaching

2. Stakes in the ground

- 2.1. That we believe there is a process that underpins coaching practice that does not cross the boundary with other forms of professional practice
- 2.2. That the key elements of the coaching process are core to human communication and effectiveness and cannot be owned by any domain of practice including the coaching profession
- 2.3. That professional coaching practice is built around the core process which is built into a professional relationship. This practice may be based purely around the expert application of the process or include processes and practices derived from other professional domains.
- 2.4. Psychology is one of the key professional domains from which coaching practices are drawn so it is essential that all coaches understand this boundary and respect regulatory frameworks where they exist. Whilst other domains are not protected by law that it is essential for coaches to understand, acknowledge and respect the domains of practice from which practices are derived.
- 2.5. It is essential for the coaching community to understand the philosophical underpinnings of all of the tools that are derived from other domains.
- 2.6. That the best outcome for both the emergent coaching profession and for society will be facilitated by
- 2.7. Respectful co-operation with the professional bodies; organizations who represent domains of practice that border on coaching; educational institutions, etc..

3. Questions still present

- 3.1. Specifically what is the core coaching process and can we all agree what it is?
- 3.2. What is the definition of coaching practice that the whole community will sign up to? #
- 3.3. What definitions of coaching typologies can be identified to make transparent what clients can expect in a professional coaching relationship?

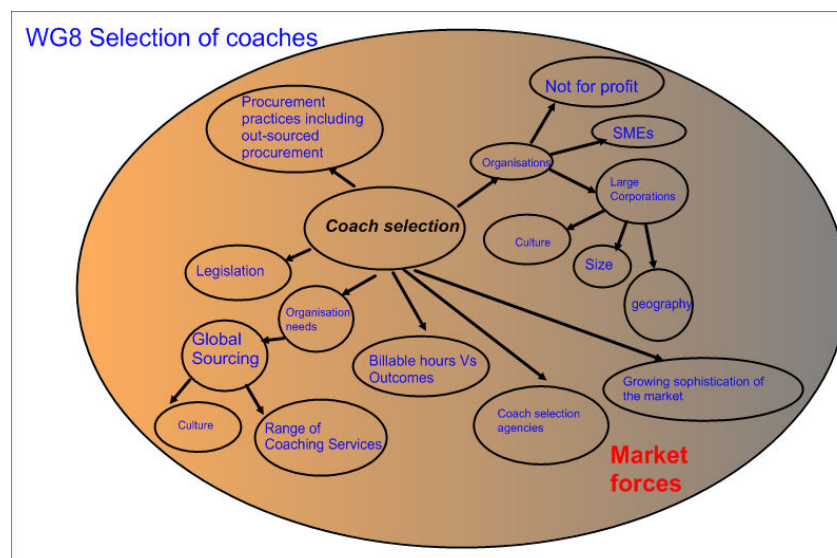
SELECTION OF COACHES AND EVALUATION OF THE COACHING ENGAGEMENT APPENDIX

1. What we have found out:

1.1. The coaching industry currently draws on a wide range of methodological approaches to coaching and a wide range of educational disciplines inform coaching practice. We found that the processes for selection of coaches, both internal and external, around the world varied. They commonly took into account the qualities of the coach, the needs of the organisation, accreditation and best practice guidelines where they existed.

1.2. In addition, the process of selection varied from personal recommendation to rigorous assessment and selection practices. These approaches are not mutually exclusive and, in practice, often overlap.

1.3. This following schematic illustrates the complexity of the area and highlights some of the factors impacting the selection and management of the engagement process.



2. Dilemmas, queries and concerns:

- 2.1. Organizations and suppliers set the standard of practice and make the choice of coach and type of service provided.
- 2.2. There are no universally accepted set of operational standards or best practice guidelines.
- 2.3. The user of the service determines the quality of service required.
- 2.4. As a result of consolidation or cooperation of coaching providers there is an increased need for regulation and standardization across the market.
- 2.5. Bodies which have strong local, national, regional and worldwide representation seek to work together and find common ground.

3. Stake in the ground

- 3.1. By 2010 there will be widely accepted best practice guidelines for the selection of coaches and the management of the coaching engagement that are endorsed by all stakeholders (coaches, coachees, client organisations, professional associations, educational institutions and other relevant parties).

4. Questions still present:

- 4.1 This issue needs to link into the professionalism, competencies and ethics work groups.
- 4.2 This issue needs to explore the boundaries between different areas of practice and between coaching and other professional practices
- 4.3 Evidence of the effectiveness of coaching interventions
- 4.4 Lack of clarity as to what professional coaching is and what makes for an effective and reputable coach.

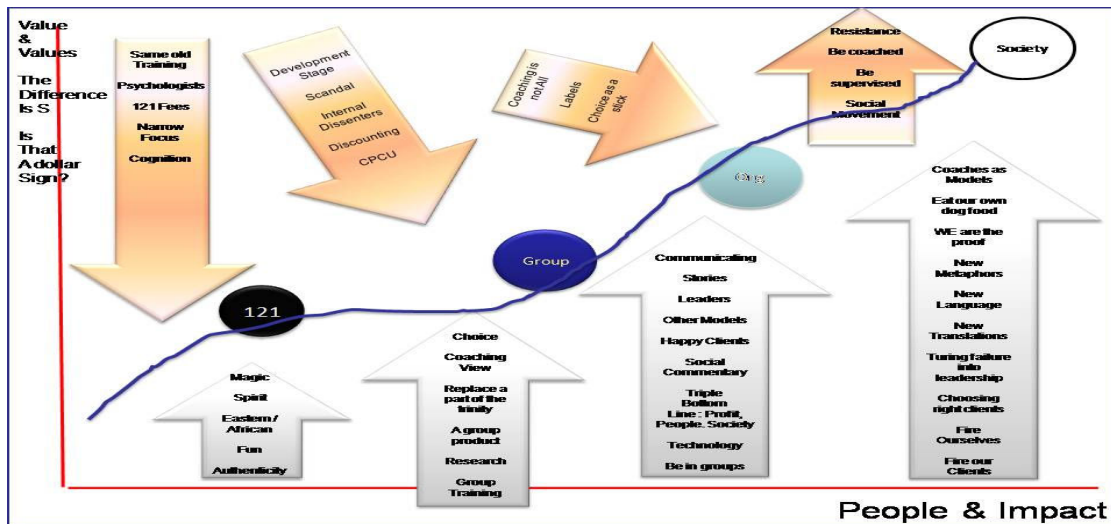
COACHING AND SOCIETY APPENDIX

1. What we have found?

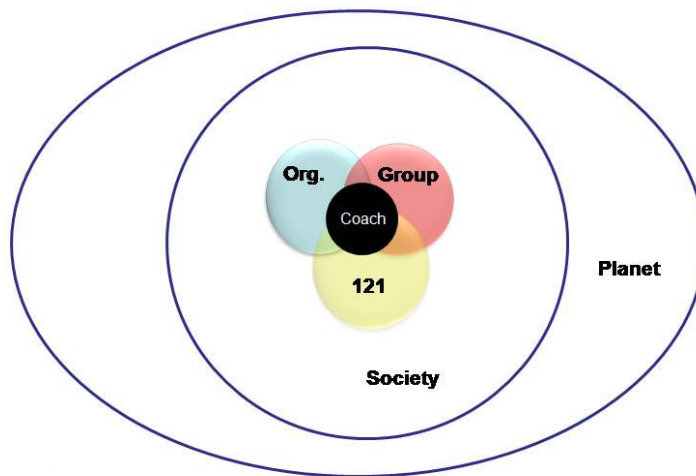
- 1.1. Coaching happens in several contexts: one to one, in groups, in organizations and within society.
- 1.2. Coaching in society can take place in a 30 second conversation in a lift, or it can take place in an address to the UN, and the same values apply.
- 1.3. Where a client meets a coach, if they remain true to the spirit of why they became a coach: if they are authentic, then impacting on one person can have a powerful effect on the wider society: Coaching has a ripple effect.
- 1.4. Coaching's unique contribution could be described as: Inspiring conversations to change the world.
- 1.5. Coach training must change to include group training and coaches must be trained to empower groups to change their own worlds.
- 1.6. The diagrams below illustrate one model of the power of coaching to impact society. Diagram One measures Value/Value against People/Impact and looks at the issues that will help or hinder a continuum of growth. Arrows below the line mean "Help or Support" and arrows above the line mean "Hinder or Discourage". Diagram Two shows a "Vision" for how coaching can position itself among individuals, groups, organisations, society and the planet. The ingredients for coaches to consider are listed on the right of the model.

2. Stakes in the Ground

- 2.1. We think it is important that coaches make themselves available to those in all walks of life. Coaches need to find new ways of funding this activity. This can be done via Pro Bono work or finding funds from others to allow coaching to happen.
- 2.2. We see a present need for coaches to be mindful of the effect and impact that their coaching has on society.
- 2.3. Coaching educators and professional development providers need to include in their curricula an appreciation of the impact that coaches can have on society.
- 2.4. Coaches need to focus on profit, people and society ie the triple bottom line. These elements are not inconsistent with each other and the integration of all three is critical to our contribution to our world.



A vision for coaching



Ingredients:

- Negotiated Agreements
- Values in the contract
- Connections to other coaches
- Choice
- Coach has the agenda
- A living organism
- Stories
- Bridges
- Vision
- Hooks
- Being our own clients
- Bigger than us



3. Concerns, Dilemmas, Questions

- 3.1. How do we find the resources to provide access to high quality coaching to those who can benefit from it but can't afford it?
- 3.2. How do we engage more coaches in this vision and how do we motivate more coaches to take more risks in this important work?
- 3.3. How do we help coaches to bring this ethical mindfulness into all of their work? For example, how does one bring the 'triple bottom line' to coaching to an executive whose work appears to impact negatively on the world?
- 3.4. How do we say 'negative' without bringing our own judgements too much into the coaching engagement? Where is the line?
- 3.5. How do we measure the impact?
- 3.6. How do we help coaches take care of themselves in this difficult work?

4. Questions still present

- 4.1. Who will champion this work group after this convention?
- 4.2. Are we all talk and no action?
- 4.3. Where is the proof/evidence that coaching can make a difference on a societal level? Where is the research? What would good research look like?