For counsellor-coaches and other coaching professionals

April 2018 **Issue 26**

Coaching Today

The ABCD of working with diversity: a new model

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 & 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
editorial@bacpcoaching.co.uk

BACP Coaching Executive contacts
Chair: Eve Menezes Cunningham
eve@feelbettereveryday.co.uk

Past Chair: Gill Fennings-Monkman
gill@counsellingforachange.com

Chair Elect: Carolyn Mumby
c.mumby@ntlworld.com

Steve Page
steve.page.yorks@btinternet.com

Michèle Down
michele.down@btopenworld.com

Sally Brown
sallybrowntherapy@gmail.com

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

Contributions
Contributions are welcomed. Please contact the editor.

Advertising
For rates, contact **Richard Ellacott**
T 020 3771 7242
richard.ellacott@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
Newnorth Print Ltd
T 01234 341111

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

bacp | counselling changes lives

Editorial

Diane Parker
Editor, *Coaching Today*

If you were at our Working with Coaching day in London back in January (or if, like me, you weren't able to attend, our Chair Eve Menezes Cunningham includes an excellent conference report in her regular message on p4–5), you will have seen our lead writer in this issue, Katharine Collins, speak about her experiences of working with difference in the coaching relationship.

When we encounter clients who we perceive as somehow different from us, this can sometimes (though not always) engender feelings of inadequacy or guilt, or simply a sense of being unable to provide what the client needs, or feeling 'out of our depth'. These perceived differences can range from the more obvious markers such as race, religion, gender, sexuality, ethnicity, age and class, but can also encompass more subtle differences, such as lifestyle choices. In my private practice, I tend to attract people – mainly women – who work in the arts and creative or helping professions, and who lead a 'multipotentialite' or 'scanner' kind of lifestyle, meaning that they don't necessarily have one dominant career path but tend to have a variety of projects on the go at any one time. In other words, women much like me. They may work in a different medium to me – the landscape gardener who makes music, the yoga instructor who writes poetry, the actor who is undertaking a part-time counselling degree – but already we have a shared understanding of the field, and I know they are drawn to me for that reason. It is only in the past few years, since expanding my practice into different areas, that I have been pushed out of my comfort zone and challenged to work with people who, at a superficial level at least, appear to be very different from me. In such cases, I have found myself looking for the common ground, the area in which we meet and where – to paraphrase the former Labour MP Jo Cox, who Katharine quotes in her article – 'we have more in common than the things that divide us'.

Using her work with lesbian, gay, bisexual, transgender and queer (LGBTQ) communities as a starting point, Katharine describes how she was challenged when she found herself working with a client who she experienced at first as very different from her. In acknowledging that, for her, working with diversity was not confined to the LGBTQ community, she used this experience

to devise and develop a simple model for working with diverse populations, and I am delighted that she has chosen to share this with us – and her own story of how she was inspired – here in this issue.

As coaches, we can often find ourselves working with clients who may have previous experience of being in therapy – or indeed who may still be seeing a therapist in conjunction with their coaching work with us. Even those of us who work integratively may be operating more at the coaching end of the scale with a particular client, particularly if that client already has a long-standing relationship with an existing therapist. You may have also encountered clients who are stuck in what Dr Jolanta Burke describes as 'the languishing limbo': clients who are not – or are no longer – deemed mentally unwell, but who are far from flourishing either. In her special feature in this issue, Jolanta examines a range of wellbeing models and demonstrates how we coaches, using our own therapeutic knowledge, are uniquely placed to help clients out of the languishing limbo and into a place where they are able to thrive, rather than merely survive.

Establishing, maintaining and navigating boundaries is a crucial part of the work we do with our clients, perhaps even more so for those of us working at the boundary of coaching and counselling/psychotherapy. So when BACP Coaching's Executive Specialist for Communication, Sally Brown, suggested that she compile a third *Coaching Conversations* feature on this subject, I was so excited I offered to add my voice to the mix. The result is an article featuring the views of a range of coaches (including yours truly), exploring how we navigate and negotiate boundaries in our work with clients, if these differ from our therapeutic boundaries, and if so – how?

Finally, by the time you read this, spring will have well and truly sprung (I hope), and in that spirit, Margaret Walsh makes a compelling case for bringing more of the natural world into our coaching relationships. With all this talk of fields, diversity, thriving, flourishing and boundaries, it's already there in the language that we use. What do you think? Drop me a line and let me know.

May we tend to our gardens and may the seeds we sow flower.

Until next time…

Diane Parker
editorial@bacpcoaching.co.uk

Features

Regulars

Message from the Chair

This is my sixth Chair's Message.

Some of these, truth be told, have been a struggle to write, knowing that so much has been going on behind the scenes but not being able to share signs of progress. On the other hand, this one is practically writing itself…

Working with Coaching day in London, January 2018

Back in January I chaired a BACP Working with Coaching day. I hadn't anticipated how much I would love it! Being in a fully booked room of people who share my enthusiasm for integrative practice was an absolute delight.

Carolyn Mumby, our Chair Elect, was our lead liaison with BACP's staff (who make the smooth running of events look so effortless) and the speakers. Meanwhile, the entire BACP Coaching Executive team (myself and Carolyn, Sally Brown, Gill Fennings-Monkman, Steve Page and Michèle Down), spent many days in our capacity as volunteers, working behind the scenes.

It came together beautifully. Jackee Holder opened the day with a session on reflective writing and using trees as metaphors. Carolyn spoke about working with young people, inspiring me to consider doing some additional training in this area.

Sue Sutcliffe made the case for preventative couples' work – working on our relationships sooner rather than waiting for things to go wrong and potentially implode. Catherine Macadam talked about coaching for unpaid carers, pointing out just how many of us have or will be carers (or need care) at some point in our lives.

Sadly, Fran Singer wasn't able to join us due to illness, so I led an impromptu chair yoga and mindfulness session. I'd been really looking forward to Fran's session and we're hoping to hear from her at a future event.

David Britten spoke about coaching for recovery, and Katharine Collins, on 'coaching through a queer lens', encouraged us to define our niches based on the changes we wish to see in the world. [Editor's note: please see p6 for Katharine's lead article in this issue].

Miranda Rock, talking about the journey between qualifying as a coach and working with executives and directors, was a breath of fresh air.

Jackee then helped us ground the day and identify our own personal next steps. Being an integrative and expansive soul, my next steps initially felt more like 'find out more about x, y and z' than narrowing down. Katharine's advice is helping me focus on my desire to support as many people as possible to help themselves – self-care. All of the speakers (and many of the members who I was able to talk to during the breaks) inspired me.

Thank you to everyone who was involved, who contributed, who spoke and applied to speak (please don't be put off applying again if you weren't selected this time).

The feedback so far has been incredibly positive, from people passionate about counselling and coaching, wanting to learn more, to find out how to serve more people. It was a delight.

November Working with Coaching day, to be held in York

We're already planning another Working with Coaching day for York in November. Do email me with any ideas you have around what you would like to see included. And, whatever your own area, please consider submitting a proposal to present – more details will follow – there is richness in our diversity as members and we want to hear from as many people as possible.

New website

Not quite in time for the last issue, the new website is now live. Again, many thanks to Sally Brown, our Executive Specialist for Communications, and BACP's Sally Mooney, for all their work on this. We welcome your feedback on the new website, so please do email me at the address below.

BACP Coaching strategic objectives

Less visible but ongoing is our work to promote coaching within BACP and more widely. In December, we had a strategy session, separate from our regular Executive meetings, to focus specifically on this.

Carolyn facilitated this, using Nancy Klein's *Thinking Environment*, a style in which she often works. We reflected on the history of BACP Coaching (I was a 'founding member' according to my certificate but, as a student member of BACP at the time, hadn't appreciated just how necessary BACP Coaching was for myself and others like me). Thanks to Past Chair Gill Fennings-Monkman's ongoing commitment to the cause, we went through the strategic BACP plan she and Veronica Lysaght drew up in 2014 when I was new to the BACP Coaching Executive. We were able to see where we are making progress and where we are still finding our way. The coaching competencies work being carried out by BACP's Nicola Forshaw is soothing to even think about.

Martin Bell, BACP's Deputy Head of Policy & Public Affairs, says: 'Having met with the Head of Professional Standards, I can confirm that there is a commitment to developing coaching competencies, as coaching competencies were included in the Professional Standards Strategy presented to the Board in September 2017. The competence development process is an iterative, evidence-based process, involving much external and internal resource, consisting of Expert Reference Group (ERG) members and external research resources. The first task of an ERG is to scope the existing literature around existing coaching competencies. Once this information is derived, BACP will have more evidence on which to make a decision as to the full scope of coaching (eg differentiated membership category, register, opening up to non-therapists who coach, etc).

'Therefore, it is the expectation that this proposal will go to the Board in June 2018, and it is anticipated that the coaching competence development process will commence around autumn 2018.'

When this enormous project is completed, we will have a framework in which a coaching register will be as meaningful as the existing therapy register. This is especially important now that coaching is included in the *Ethical Framework*.

Similarly, coaching courses will be able to apply for accreditation, so people wanting to do coach training will be able to find organisations that have shown themselves to be in line with the competencies. In an ideal world, our membership will expand beyond counsellors and therapists who coach to external coaches who have enough psychological underpinning to their practice to do the certificate of proficiency in coaching, which will also follow.

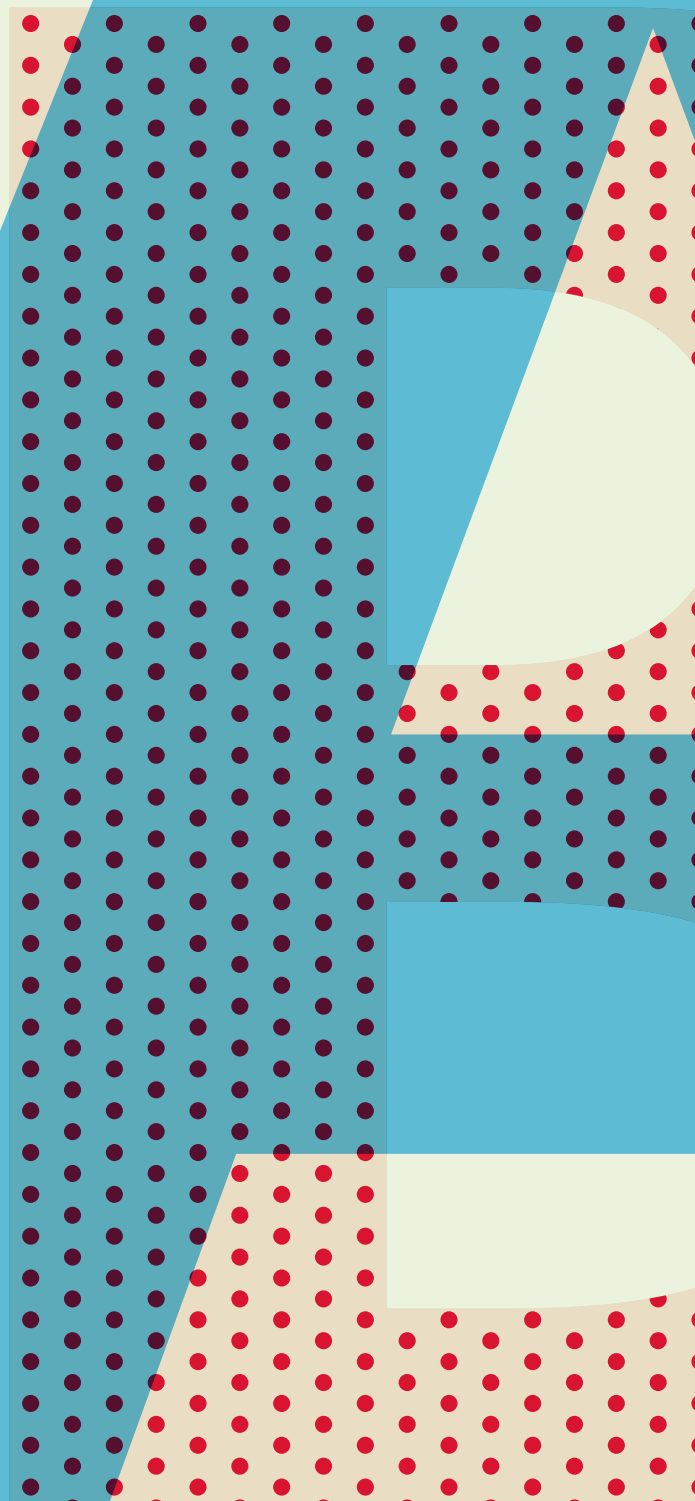
Since our full-team strategy session, Gill, Carolyn and I have met in London to progress the work and have since worked on a couple of newer documents at our most recent BACP Coaching Executive meeting at BACP's office in Lutterworth.

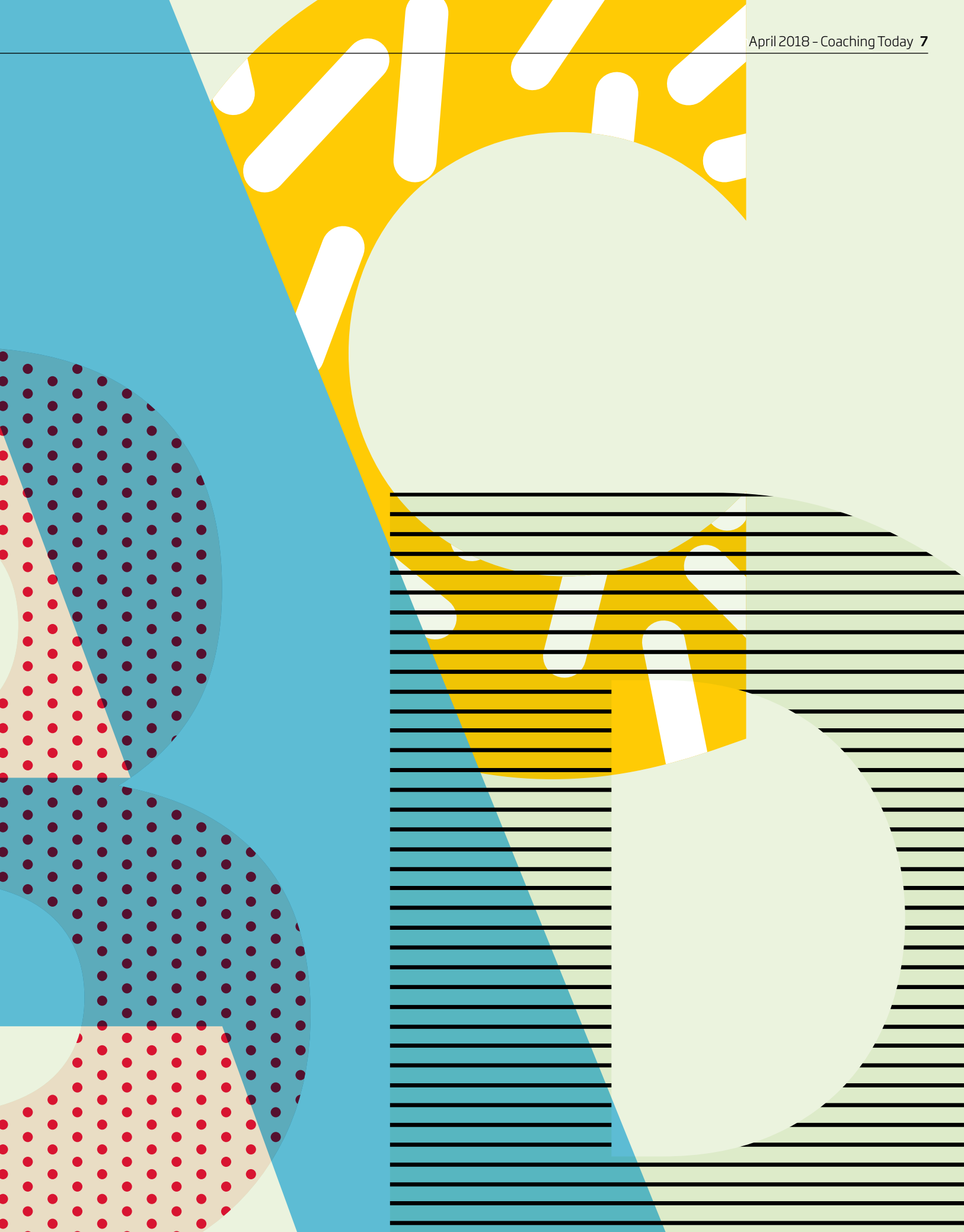
Things are definitely moving forward. I look forward to hearing from you with any BACP Coaching-related comments, thoughts and ideas. ■

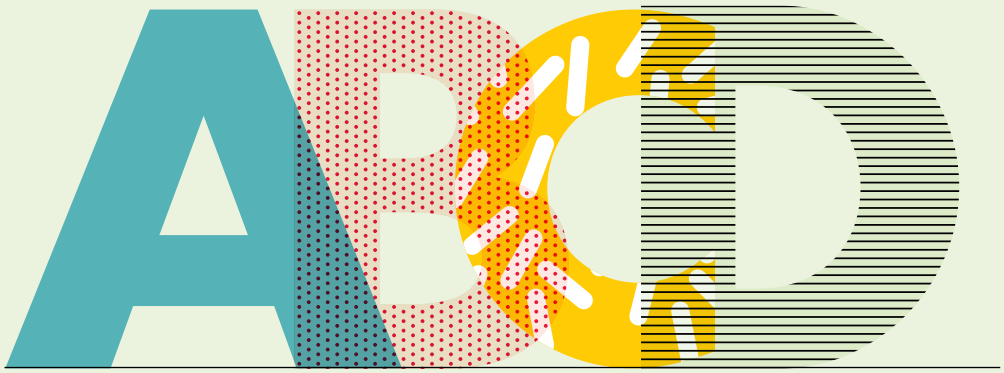
Eve Menezes Cunningham
Chair, BACP Coaching
eve@feelbettereveryday.co.uk

The ABCD of working with diversity: a new model

Encountering clients who we perceive as 'different' from us can often bring up a range of difficult feelings. Coach, counsellor and founder of LGBTQ+ coaching service, Out and About, **Katharine Collins**, shares her own developed model for working with diversity.







In 2014, I was employed to run a project supporting LGBTQ+ (lesbian, gay, bisexual, transgender and queer, plus all other minority sexuality and gender identities) unpaid carers in Hackney. It was the year that same-sex marriage was legalised in the UK and my mood was jubilant and hopeful. I watched the footage of those first few couples walk hand in hand down the town hall steps, and I imagined the countless people before them who had kept their love secret and lived in fear, or resigned themselves to a life of loneliness. I thought of all the people over the years who had fought to get us here, and I cried. This was never just about marriage for me – it was a sign that at last we were accepted; at last, we belonged.

I was naïve. And by the end of my first year in post, my hopeful jubilation had been replaced by a fire in my belly that has not diminished as the years have gone by. There has been monumental progress, it's true. But until I started talking every day with LGBTQ+ people from all walks of life, I didn't realise how far we still have to go. I listened as people's stories spilled from their lips into the room and each person and each story stayed with me, and each in a small way changed me. I was determined to use whatever small power I had to effect the change I wanted to see.

Sara* was not given the correct aftercare information following her hysterectomy because she was gay and her doctor had assumed she did not need it. She contracted a painful infection, which took many weeks to recover from and seriously impacted her capacity to care for her partner. Anoop* and his partner Niki* were experiencing homophobia from the care workers who came into their home, and eventually they refused all services, leaving Anoop to do everything. When I met him, he was at the point of complete exhaustion. Lillian* is in a polyamorous relationship and had sought counselling to help her cope with caring for her partner who has an addiction. Lillian's counsellor pathologised her polyamory, leading each session back to this and leaving Lillian feeling unseen and defensive, and her needs unmet. She left therapy and didn't want to see anyone else. These weren't isolated and unusual cases. Nearly everyone I met had a story like this to tell. A recent survey found that one in six respondents (out of more than 1,000) in the UK agreed that people who engage in same-sex relationships should be charged as criminals.[1]

I was shocked. The way I saw it, there were two problems: prejudice and ignorance. Prejudice is founded upon ignorance, but ignorance does not necessarily denote prejudice if we define prejudice as 'an unreasonable dislike of a particular group of people'.[2] We can conclude then that not all those who had caused harm had meant to do so. I developed an awareness-raising training, and was able to offer it free to public and third sector organisations in and around Hackney. In addition, I argued for the continued need for LGBTQ+ specific services, and subsequently set up LGBTQ+ coaching service, Out and About (outandaboutproject.org), offering life coaching and peer support to LGBTQ+ people aged over 50 in Hackney. The project broadly aims to prevent and reduce social isolation in the older LGBTQ+ community, although I work with people on a wide range of issues relating to that.

One day a new client came to see me within a different service. She sat down in the chair opposite, and as she was talking, I realised that she was about as different from me as you could get. She had a different sexuality, religion, ethnicity and culture to me, and she was of a different generation. In that first session, it felt like the only thing we had in common was that we were both women. And even here we differed greatly on what being a woman meant to each of us. The area she wanted to work on brought up lots of complicated and conflicting feelings in me. I panicked. That feels uncomfortable to write, but it was true. How could I help this woman? Could I come anywhere near to understanding what the world looked like from her position? Had I done enough work on my own assumptions and prejudices so as not to allow them to affect our work together? Was I skilled enough to establish a good working alliance? I felt momentarily lost at sea.

And then the thought came to me – I work with difference and minority identities every day! Granted, I didn't know much about her particular minority identities, but I had a wealth of transferable experience I could draw upon to

> "The skills this movement most needs are those of our craft… to widen people's understanding of themselves and awareness of the impact they are having, to challenge assumptions, strengthen self-regard and enable potential"

support me. I consciously inhabited my way of being with my LGBTQ+ clients, and instantly felt as though I was back on solid ground again. We proceeded to work well together and, as is usually the case, I found that, as the former Labour MP Jo Cox famously stated: 'we are far more united and have far more in common with each other than things that divide us'.

Reflecting on the session, I set about organising my experience into distinct qualities that could be of use to other coaches finding themselves sitting opposite someone who at first glance seems very different from themselves. What I came up with was the ABCD of Working with Diversity©, which is an acronym for **A**ssumptions, **B**arriers, **C**heck your privilege and **D**iscuss your difference (if appropriate). I expand on each of these below.

Assumptions

Firstly, what assumptions do you have about them? It is impossible to make it through childhood without absorbing at least some of the prejudices that exist in our society, but assumptions can hinder our ability to understand and enter into a client's world. Our aim here is to engage with and question our own assumptions, thoroughly, but if possible without self-recrimination. In order to support you in this process, you might want to use the Socratic method[3] often used in coaching, and marvellously applicable here too. The three questions I like to use are:

1. Is there any evidence for this belief/ assumption?
2. Is this belief or assumption logical?
3. Is this belief or assumption helpful?

Secondly, what assumptions might they have about you? Be mindful of power imbalances that might exist (man/woman, white/black, able bodied/disabled, majority/minority etc) and how you might dismantle them in the coaching relationship.

Barriers

Consider any additional obstacles your client may be facing in order to reach their goals. For example, limiting beliefs they have about themselves that relate to their identity, the impact of discrimination on their resilience or motivation, or the chronic stress associated with having a minority identity.[4] Your client may be aware of these and countless others, or they may not. If they are not, it can be very helpful to explore this together. In my experience, having this understanding can not only be empowering, but can cultivate self-compassion too, as we acknowledge the external forces at play in our lives and on our psyches.

Check your privilege

This is not about 'who of the two of us is more or less privileged?'. There are many aspects to privilege and we want to be thoughtful about these. Some facets of privilege are gender, gender identity, sexuality, ethnicity, age, class, education, mental or physical wellness and ability, perceived attractiveness, religion and wealth. Think about the privileges you have had that resulted from factors outside of your control: where you were born, who you were born as, into which family, and what kind of upbringing you had.

This can be tricky because if we are in the majority, the situation can just seem normal to us. Sometimes we need something to compare our experience with in order to appreciate the privileges attached to being in the majority. Take heterosexual privilege, for example. Unlike LGBTQ+ people, a heterosexual person usually:

- is guaranteed to find other people of the same sexual orientation at their place of work
- can walk in public with their significant other and not have people stare or comment
- doesn't feel nervous revealing their sexuality if they work with young children, due to the (mistaken) connection between their sexuality and paedophilia
- does not find their masculinity/femininity called into question because of their sexual orientation
- is never asked to speak for everyone who is heterosexual
- is never told that their individual behaviour reflects on all other heterosexual people

These are just some examples. Any one person will have multiple facets to their identity, and each identity will hold greater or lesser privilege. I sometimes check my privilege when I find myself feeling frustrated with a client's lack →

of progress, for example, or dismissive of their predicament. In these instances, I might ask myself: 'Am I feeling this way because I am approaching this from a position of privilege?' and then, 'Is it possible that I am making assumptions about this person from my position of privilege, or overlooking the barriers they are facing?'

On the other hand, if you are sitting opposite a client and find yourself feeling inferior, resentful or envious of them in some way, it can be useful to think about your experience in terms of privilege as well. Perhaps in this instance your reaction has been sparked by a facet of their identity that you perceive to be more privileged than your own. When we talk about privilege, we are talking about inequality. And inequality can be as painful as it is maddening. What I find helpful about this perspective is that it frames individual differences within the wider context of social inequality.

Discuss your difference (if appropriate)

When might it be helpful and appropriate to discuss the differences between you and your client, with your client? If your heart rate jumped ever so slightly reading that, I am with you. I find this prospect daunting. I also happen to think that it is centrally important, even necessary. If your gay client is saying he has reservations about coming out at work because he fears he will be judged, you can be sure he might also be wondering if you are judging him.

The 'discuss our difference' conversation is one I find myself having regularly, working as I do with people aged over 50 and therefore much older than I am. Often people talk about feeling dismissed, overlooked or infantilised by younger generations. They might say something like: 'They (the young) don't understand what it is like to be me, or perhaps they just don't think, or don't care.' At this point I might say something like: 'As you were saying that, I thought about the differences in our ages, and I wondered how you feel about seeing a coach who is from that younger generation.'

My aim here is to make the implicit explicit. I want to bring the doubts and fears they might have about working with me out in the open, so we can talk about them together. Some clients will take this up, and we will explore it further in the context of our relationship. Others won't, and that's fine too. My hope is that by bringing our difference into the room, I have made this a permissible subject for discussion, which we could come back to later.

Of course, your client might not mention your difference at all, even subtly. In this case, it might not be relevant to bring in, which is why this stage of the model is an optional one. It is useful only where it is appropriate.

This is a deceptively simple model for a hugely complex and nuanced area of work. Nothing can compare to engaging deeply and meaningfully with our relationship to our own and others' differences (and sameness). Much of this is only semi-conscious or even unconscious and so I would recommend attending a group or training to facilitate this process. Find an environment where you feel supported, because this work can feel disorientating. Most people do not like to think of themselves as having prejudices, and it is a horrid shock to discover that you are not immune to the social conditioning of your culture or environment. Rather than being a stand-alone model, I hope that this can be an 'in the moment' reminder of some of the key ideas to hold in mind in your work.

If you are reading this and thinking, 'That sounds great, but my client's sexual orientation is not relevant to the kind of coaching I do', I urge you to think again. At first glance, Louise* wanted coaching to find work that was more fulfilling. Going deeper, we discovered that her fear of being rejected by a new team was preventing her from moving jobs. A quarter of lesbian, gay and bisexual workers reported experiencing bullying at work because of their sexual orientation.[5]

Peter* wanted coaching to help him manage his anxiety during job interviews. It emerged that his anxiety had increased dramatically after he had experienced a hate crime some years ago. One study reported that one in five of LGBT+ people surveyed had experienced a hate crime in the last 12 months.[6]

I worked with Lee* on low self-esteem and self-confidence. She was bullied at school and was made homeless when her parents found out she was gay. Nearly half of LGBT+ pupils are

being bullied in our schools[7] (this figure used to be even higher), and as many as one in three of the UK's homeless young people are LGBT+.[8]

For many LGBT+ people, there is still a clear message. Be strong or be small. Get good at fighting or get good at hiding. Keep yourself safe.

All too often, we hide the most brilliant and beautiful parts of ourselves behind closed doors, like a secret, like something we are ashamed of. Sometimes, we *are* ashamed. We have internalised the homophobia, biphobia and transphobia of our society. We believed what we were told, when we were too young to know any better. But not everyone who hides their true and full self from the world is ashamed. There are still real and significant risks to the safety, wellbeing and success of LGBTQ+ people. Sometimes, we have to put ourselves on mute, and fade our glorious rainbow colours down to black, white and grey.

There has been monumental progress, it's true. But we still have a long way to go. As coaches, we have a golden opportunity. We have access to people in positions of power, who can themselves effect great change. And the skills this movement most needs are those of our craft. That is, the skills to widen people's understanding of themselves and awareness of the impact they are having, to challenge assumptions, strengthen self-regard and enable potential. And not just for LGBTQ+ people, but in our work with *every single one of our clients*. Can you imagine what we could do, if we uncovered and dismantled prejudice and bias, in the same way that we uncover and dismantle the untrue limiting assumptions our clients have about themselves? If we had the courage to gently challenge those throwaway comments, like using the word 'gay' to describe something disliked, or making a joke at the expense of an LGBTQ+ identity? If we could use the power that we as coaches have to tackle damaging beliefs and attitudes, just think what we could achieve.

There's that fire in my belly again. What about yours? ■

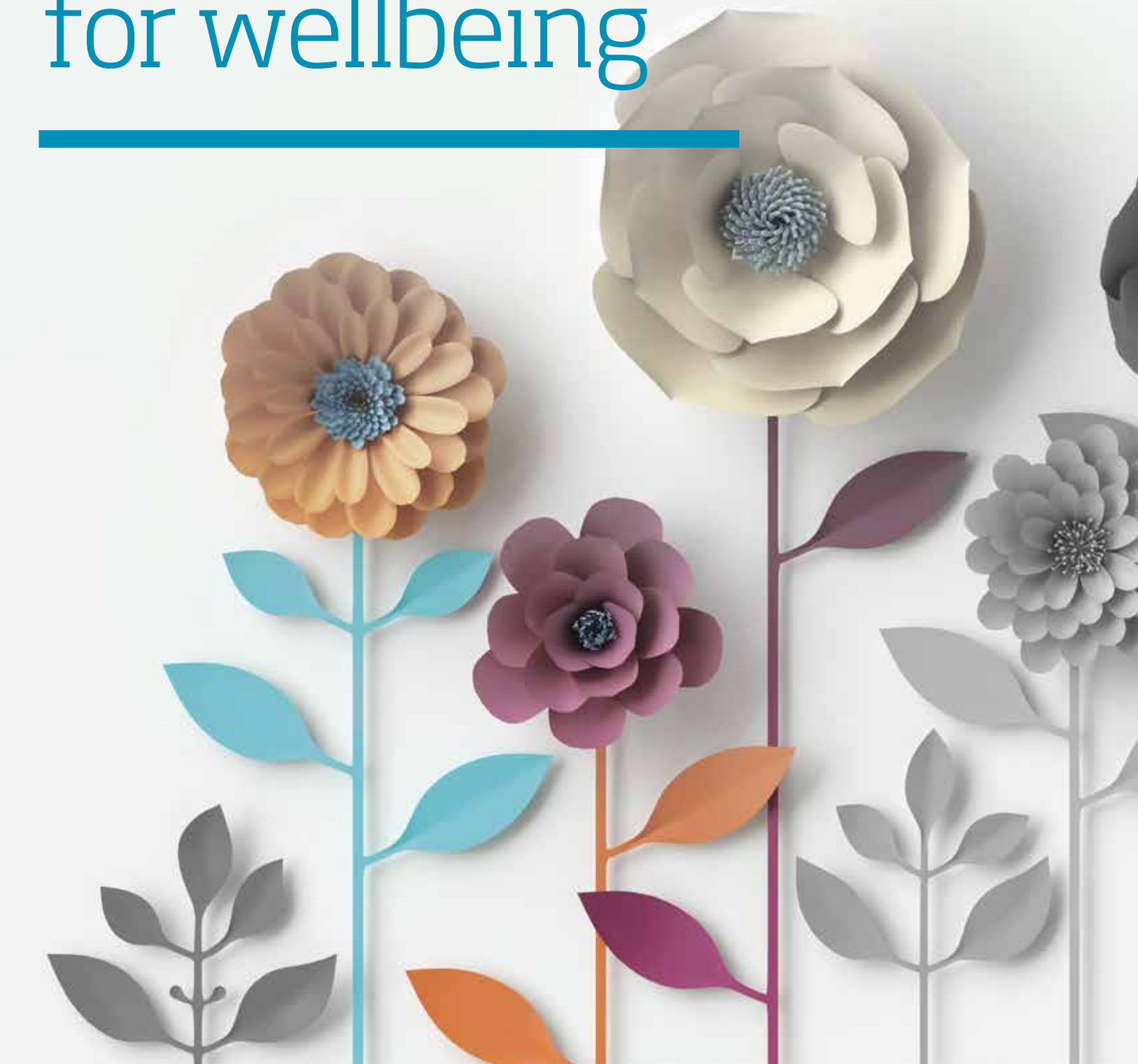
*Vignettes are composites of client experiences, disguised and anonymised so as to be unrecognisable, to protect identity.

Katharine Collins is a counsellor, coach and group facilitator, and member of BACP and the Association for Coaching. She would love to hear your thoughts and experiences of using the ABCD of Working with Diversity© model, and if you are interested in volunteering an hour a week for the Out and About project to coach an unpaid LGBTQ+ carer, please do get in touch.
www.katharinecollins.co.uk
www.outandaboutproject.org
mail@katharinecollins.co.uk

References

1 Carroll A, Robotham G. Minorities report 2017: attitudes to sexual and gender minorities around the world. ILGA; 2017.
2 COBUILD Advanced English Dictionary. Prejudice. [Online.] HarperCollins. https://www.collinsdictionary.com/dictionary/english/prejudice (accessed 8 Jan 2018).
3 Beck AT, Rush AJ, Shaw BF, Emery G. Cognitive therapy of depression. New York, NY: Guilford; 1979.
4 Meyer I H. Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. Psychological Bulletin 2003; 129: 674–697.
5 Guasp A. Gay in Britain. London: Stonewall; 2013.
6 Bachmann C, Gooch B. LGBT in Britain: hate crime and discrimination. London: Stonewall; 2017.
7 Bradlow J, Bartram F, Guasp A. School report: the experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017. London: Stonewall; 2017.
8 Williams H, Varney J, Taylor J, Fish J, Durr P, Elan-Cane C. The lesbian, gay, bisexual and trans public health outcomes framework companion document. [Online.] Public Health England; 2013. http://boltonshealthmatters.org/sites/default/files/LGBT%20PH%20Outcomes%20Framework.pdf (accessed 13 Feb 2018).

The languishing limbo: coaching for wellbeing



Not all clients who are supposedly free of mental illness are necessarily thriving. **Dr Jolanta Burke** demonstrates how coaches can work with those clients who are languishing, to promote and enhance their wellbeing and help them to flourish.

Frank was not unhappy, nor was he well; stuck somewhere between depression and happiness, he did not know what was happening to him.[1] According to research, Frank was not alone in his predicament, because, on average, one in 10 adults is reported to experience languishing, which is a limbo often hard for them to comprehend.[2] When languishing, individuals describe themselves as feeling empty, hollow, or stagnated.[3] It is the 'blah' feeling that some may find hard to shake off.

For a number of years, mental health was placed on a dichotomous continuum between mental illnesses, such as depression, anxiety, or alcoholism, and good mental health.[4] Therefore, mental health was often measured as the absence of mental illness.[5,6] For example, as long as people did not experience five symptoms of depression over at least two weeks, they were diagnosed as healthy.[7] In the same vein, coaching clients who displayed symptoms of mental illness were characterised as outside the coaching remit, and so referred to psychotherapists and counsellors[8], since coaches were not there to cure illness. This simplistic view of wellbeing continued until research was published that has changed the way both psychologists and practitioners perceive wellbeing.[9] This study was carried out with over 6,000 participants in the UK as a part of the Health and Lifestyle Survey, collated over almost a decade. The researchers asked participants questions relating to their symptoms of ill-being, such as depression or anxiety, as well as symptoms of wellbeing, such as meaning in life, or experiencing positive emotions. While, for many participants, mental illness was negatively correlated with mental health, meaning that they experienced mental illness and reduced levels of good mental health at the same time, over 30 per cent of participants demonstrated both; higher levels of mental illness along with higher levels of good mental health, or lower levels of mental illness along with lower levels of good mental health. This study showed that mental illness and good mental health can be unrelated to each other. Therefore, focusing on reducing mental illness is not synonymous with promoting good mental health.[10] This is why, when working with coaching clients who experience symptoms of anxiety and/or depression, coaches may help them enhance their wellbeing, without the need to address their ill-being, which is within the counsellors' and psychotherapists' remit. This is what happened to Frank, whose therapist →

> Considering that wellbeing is not merely the absence of ill-being, but an integral component that impacts on clients' overall health, the coach's ability to focus on building the elements of clients' wellbeing can become one of the most crucial coaching objectives

focused mainly on reducing his ill-being symptoms, which is why he had to work separately with me to boost his wellbeing habits.

Following the study, other research helped us further understand the relationship between ill-being and wellbeing. One component of good mental health is individuals' frequency of experiencing positive emotions.[11,12] Those who experience more positive than negative emotions are seen as mentally healthy.[13] Positive emotions serve a purpose of broadening people's minds, as well as building their resources.[14] Therefore, when people experience positive emotions, even if they come in a transient burst, their minds open up to options, they become more creative and inclusive. Furthermore, experiencing a higher ratio of positive to negative emotions results in enhanced intellectual resources (eg problem solving), physical resources (eg cardiovascular health), social resources (ie ability to maintain relationships), and psychological resources (eg optimism). Subsequently, all these resources help individuals to cope more effectively with life stressors and crises[15], as well as speed up their process of recovery.[16] In this context, coaching may be beneficial as a tool supporting therapy.

When experiencing depression, anxiety or other issues, a therapist may assist individuals to reduce their symptoms of ill-being, whereas a coach's role may be to enhance their wellbeing. Alternatively, both processes can be carried out simultaneously by a trained therapist, although it is not yet a common therapeutic practice.[17] Therefore, in the absence of therapists focusing on wellbeing, this role may well become the coach's responsibility. Also, considering that wellbeing is not merely the absence of ill-being, but an integral component that impacts on clients' overall health, the coach's ability to focus on building the elements of clients' wellbeing can become one of the most crucial coaching objectives. For Frank, the elements of wellbeing we worked on included meaning and engagement in life. Other clients might focus on experiences of positive emotions, such as gratitude, or developing optimism.

Higher levels of wellbeing elements are associated with various benefits relating to coaching practice. For example, clients who report higher levels of optimism and positive emotions may be more likely to achieve a goal[18], reduce their level of absenteeism[16], improve performance and job evaluation score,[19] or increase their income.[20] Therefore, boosting clients' wellbeing may not only serve as a supplementary tool to psychotherapy, but can also assist in crucial coaching-related work.

Finally, enhancing clients' wellbeing may be particularly helpful when working with languishing individuals. In the absence of mental illness and the presence of consternation as to why they continue to feel unhappy, coaching for wellbeing may help clients learn how to live a more fulfilling life. This can be done in two ways: firstly, by spurring clients into action to seek out more help; secondly, by enhancing their wellbeing, so protecting them from experiencing mental illness in the future. Let's discuss these two approaches in more detail.

Languishing is a state that can be more challenging to deal with than mental illness.[1] For Frank, experiencing languishing was more frustrating than his previous experience of depression, because he felt like he was on the point of giving up on himself, since he continued to feel indifferent, despite years of therapy. When experiencing mental illness, people often believe that they have finally hit rock bottom and need others to help them, and may actively engage with health services, such as their GP or a therapist. On the other hand, when people languish, they report being less engaged in daily activities, less aware of what they want from life, and report absence of at least six or more days from work.[3] Therefore, a coach may serve a particularly crucial role in helping individuals recognise that they may need medical and therapeutic help. More importantly, through coaching, clients may boost their wellbeing to such a level as to protect them from incidents of future mental illness.

When working with languishing clients, it is important to focus attention on their various aspects of wellbeing and identify to what degree they are developed, as well as establish goals to continue developing them further.[21] The current theories of wellbeing posit that increased levels of individual elements of wellbeing result in higher scores of overall wellbeing.[1] Therefore,

> “Enhancing clients' wellbeing may be particularly helpful when working with languishing individuals. In the absence of mental illness and the presence of consternation as to why they continue to feel unhappy, coaching for wellbeing may help clients learn how to live a more fulfilling life”

by developing the separate components of wellbeing, clients may start experiencing improvements in mental health that may ultimately lead to psychological flourishing.

Wellbeing and flourishing

Over the last few decades, two main models of wellbeing have dominated psychological research: subjective wellbeing (SWB)[22] and psychological wellbeing (PWB).[23] SWB is often referred to as hedonic wellbeing, because it posits that in order for individuals to be well, they need to experience high levels of positive affect, low levels of negative affect and high levels of self-reported life satisfaction,[22,24] which is often dependent on an emotional state, in that people report higher levels of life satisfaction when experiencing positive emotions.[25] On the other hand, PWB is often referred to as a *eudaimonic* model, because it incorporates deeper-level wellbeing, which does not consider momentary emotions.[26] The components of the model include self-acceptance, purpose in life, environmental mastery, positive relationships, autonomy, and personal growth.

For years, the proponents of PWB criticised the SWB model for its lack of depth when focusing on transient components of wellbeing.[27] Comparably, the advocates of the SWB criticised the PWB model for being theory based and not representing the views of people.[28] Both models have been well contrasted and compared[29] before finally being combined to create the basis for some of the psychological flourishing models.

Flourishing is a multidimensional construct that incorporates various components of wellbeing.[30] Therefore, in order for people to flourish, they need to experience high levels of many elements of wellbeing, not just subjective or psychological wellbeing. The sum of individual components predicts the level of flourishing.

There are four main measures of flourishing currently available to researchers and practitioners. One of the best known is the PERMA profiler (PERMA-P),[31] based on the PERMA model (positive emotion, engagement, relationships, meaning, and accomplishment).[12] In addition to the model components, PERMA-P also measures physical health, negative emotions, loneliness and happiness. This comprehensive model provides a single score of flourishing, as well as individual scores for each of the components. It is very easy to use with coaching clients as an assessment tool at the start of the coaching relationship, but can easily serve as a monitoring tool that helps clients identify their progress in enhancing their wellbeing.

The second flourishing model derives from the psychological flourishing scale (FS),[32] which posits that in order to flourish, people need to experience high levels of positive relationships, engagement, purpose and meaning, self-acceptance, self-esteem, competence, optimism and social contribution. This model provides a single score for flourishing, which can be used as a quick measure of clients' flourishing in life.

The third is a very comprehensive model of flourishing designed to measure wellbeing in a large-scale study.[33] It comprises 10 components, three of which are core features that need to exist in order to assess individuals as flourishing (positive emotions, engagement, meaning), and an additional six, of which people require high levels in at least three elements in order to flourish (self-esteem, positive emotion, competence, optimism, emotional stability, vitality, resilience). While the model is useful for working with clients to improve their wellbeing, the measurement of flourishing is too complex to apply in a coaching practice.

The final model is the mental health continuum (MHC),[3] which encompasses three types of wellbeing: emotional, psychological and social. Each of the wellbeing types is based on rigorous research findings and incorporates additional components, such as hedonic and eudaimonic happiness, social contribution, social integration, social actualisation, social acceptance and social coherence, as well as self-acceptance, environmental mastery, positive relations, personal growth, autonomy and purpose in life. This is a very comprehensive model, and the →

> Coaches' deeper understanding of what wellbeing is and an informed decision on what elements of wellbeing can be applied in a coaching practice… can help many people to begin to live their lives to the full

only one that identifies people who are languishing.

I am often asked which model should be used with coaching clients, and the answer I usually give is that all models have their own merits and can be used as required. When helping clients enhance their wellbeing, it is important to understand clients' values and either apply a specific model that is best aligned with them, or amalgamate components from various flourishing models into a blend most suitable for them.[21] Therefore, it may involve working with some clients on enhancing their PERMA components, which is what I have done with Frank, while working with others on boosting their MHC components, if it is more suitable for them. Alternatively, it may encompass parts of the PERMA and MHC components.

Positive psychology is a science of wellbeing and optimal human performance[4] that can offer a number of interventions aiming to enhance various components of wellbeing. They include such activities as savouring,[34] gratitude,[35] best possible self,[36] or strength identification and use.[37] These interventions can be carried out by coaches to enhance wellbeing and promote flourishing in clients' lives.[21] Coaches' deeper understanding of what wellbeing is and an informed decision on what elements of wellbeing can be applied in a coaching practice, as well as practical ways to do it, can help many people, just like Frank, to begin to live their lives to the full, after years of being stuck in the darkness of the languishing limbo. ■

Jolanta Burke, PhD, is a senior lecturer and co-leader for MSc in Applied Positive Psychology and Coaching Psychology at the University of East London. She speaks at conferences and events around the world, and writes extensively for academic journals, popular magazines and newspapers. She has been recently acknowledged by the *Irish Times* as one of 30 people who make Ireland happier. Her forthcoming book on the practical applications of positive psychology in coaching will be published by Routledge in autumn 2018. For more information about Dr Burke, please visit **www.jolantaburke.com**

References

1 Burke J. Happiness after 30: the paradox of aging. Dublin: Jumpp; 2016.
2 Keyes CLM. Mental illness and/or mental health? Investigating axioms of the complete state model of health. Journal of Consulting and Clinical Psychology 2005; 73: 539–548.
3 Keyes CLM. The mental health continuum: from languishing to flourishing in life. Journal of Health and Social Behavior 2002; 43: 207–222.
4 Burke J, Minton SJ. Re-thinking well-being measures in bullying and cyberbullying research. In McGuckin C, Corcoran L (eds). Bullying and cyberbullying: prevalence, psychological impacts and intervention strategies. New York: Nova; 2016 (pp89–104).
5 Burke J, Hackett M. When Irish eyes are smiling: Irish therapists' well-being and their passion for the work of counselling & psychotherapy. Irish Journal of Counselling and Psychotherapy 2017; 17(3): 20–26.
6 Burke J, Stephens E. Applying positive psychology to sex addiction. In Birchard T, Benfield J (eds). Routledge international handbook of sexual addiction. New York: Routledge; 2017 (pp235–246).
7 American Psychiatric Association. Diagnostic and statistical manual of mental disorders (5th edition). Washington DC: APA Publishing; 2013.
8 Hart V, Blattner J, Leipsic S. Coaching versus therapy: a perspective. Consulting Psychology Journal: Practice And Research 2001; 53(4): 229–237. doi:10.1037/1061-4087.53.4.229.
9 Huppert FA, Whittington JE. Evidence for the independence of positive and negative well-being: implications for quality of life assessment. British Journal of Health Psychology 2003; 8: 107–122.
10 Keyes CLM. Promoting and protecting mental health as flourishing: a complementary strategy for improving national mental health. American Psychologist 2007; 62: 95–108.
11 Seligman MEP. Authentic happiness: using the new positive psychology to realize your potential for lasting fulfilment. London: Nicolas Brealey Publishing; 2003.
12 Seligman MEP. Flourish: a visionary new understanding of happiness and wellbeing. London: Nicholas Brealey Publishing; 2011.
13 Fredrickson BL. Updated thinking on positivity ratios. American Psychologist 2013; 68(9): 814–822. doi: 10.1037/a0033584.
14 Fredrickson B. The role of positive emotions in positive psychology: the broaden and build theory of positive emotions. American Psychologist 2001; 56(3): 218–226.
15 Fredrickson BL, Tugade MM, Waugh CE, Larkin GR. What good are positive emotions in crisis? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. Journal of Personality and Social Psychology 2003; 84(2): 365–376. doi:10.1037/0022-3514.84.2.365.
16 Cohen S, Doyle W, Turner R, Alper C, Skoner D. Emotional style and susceptibility to the common cold. Psychosomatic Medicine 2003; 65(4): 652–657.
17 Burke J. The clinical practice of wellbeing. Healthcare Counselling and Psychotherapy Journal 2017; 17(4): 14–17.
18 Toyama M. Dispositional optimism moderates the inhibition of alternative goals. Japanese Journal of Educational Psychology 2017; 65(1): 1–11. doi:10.5926/jjep.65.1.
19 Staw BM, Sutton RI, Pelled LH. Employee positive emotion and favorable outcomes at the workplace. Organization Science 1994; 5: 51–71.
20 Diener E, Nickerson C, Lucas RE, Sandvik E. Dispositional affect and job outcomes. Social Indicators Research 2002; 59: 229–259.
21 Burke J. Positive psychology coaching: practical guide to applying positive psychology in coaching. New York: Routledge (in press).
22 Diener E. Subjective well-being. Psychological Bulletin 1984; 95(3): 542–575.
23 Ryff CD, Keyes CL. The structure of psychological well-being revisited. Journal of Personality and Social Psychology 1995; 69(4): 719–27.
24 Diener E, Emmons RA, Larsen RJ, Griffin S. The satisfaction with life scale. Journal of Personality Assessment 1985; 49(1): 71.
25 Kahneman D, Riis J. Living, and thinking about it: two perspectives on life. In: The science of well-being. New York, NY: Oxford University Press; 2005 (pp285–304). doi:10.1093/acprof:oso/9780198567523.003.0011,
26 Ryff CD. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology 1989; 57: 1069–1081. doi: 10.1037/0022-3514.57.6.1069,
27 Ryff C D, Singer B. The contours of positive human health. Psychological Inquiry 1998; 9(1): 1.
28 Diener E, Sapyta JJ, Suh E. Subjective well-being Is essential to well-being. Psychological Inquiry 1998; 9(1): 33.
29 Keyes CM, Shmotkin D, Ryff CD. Optimizing well-being: the empirical encounter of two traditions. Journal of Personality and Social Psychology 2002; 82(6): 1007–1022. doi:10.1037//0022-3514.82.6.1007.
30 Hone LC, Jarden A, Schofield GM, Duncan S. Measuring flourishing: the impact of operational definitions on the prevalence of high levels of well-being. International Journal of Well-Being 2014; 4(1): 62–90. doi:10.5502/ijw.v4i1.4.
31 Butler J, Kern ML. The PERMA-profiler: a brief multidimensional measure of flourishing. International Journal of Wellbeing 2016; 6(3): 1–48. doi:10.5502/ijw.v6i3.526.
32 Diener E, Wirtz D, Tov W, Kim-Prieto C, Choi DW, Oishi S, Biswas-Diener R. New well-being measures: short scales to assess flourishing and positive and negative feelings. Social Indicators Research 2010; 97(2): 143–156. http://dx.doi.org/10.1007/s11205-009-9493-y.
33 Huppert FA, So TC. Flourishing across Europe: application of a new conceptual framework for defining well-being. Social Indicators Research 2013; 110(3): 837–861. doi:http://dx.doi.org.elib.tcd.ie/10.1007/s11205-011-9966-7.
34 Bryant FB, Veroff J. Savoring: a new model of positive experience. Mahwah, NJ: Lawrence Erlbaum Associates Publishers; 2007.
35 Emmons RA, McCullough ME. Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life. Journal of Personality and Social Psychology 2003; 84(2): 377–389. doi:10.1037/0022-3514.84.2.377.
36 King LA.The health benefits of writing about life goals. Personality and Social Psychology Bulletin 2001; 27(7): 798–807.
37 Seligman MP, Steen TA, Park N. Positive psychology progress: empirical validation of interventions. American Psychologist 2005; 60(5): 410–421.

Opinion

Nature has a role to play in coaching

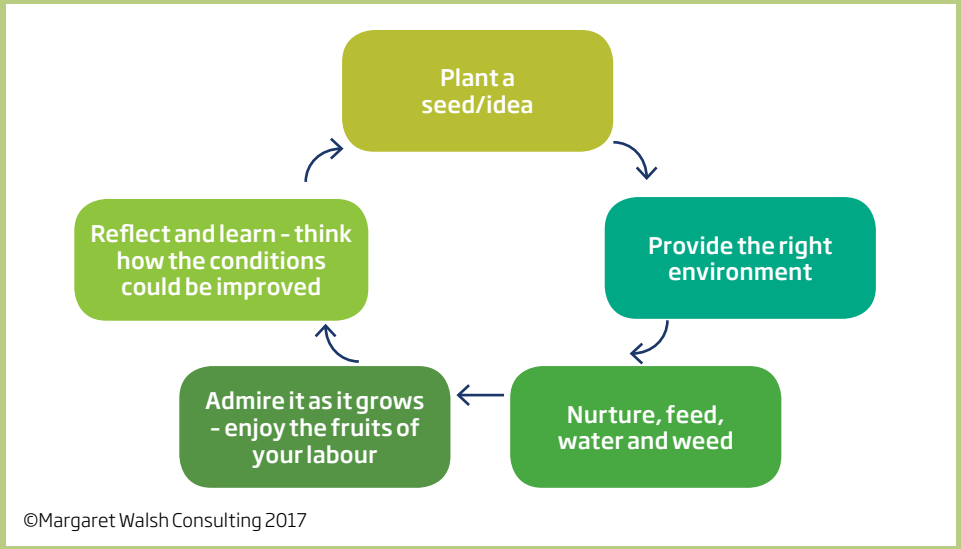
Coach/therapist **Margaret Walsh** promotes the benefits of improved mental wellbeing and suggests that a greater sense of purpose can be gained by integrating nature into coaching practice.

If you knew that you could help your clients to make a deeper connection with their inner worlds and ease some of the stress that they might be experiencing, would you test out the idea? If yes, then a closer connection to nature offers this potential gain.

Nature is within us and surrounds us and still we can so easily become disconnected from it. With the current pace of life, we find that many people tune out of themselves and the world and connect with technology instead. This often results in a shutting down of parts of their inner world. Many clients report the benefits of coaching as giving them 'a space to think' although, ironically, coaches often feel an internal pressure to 'prove their worth', through the clever use of tools and theories. The coaching process can then start to look, and feel, much more like an intellectual exercise, where only the conscious part of the brain is engaged. With developments in neuroscience suggesting that most of our thoughts and behaviour come from our unconscious processing, so much more could be gained from tapping into a client's 'hidden nature'.

Harvard biologist, Edward Wilson, examined our connection with nature and expanded the concept of *biophilia* (a love of living systems), which he articulated as 'the connection that human beings subconsciously seek with the rest of life'.[1]

Fig 1: Understanding coaching's parallel process with nature



The role of nature in coaching

Coaching involves working with the inner world, and in 2016, Natural England published a report, which estimated that, each year, one in four people will experience a 'significant' mental health problem. It reports: 'there is now compelling evidence to show that contact with nature and the outdoors improves physical health and mental wellbeing'.[2] So, knowing that nature can enhance mental wellbeing, when does it get used in coaching?

My experience of coaching is that it is delivered in traditional ways, often in a bland office, with little or no connection to the natural world. However, when you stop and listen to the language of a coach, there are numerous references to nature/gardening such as '*sowing the seeds*', '*nurture*', '*adapting to the environment*', '*use of tools to improve performance*' or '*managing your boundaries*'.

The processes involved in growing a plant are, indeed, very much like the processes followed when developing a new idea or, for example, deepening self-awareness, as captured in the cycle in Figure 1 below.

One of the most popular frameworks for coaching is GROW – Goals, Reality, Options and Way Forward – developed by the late Sir John Whitmore in the 1980s.[3] Perhaps, unconsciously, it contains a 'nod' to nature.

Nature as a metaphor in coaching

A metaphor helps us to gain clarity by identifying hidden similarities between two ideas. In coaching, one of the key objectives is often to increase a client's self-awareness, and nature provides a perfect example of many of the issues that individuals grapple with, like change and resilience. By tuning in more closely to nature, there is scope for clients to tune in more closely to their own, perhaps hidden, nature and to develop a stronger connection to both. We also see first-hand in nature that every day differs from the next, but there is also reassurance in the repetition. A garden builds layers over the years and enriches its space. It also teaches us the payback of effort, as the more you put into a garden, the more you gain, and also that results take time.

> By tuning in more closely to nature, there is scope for clients to tune in more closely to their own, perhaps hidden, nature and to develop a stronger connection to both

Additionally, a garden encourages us to pay attention to the here and now. Nature provides a place to feel grounded and rooted in the moment, thus allowing an exploration of our inner landscape and imagination. Often, there can be a different sense of time that is measured in more natural ways, like the growth of a plant, rather than in minutes and hours.

Understanding our own coaching nature

The factor identified by Asay and Lambert as being most vital to successful outcomes in one-to-one therapeutic work, which can be transposed to coaching, is the quality of the *relationship* between coach and client.[4] To achieve a robust coaching relationship, it is important that, as coaches, we have excellent self-awareness so that we do not bring our own biases or preconceptions into the coaching space. While no ethical coach would consciously do this, we are all subject to our own unconscious processes, and gaining insight into these is part of our continuing professional development (CPD).

So, why not build in time in your own CPD for a better connection to nature and see what happens? When we are in nature, we are aware of the rhythms and cycles of the seasons and of the changes in the world, and these can also connect us with the changes that exist within us.

How to integrate nature into coaching

1. Use nature as a metaphor and work with the seasons and not against them – the use of nature as a seasonal process offers rich opportunities to explore the changing cycles of life. For example, there is a slower pace in the garden in wintertime, which gives us time to think, as there is often not the frenzy of activity associated with the other seasons. In winter, we can see more of the underlying structure of things. We can create our own 'winter' in our lives (and those of our clients), which gives time for planning and building in change.
2. It is so easy to sit in an anonymous office and for coaching to start in that way, but take time to consider how the coaching space is decorated. Consider displaying pictures of nature and bringing in seasonal flowers, berries, or pine cones. This does not need to be expensive or time-consuming, but shows an awareness of the changes and development in the wider, natural world and this can influence change in the coaching space.
3. Work outdoors, although be mindful of confidentiality. There may be times when a walk would help to shift a client's thinking or feelings in more productive and imaginative ways than can be achieved sitting still in an office.
4. Encourage clients to grow something, to observe the process of growth and to tune in to this as a metaphor for 'growing' an idea or project of their own. When we notice the needs of a plant and maximise its conditions for growth, this can facilitate learning about our own nature and how best to respond to our own needs. →

Obviously, coaching outdoors is not the norm and so it would be good practice and ethical to ensure the client is happy before proceeding. Some issues to consider in advance are:

- Unpredictability of the weather – have a plan to address 'bad' weather.
- Maintaining confidentiality – consider the environment and material you cover if working outside so that you manage confidentiality.
- Timing and maintaining boundaries – practical measures like setting a timer on your phone could assist here. Also, be aware you need to stay in your professional role as coach.
- Safety and risk assessment – while this does not need to be complex, a sensible assessment of the client's fitness and the terrain and distance to be covered should suffice.

None of these issues is insurmountable – they just require a little bit of planning. While working in nature may not suit all clients, it may be useful or inspiring for many.

Inspire and learn

The practice of looking deep into nature to gain insight is used by people from mathematicians and scientists, to architects and professionals, who construct buildings, develop new drugs and design IT networks based on what they find in nature. Nature also inspires legions of artists, poets and writers.

Inviting nature to become a part of the coaching conversation adds another dimension to the process of change. When exposed to nature, people often connect more deeply and can have profound shifts of awareness. In our modern technological age, where connection with our emotions and inner world is under threat, it is important to consider how we can use nature in coaching. Deep down, we know that our connection to nature is important. ■

Margaret Walsh is a coach/psychotherapist interested in what is happening beneath the surface of our awareness that drives our behaviour. Margaret has worked in senior HR roles across all employment sectors and is a Fellow of the Chartered Institute of Personnel & Development. As a practising MBACP psychotherapist and registered coach with the Association for Coaching, she has integrated her deep-level psychological knowledge and interest in nature to develop a new coaching masterclass. Margaret also writes a regular blog at **margaretwalshwork.blogspot.co.uk** and can be contacted at **margaretwalshcoach@gmail.com**

This article first appeared in the October 2017 edition of *Coaching Perspectives* and is reproduced here with the permission of the Association for Coaching. http://www.associationforcoaching.com/page/CoachingPerspectives

References

1 Wilson E. Biophilia: the human bond with other species. NY: Harvard University Press; 1990.
2 Bragg R. Atkins G. A review of nature-based interventions for mental health care. Natural England Commissioned Reports, Number 204; 2016.
3 Whitmore J. Coaching for performance. London: Nicholas Brealey Publishing Ltd; 1994.
4 Asay TP, Lambert MJ. The empirical case for the common factors in therapy: quantitative findings. Washington DC: American Psychological Association; 1999.

Ask the Executive

In this issue, three members of the BACP Coaching Executive address another common question:

£££

How do I set my prices as a coach?

1 The issue of charging for coaching services is an unnecessarily thorny one for many coaches as it goes to the heart of our self-worth. How much do you value your expertise and how much do you believe others will value it? Knowing your market will give you confidence, so make some enquiries and see what other coaches charge – some will display their fees online. It's undoubtedly true that experienced coaches can command high prices, but if you know you're good at what you do, you can too. When I started coaching over 20 years ago, although I was a new coach, I was both an experienced counsellor and businesswoman, so I felt happy charging my worth.
By comparison, when I first started counselling, I was patently aware of my lack of experience and charged a minimal fee accordingly.

The organisation as client

Charging organisations is quite different from charging individuals. An organisation will have a coaching budget and an expectation of how much coaching will cost. They will decide who should benefit from this, when and why, and the individual won't pay a penny. So the client we charge is the organisation, the client we coach is someone else altogether. To complicate matters, sometimes the coachee holds their own budget for coaching; at other times, it's the coachee's manager or the organisation's human resources (HR) department.

If your fees are slightly below their expectations, clients may be pleased with the savings. However, if your fees are vastly less, they will wonder why, and may privately question just how good you are, if your fees aren't commensurate with their expectation of your ability. Decide if you're willing to negotiate before you talk prices. Negotiation could be anything from lowering your pricing, to a sliding scale depending on volume of work. There's no hard and fast rule, so be entrepreneurial and create your own pricing model, as long as you don't under-price yourself.

Charging checklist

Questions you need to consider before you meet your client or to ask in a preliminary meeting include:

- What is the organisation expecting to pay?
- What budget does it have?
- How much does it value executive coaching?
- What has it paid in the past?
- How experienced are you? How will you add value and therefore command a higher fee?
- What are you comfortable charging?
- If you charge x, how will you be perceived?
- Is it a large corporate, SME (small to medium-size enterprise), or not-for-profit? Does this make a difference to the amount you want to charge? And if you decide to charge less (for not-for-profits, for example), can your own budget cope with the reduction?
- If you provide work pro bono, how will you feel at the end of it? Will this vary if you do or don't get further work from it?
- Do you have a sliding scale of fees, depending upon the amount of work you do for an organisation (eg slightly lower fees if the work is regular rather than a one-off)?
- Are you a good negotiator? How will you respond if your client wants to negotiate down or if they just don't have the budget to meet your fees?
- And finally, how do you feel about your own fees? Are you going to be able to speak them out loud to your client confidently, and sound as if you know you're worth it?

The pitfalls of pro bono

You may want to consider pro bono work as a means of trialling your skills and tempting clients in. Many years ago, an SME approached me as its HR manager had met me and was keen for me to provide its executives with coaching. I met the director and we had a good rapport but she was wary of coaching. She asked me if I would coach one of her team pro bono and, if successful, she would introduce coaching (and me as the coach) to the whole organisation. I am generally not a fan of free sessions (I prefer to give my time freely in a different way) but I liked the organisation, wanted the work and agreed. The coaching sessions were a huge success, but the director prevaricated for weeks over whether to introduce coaching, the HR manager eventually left and the director decided she didn't want a coach after all. Other coaches will have a different experience I'm sure, but throughout my career, I have always found that clients value what they pay for. If I want to do pro bono work, I do it without any desire to create paid work from it. That way, I enter the process positively, I feel great for having given of my time without wanting recompense, and I don't resent my clients for paying too little or not paying at all. It's never good to resent your clients!

Ultimately, you need to feel comfortable with the prices you set, which should be a reflection of you and all that you bring to every client you meet. As therapeutic coaches, we offer a deep and broad experience to our clients. Within many organisations, encountering such a coach is a new, fulfilling and valuable experience, and a great investment for businesses and for the individuals who make them work.

Michèle Down is a member of the BACP Coaching Executive.
michele.down@btopenworld.com →

2 A counselling session is typically no more than an hour, it is more intense and often needs to be more frequent than coaching, so the number of sessions could potentially be extensive (though not always). And perhaps for historical reasons and its connection to the caring professions, it is typically charged at a lower rate. Relationship coach David Steele believes that some helping professionals may typically be more motivated than the average person by wanting to be of service and help others and may have a particularly anti-profit mentality.[1] Both clients and counsellors may have an expectation that caring is at odds with profit.

Coaching sessions are usually longer, less frequent and often (but not always) take place over a shorter period of time than counselling. Coaching historically has typically been seen as a business investment, likely to increase the possibility of meeting business goals and thus impacting on the income generation of the coachee or their organisation. Coaches will also often offer some input between sessions in terms of eg sending resources, or a call to a client to help prepare them for an important meeting etc. If you wish to work in the executive market, you need to charge an amount that reflects the sense of what the coaching is likely to be worth to the coachee/the sponsor. Coaches from a business background may also be less distrustful of having a profit motive alongside their desire to offer a good service to their clients.

Clients may assume that you are less experienced or less qualified if your rates do not match what they are used to paying for other professional services. There is also an argument that changes are difficult to make, and investing more heavily may increase the coachee's motivation to work hard to make the change. I will charge a much higher rate for executive coaching, which enables me to offer lower-cost counselling to young people and to work pro bono, offering my services free to some other sections of the population who are no less deserving of coaching but not able to pay the higher rate.

Pro bono versus sliding scale

When you are starting out and need the experience, and if you don't yet have complete confidence that you have mastered your craft, you can pitch to organisations or individuals that for a limited period (with transparency about your need for experience and feedback) you are offering to work pro bono, and that once qualified, or after a particular period of time, you will charge the going rate. Once clients have an experience of working with you, they are often more aware of the worth of subsequent investment. When you are sufficiently experienced/qualified, working pro bono also helps you to provide coaching to individuals and groups who would not otherwise be able to afford your services, without devaluing the true cost and worth of what you offer. Steele asserts that when you charge a significant fee for your services, you can afford to fund community service and pro bono work: 'When you charge what you're worth, the more people you help, the more money you make. The more money you make, the more people you can help.'[1]

I generally charge less when working in the context of a complementary health centre in order to be more aligned with that model. However, if the individual is looking for executive coaching, I charge a higher rate, closer to (but still not as high as) that which I charge when working within organisations, coaching leaders. Other coaches do offer differential pricing, though you need to proceed with caution in order to avoid devaluing your offer. In *Developing a Coaching Business*, Jenny Rogers provides a useful list of areas for consideration when looking at differential pricing: this includes capacity, lack of damage to brand, an interesting new market, or a worthy cause.[2]

Assessing your outgoings

Rogers suggests a couple of starting points for establishing fees, one of which is to make a list of your actual outgoings, decide on the number of days in a year that you will do chargeable work and divide the former by the latter to see what your lowest target of earning per day needs to be. Divide this by the number of hours you want to deliver per day. She suggests six hours a day as 'the maximum that most coaches can deliver and stay sane'. This fee can then provide a bottom line starting point for your thinking. She also suggests you look at competitor pricing, geography and the salary of your target client as well as your years of experience. You will also need to consider differences in sector rates and what the market will pay.

Carolyn Mumby is Executive Specialist for Training and Deputy Chair of BACP Coaching.
c.mumby@ntlworld.com

3 Putting up our prices can feel a bit alarming, but there are lots of ways in which we can add value or continue to develop and invest in ourselves and our clients, which can make it a bit easier. First, just knowing it's normal to feel a little resistance can help us support ourselves through the transition. Personally speaking, every time I've raised my prices, there's been a week or so (one time, a *month*) where I haven't had a single new enquiry, and a part of me has worried. Then, as I integrate the new price in myself, all of a sudden, things pick up again – every time. Now I trust in this process more.

Based on my area and the fact that I'm a therapeutic rather than executive coach, I feel pretty good about my prices. Even so, a different rate for counselling and coaching makes more sense for me. My fees vary more in relation to frequency and expected length of work.

I have recently expanded my practice into a couple of towns further east from my main base, and this has been interesting in terms of seeing what local practitioners there are charging. What is nice is that, with time, we get more used to the discomfort any kind of change and challenging ourselves brings, and get better at supporting ourselves through it. Ultimately, everyone benefits when we charge properly as it means we're able to be more present, less likely to run on empty and are also modelling self-care (especially with supervisees or business coaching clients) by charging sustainable prices. The whole industry benefits too, as by placing proper value on our work, our clients are more likely to be motivated and invested in the process, and hopefully, it encourages our colleagues to challenge themselves to put their own prices up too. ■

Eve Menezes-Cunningham is Chair of BACP Coaching.
eve@feelbettereveryday.co.uk

References

1 Steele D. From therapist to coach. New Jersey: John Wiley &Sons; 2011.
2 Rogers J. Developing a coaching business. Maidenhead: McGraw-Hill Education/OUP; 2006.

Coaching Conversations: setting effective boundaries

Boundaries are essential for effective and ethical therapy, but do we need different boundaries for coaching and counselling? **Sally Brown** asks leading coaches about the rules that work for them.

The coaches

Diane Parker is a coach, group facilitator and dance movement psychotherapist. She currently runs a long-term creative movement therapy group for female service users in community mental health. Diane also works with men in custody as a coach, facilitator and primary care therapist. She is the editor of *Coaching Today*.
www.uk.linkedin.com/in/dianeparker

Miranda Rock is an Association for Coaching (AC) master coach with 15 years' experience, coaching executive-level clients within large organisations throughout the UK and globally, and an accredited coach supervisor through the Coaching Supervision Academy (CSA). She also has more than 30 years' experience as a counsellor for Relate and in private practice in Guernsey.
www.executive-coaching.co.uk

Do you have different boundaries for coaching and counselling clients? If so, how has this come about/why do you feel it is appropriate?

Diane Parker: I will accept a certain level of communication between sessions from my private coaching clients, whereas communication with those clients I work with in the community is restricted to practical issues related to sessions, eg time, place, etc. Clients with whom I work in the criminal justice system as either a coach or therapist are subject to yet another level of boundary management, for obvious reasons, and work that I carry out under contract for organisations as opposed to private work will follow a particular procedure, working within that organisation's model and code of practice. So it's complex and multilayered.

Miranda Rock: The coaching relationship is different from the counselling one. Clients who come into counselling are usually struggling with something at that point and therefore may need to be held or contained in a particular way. For that holding to be safe, it needs to be contained within clear boundaries; whereas in coaching there is more of a feeling of equality, and the boundaries become more professional in nature, as one would have with other professionals.

Ian Holder: One of the main differences between counselling and coaching is that counselling is about developing the client's autonomy, whereas coaching is about developing the client's skills and abilities to function well. For coaching, we already have an agreed objective, and it's about the client being able to develop and strengthen their understanding and knowledge. So, the boundaries are slightly different, although coaching, like counselling is, of course, a professional relationship, not a friendship.

Rachel Weiss: Having trained as a counsellor, my default position when I started coaching in 2008 was to keep the same boundaries. Now I'm flexing in response to clients. There is far less shame or stigma attached to coaching than counselling, so clients are more open. I train a lot of coaches and what I find is that those who come from a counselling background have lots of boundaries, but those who come from a business background are more relaxed.

Steve Perkins: I prefer a clear but flexible contract, making no distinction between counselling or coaching, which sets out the broad boundaries of our work together (confidentiality etc). I'm often contacted by clients who have decided a coach can effectively help them work on some aspect of their lives, but as we begin to work together, we realise that the nature of our work is becoming quite different. Likewise, clients who have approached me for counselling may bring issues where coaching approaches (and a generative energy) are likely to be most helpful. But the client is the same person.

A counselling or coaching relationship is not a friendship. How do you communicate this to new clients (ie in a written contract, verbally, or through your actions/way of being with the client)?

Diane Parker: I summarise verbal agreements in a written contract. I think it's essential to model good boundaries – I find this is especially important in groupwork, when dynamics are in constant flux. If I demonstrate weak or leaky boundaries, I am sending out a message that boundaries are unimportant or not to be respected. For example, as a group we have established rules around lateness and timekeeping. However, anyone who arrives early to the session will not gain access to the room until the designated start time – it may sound petty or draconian, but it is important that the group members realise that the time and space either side of the session is mine and by protecting that time and space for myself, I am modelling good boundaries for everyone.

Ian Holder has been an executive coach and psychotherapist for 20 years. He specialises in change management, cross-border dialogue, business development and team building, particularly within the performing arts, film, media and music industries.
www.3cpartners.com

Rachel Weiss is a BACP-accredited Gestalt-trained counsellor, and an International Coaching Federation (ICF)-accredited coach. She is the founder of Rowan Consultancy, which offers coaching, employee counselling, workplace mediation and training throughout the UK.
www.rowan-consultancy.co.uk

Steve Perkins currently combines psychotherapy work through Whitestone Therapy with his role as director of Blackwood Consultants in London, offering therapeutic coaching to individuals and institutions. He previously worked in finance, as an executive director on trading floors across the City.
www.whitestonetherapy.com

Photo: Rachel Weiss © SundayPost

Miranda Rock: With new coaching clients, I communicate boundaries both verbally, when contracting at the outset of the work, and through my way of being with the client, which would be professional, not inviting them to events, or contacting them between sessions for reasons other than to arrange the next session. There is a beginning and an end to a coaching session, which is a verbal expression of the relationship.

Ian Holder: With both coaching and counselling, I use the initial interview to communicate this. When you are just qualified, boundaries are essential. But when you are a more experienced practitioner, it may be OK to be more flexible, while always being mindful of doing it for the right reasons.

Rachel Weiss: I send clients a written document before we meet that outlines how coaching works, and I think the tone of that establishes that this is not a friendship, it is a business relationship. Once, a friend asked me to coach them, and I agreed, but said 'we need to be really clear on the boundaries – during this set time, I am your coach, and everything you say during that time is confidential; and afterwards, we revert to being friends.'

Steve Perkins: Although my relationship with clients isn't a friendship, and I try to set the 'outer limits' very clearly, I also leave room for both me and my client to move within those limits and build a relationship that isn't too shackled by a sense of restriction.

What rules do you have when encountering a coaching client in a social setting (ie do you acknowledge but not engage in conversation? Or talk to them like a colleague or business contact? Or talk to them as a client?) Does this differ from your rules with counselling clients?

Diane Parker: I think this is another example of modelling good boundary management. I think if boundaries have already been established with clarity and transparency, then it is no problem to encounter a client in another context. I am careful to behave like a human being first, and a coach/therapist second. I think it's a case of striking the right balance between 'cool' and 'warm' – being friendly but with a professional distance.

Miranda Rock: Living in Guernsey, you bump into clients on the beach, where you are in your bathing suit, and they are in theirs, or in the queue in Boots, where you look down and wonder what you have in your basket! But I am just professional and pleasant. With my UK coaching clients, the boundaries are much →

> Clients who come into counselling may need to be held or contained in a particular way... whereas in coaching there is more of a feeling of equality, and the boundaries become professional in nature

simpler, and when the work is finished, I would never see them again, unless I go back and do some work with their company. It's one of the joys of working on the mainland where I can walk into an organisation and people will say, 'Hello, pleased to meet you' rather than, 'I was playing golf with your ex last week'!

Rachel Weiss: I usually say to clients, both coaching and counselling, if I see you in the street or at a networking event, I will take my lead from you. Feel free to ignore me, or say hello. But I also warn them I am a bit face-blind and may not recognise them initially! Working in Perth, a small city, paths do cross and I will generally acknowledge a coaching client if I meet them at a business event, and take my lead from them in terms of further conversation.

Steve Perkins: I would acknowledge my client in some way, verbally or with a wave, but would not have a conversation. For me, this is a sensible safeguard for client and practitioner alike, and one that I have tended to stick to. In certain circumstances, I would talk to clients in a business-social setting. I have done this only a couple of times, and the nature of my work with both these clients was firmly at the coaching end of the continuum.

Would you hold a coaching session in a public place like a café?

Diane Parker: I have and still do occasionally hold coaching sessions in public spaces. The majority of my private practice is conducted by telephone or Skype; but if possible, I will conduct the initial session face to face, and there are a couple of cafés in central London I use, which are public but offer a certain level of privacy.

Miranda Rock: In Guernsey, I would never coach in a café. I have done it in the UK when the client is absolutely determined to get out of their building. I have also done coaching walking around a park, which is an alternative. But mostly, I am coaching inside people's offices, usually in a meeting room.

Rachel Weiss: This has come up, as I sometimes have to travel to see a client and we need to find a suitable venue. They will sometimes say, 'There is a Costa', but I will say no. Perhaps because I am a counsellor, I know there is a possibility they may shed a tear in a coaching session. Similarly, I wouldn't coach in a hotel lobby.

Steve Perkins: Yes, I would, if I had to. A private space may be best, but sometimes an element of external distraction may help clients ease into the process of coaching or counselling with greater ease. I would have nothing in principle against this.

Would you feel comfortable coaching a client in their home? If not, what are your reservations?

Diane Parker: Personally, I feel that conducting sessions in a client's home is an invasion of privacy, and I would only do it in extreme circumstances. When I work by Skype, I am often struck by the intimacy of being in someone's living space, even when viewed through the lens of a camera – the space where they eat or sleep or play with their kids or cuddle their partner or cat as they watch the telly. I'm sure some clients prefer to stick to telephone coaching for that reason.

Miranda Rock: I have done it once and I will try to avoid it again. It shifted the dynamic and even though there was no-one else in the house at the time, it was hard for the client to concentrate. There is something about being on their sofa, and they are hosting you, that changes the dynamic.

Ian Holder: Perhaps if they were housebound. But it's not something I have ever done. On the whole, I prefer clients to come to me. I am a big believer that people configure in relation to their settings. So, in their settings, they are much more set in their ways, and less malleable. Clients come for coaching because they want to change, and if you are trying to change when everything around you screams, 'Stay the same', it makes it harder, and change is hard enough as it is!

Rachel Weiss: No, why on earth would you want to? I guess you might if they are a small business owner working from home. But I would still encourage them to come to my space or we might use telephone or Skype coaching.

Steve Perkins: I don't currently offer a service like this. In principle, I am not against the idea, but I prefer to know that the environment in which I meet clients is safe and conducive to a focused session.

What contact between sessions are you OK with? For example, is it OK for clients to contact you for support between sessions via email, text or phone? Has this ever become problematic?

Miranda Rock: During contracting, I will let a coaching client know that it is OK for them to connect with me in between sessions, if they need to, and I say something like, 'If what you need is just 10 minutes to chat through something that has happened that can't wait until your next session, if you give me a quick call and an email, I will get back to you.' Over the years, very few have done it. With counselling clients, there is usually no contact between sessions.

Ian Holder: With counselling, people can be in crisis and I professionally want to be available to people when that happens. But it is also important that I keep myself well, healthy and safe, so with a counselling client, it would never be a case of saying, 'Yes, call or text whenever'. It's more a case of, 'If you really are in crisis, and need additional support in between sessions, let me know', and it may be chargeable. With a coaching client, if they were in crisis, I would not switch roles, but would recommend that they go to a counsellor.

Rachel Weiss: In counselling, I don't have any contact between sessions unless it's a dire emergency, or we are rescheduling. But in coaching, we offer different packages, and our Gold Package includes up to an hour of contact between sessions. Where it's not included, clients tend not to ask for it, although if they did, I would potentially see it as another session and bill for it.

Steve Perkins: For me, the essential thing is to explicitly discuss how we work at frequent intervals – this may include things like emails or 'check-in' calls. For example, I might agree to a check-in call before an important job interview (if, say, I have been helping a client with anxiety). Also, I would typically respond if a client was experiencing a crisis and reached out to me for immediate help. This discussion about the process of therapy is helpful in itself (regardless of the content of sessions) and may help some clients begin to access a more contextualised view of their inner world, relationships and other issues that may be under discussion.

> When I first started coaching, I applied my counselling boundaries, which was no self-disclosure ever, but then I realised, coaching is different, and it can be helpful to self-disclose a bit. However, it will always be a very conscious choice to self-disclose and only because I believe it to be in the service of the client

Social media can play an important part in establishing your brand identity as a coach. But would you allow a client to 'friend' you on a personal Facebook/ Instagram page? How easy is it to keep your professional/personal lives separate on social media?

Diane Parker: I am not a big user of social media these days, and I'm not sure it is entirely possible to separate personal and professional life in this field, as we are drawn to it primarily because of who we are. The only social media site where I will accept connection requests from clients is LinkedIn. I accept connection requests from private coaching clients, and only then once the work has been completed.

Miranda Rock: The only social media I use is LinkedIn, which tends to be a professional forum. I have chosen not to join Facebook partly because I am a technical dinosaur, but also to protect my personal life in a small community.

Ian Holder: Social media is a nightmare. Facebook is only for my friends and not for clients. I try to keep my Twitter personal too. But I do have a professional Facebook page, which is separate from my personal page.

Rachel Weiss: I don't 'friend' a person on Facebook if they are a business contact, or a coaching student, or a client. That doesn't stop them from seeing a post if I have been 'tagged' by a mutual friend, so I am aware that anything I post has the potential to be seen by a client. I use the same guidelines for coaching as for counselling.

Steve Perkins: Although I have social media profiles for Whitestone Therapy, I view these as just an avenue for clients to find me and reach out. I don't try to keep them active for the sake of it, nor encourage or accept friend requests. Above all else, a therapeutic relationship must be experienced as safe, and it is important to me to keep client relationships free from the subtle psychological restrictions that I might impose with any attempts to 'brand' myself in some way on social media. →

Do you ever self-disclose while coaching, and if so, what has prompted you to do so? Do you have different rules about self-disclosure when you are coaching and when you are counselling?

Diane Parker: I am a big fan of the concept of 'judicious self-disclosure'. If I believe I have information that would be useful to a client, I will share it. In our initial meetings (assessment or contracting), I encourage clients to ask me questions, and I aim to be transparent in my answers, while deciding what and how much information is appropriate to share with them, depending on the context.

Miranda Rock: I don't have a black-and-white answer on this. When I first started coaching, I applied my counselling boundaries, which was no self-disclosure ever, but then I realised, coaching is different, and it can be helpful to self-disclose a bit. However, it will always be a very conscious choice to self-disclose and only because I believe it to be in the service of the client. On a team coaching programme, we use an exercise where we ask people to talk about two things from their past – one professional and one personal – that have influenced the person that they are today. I join in that exercise, although I am in conscious control of what I reveal at that point.

Ian Holder: If a coaching client sees me as a modelling figure for them, then to disclose something that I have achieved helps them to see that it might be something they could aspire to (clearly ensuring my narcissism is well out of the way)! As far as psychotherapy is concerned, I am far more cautious. I come back to the significance of autonomy, and how important it is that clients come to their own reason, clarity and strength of understanding. I am not a whiteboard therapist either: relationship is key for me, and once you become relational, it's about 'how do I use the relationship?'

Rachel Weiss: My coaching training is Gestalt, and I use myself as an instrument in the session – if I suddenly feel tense in the session, I will check whether it is my stuff; if not, then I will offer it to the client and see if it is relevant. Or I may say, 'I feel a bit lost, like we are going round in circles.' I will disclose what is going on in the here and now, as an offering. But I don't specifically give people advice based on my experience – I would see that as mentoring rather than coaching.

Steve Perkins: At the centre of my practice is my belief that there are two people in the therapy room, each with their own subjectivity. Transference and countertransferential feelings within a therapy session are crucial, and often a degree of explicit self-disclosure can encourage a higher quality relationship and therapeutic dialogue, as well as help clients get in touch with deep desires or fears that are central to healing and moving forward in life. I would say that the use of self-disclosure depends more on the client in front of you (ie the pattern of how he tends to think and feel), rather than whether you are more in the counselling or coaching domain of activity.

Are there any circumstances in which you would feel it was appropriate or acceptable to hug a coaching client? If not, what would be your reservations?

Diane Parker: As a dance movement psychotherapist, I work with the body, and touch can be an important part of the communication between therapist/client and/or members of a group. Sometimes, it can be more harmful to a client to refuse a hug when offered, but as with self-disclosure, the client's desire for hugs can open up a meaningful dialogue around what 'hugs' – and physical contact in general – symbolise for them.

Miranda Rock: Counselling rules are obviously clear on not touching. But in coaching, if a client wanted to give me a hug at the end of our work together, I will give an appropriate hug back. We can be very careful about how we hug back in terms of how we hold our bodies!

> I am careful to behave like a human being first, and a coach/therapist second... it's a case of striking the right balance between 'cool' and 'warm' – being friendly but with a professional distance

Ian Holder: I like hugging my friends, but touching clients would be taboo for me, apart from shaking hands. I see no benefit in doing it and you have no idea what is in the client's history that might get triggered.

Rachel Weiss: It's client led for me and I have huge reservations. My reservation is that it breaks all sorts of boundaries – a hug involves breasts and contact! I would never initiate a hug, but I will reciprocate in a controlled way.

Steve Perkins: In a perfect world it would be OK to hug whoever needed a hug; but in practice, it is important for clients to feel safe at all times, and for me as a practitioner to avoid scenarios where misunderstanding is possible. As a male therapist, but a tactile person, I do occasionally feel conflicted. It might be natural for me to pat someone gently on the arm, say, at the end of a session when walking to the door, but I try to catch myself before doing so. ■

On the bookshelf: what you're reading

Building a Coaching Business: Ten Steps to Success (2nd edition)
Jenny Rogers
McGraw Hill Education 2017
ISBN: 976-0-3352-2700-6
£25.99

This second edition of Jenny Rogers' book offers a comprehensive look at the challenges and benefits of setting up in business as a coach. Here, Rogers covers the several different stages of business-building that her readers may be at.

Students of coaching are likely to benefit most from the first two chapters: 'Improving the quality of your coaching – fast' and 'Getting practice clients'. Chapter 3, 'Fees: getting paid what you are worth', is relevant for new coaches but, having been in practice as a coach myself since 2004, I read it with just as keen a focus as I would have back then. Chapter 4, 'Thinking like a buyer, not a seller', emphasises the need to focus on highlighting the benefits rather than the features of our coaching offer. This need is something that will be familiar to many readers and yet, given that there is so much jargon within our industry, I appreciated the reminder. Chapter 5, 'Developing your brand', encourages us to explore our own values in order to be congruent across everything associated with our practices.

Chapter 6, 'Deepening your engagement with clients: marketing materials', will be of special interest to readers starting out in business, while also including helpful information for coaches operating at all stages of business. I felt quite complacent reading it until I came across 'Apple Coaching' as a name to avoid: for the first several years of my practice, from 2004 until I adopted a name that encompassed my other therapies, my business was called Apple Coaching (I am a PC user and iPhones weren't so ubiquitous back then). The idea of being faced with a potential lawsuit hadn't crossed my mind.

Chapters 7 and 8, 'Finding new clients' and 'Selling with integrity', will be of relevance to all readers, covering areas of practice that impact all of us, no matter how long we have been in business. While much of the book up to this stage will be of particular interest to students and newer practitioners, chapter 9, 'Going for growth', is for those more established coaches looking to expand their practice. Even if you have no intention of going international with your coaching business, this chapter might help you contemplate ways to branch out by working in association with someone else. Finally, chapter 10, 'The future: being ready', looks at trends in coaching.

I would consider this book to be essential reading for coaches working within organisations and recommended reading for all coaches, especially those starting out or looking to expand.

My favourite elements of the book were the author's more personal anecdotes and the case studies from successful coaches around how they built their businesses by being true to their own values.

I found the author's advice about including testimonials with full names of clients frustrating because it highlights, for me, one of the edges in terms of being a multi- or dual-trained coach. I imagine using named testimonials would be possible if I were an executive coach, but as a therapeutic coach, it wouldn't feel appropriate to do this with my clients.

I also found a reference to 'ethnic' clothing (p93) as 'low status' frustrating, not due to the fault of the author, but because it highlights, for me, that institutionalised racism still exists today. Even so, the section on image prompted me to rethink another ongoing issue (wardrobe choices that are smart enough for counselling and coaching and also comfortable enough for teaching yoga in the same day). It inspired me to clear out my wardrobe.

I really liked the thorough approach Rogers takes throughout, sharing strategies for every stage of business so readers can apply them to their own practices.

While I wish I'd had this book back in 2004 when I was launching my coaching practice, I'm very glad I was asked to review it in 2018 as it's given me lots of food for thought and inspiration. ■

Eve Menezes Cunningham
(Reg MBACP Accred) is Chair of BACP Coaching, author of *365 Ways to Feel Better: Self-care for Embodied Wellbeing* (White Owl, 2017) and an integrative supervisor and coach.
www.feelbettereveryday.co.uk

News, views and research round-up

Supervisors' dilemmas

If a coach demonstrates extremely poor practice in their coaching with clients, for example by breaking confidentiality, acting or conspiring with illegality, or consistently acting in their own best interests rather than the client's, only 19 per cent of supervisors would report them to their professional body, according to a new survey of 101 coach supervisors. Thirty-eight per cent said they would encourage them to do further training, 31 per cent would work with them on their values and 27 per cent would stop working with them as a supervisor. The survey was conducted by Eve Turner and Jonathan Passmore and is reported in the latest issue of *The Journal of Evidence Based Coaching and Mentoring*. The authors conclude it highlights an increased need for ethics training for coaches and supervisors and that ethical decision making is an underdeveloped area. They aim to identify themes which could be explored in more detail in a subsequent qualitative study. A further paper will look at the responses from the professional bodies.

Reference

Passmore J, Turner, E. Ethical dilemmas and tricky decisions: a global perspective of coaching supervisors' practices in coach ethical decision-making. International Journal of Evidence Based Coaching and Mentoring 2018; 16(1). DOI: 10.24384/000473. Free to access at http://bit.ly/2HfZVD9.

Communication anxiety

Communication issues are the most frequent trigger for workplace anxiety, according to a recent survey by RADA in Business, a communication training provider. The survey found that senior directors experienced workplace anxiety around 10 times a month, with 94 per cent saying communication was the biggest cause. Ninety-two per cent of those in more junior positions also cited communication as the main source of anxiety, specifically around networking and presenting ideas to colleagues or customers. Worries included, 'I'll look or sound stupid,' 'People will realise I'm not good enough', and 'I will get talked over or my ideas will be shot down'.

Reference

Beating workplace performance anxiety: increasing the confidence, clarity and impact of your communication. A report by RADA in Business. http://bit.ly/2Gct40i

Mental wellbeing for success

Midlife adults who experience high, relatively high, or moderate wellbeing are more likely to report satisfying relationships, successful careers, and fewer health problems than individuals who feel they have low wellbeing, according to a new study. Mental wellbeing was assessed when the study participants were 36, 42, and 50 years old, and participants were classed into four groups: high wellbeing (29 per cent), relatively high (47 per cent), moderately high (22 per cent) and low (3 per cent). 'We found that only stable low mental wellbeing, developed over a lengthy period of time, was a risk factor for unfavourable relationships, working career, and health,' says Katja Kokko, Research Director for the Gerontology Research Center at the University of Jyväskylä.

Reference

Kokko K, Feldt T. Longitudinal profiles of mental well-being as correlates of successful aging in middle age. International Journal of Behavioral Development 2017; 0165025417739177 DOI: 10.1177/0165025417739177.

Discount on Sage books

We've arranged a 30 per cent discount for BACP members with SAGE publications. This offer will be open from 1 February to 31 May 2018. Use the code UKBACP18 at the checkout to get your discount. Visit https://uk.sagepub.com/bacp-offer to see what counselling and psychotherapy books are included in the offer.

Coaching for carers

A new report from the University of Lincoln has called for more structured support for unpaid carers of dementia sufferers. The report recognised that the stress, guilt and isolation experienced by many carers is often made worse by fragmented health and social care services. There are around 800,000 UK dementia patients, and 670,000 'informal' caregivers. Catherine Macadam is a leadership coach working in the public and third sectors, who also offers pro bono coaching for carers through the City and Hackney Carers Centre. 'The coaching I have done with carers has covered issues ranging from personal fulfilment, health and wellbeing, work and career. At times, it has taken me into the grey area between coaching and counselling,' she says. She has called for increased funding for coaching for carers. 'There is growing awareness among employers of the impact of caring on work and careers and the business benefits of retaining unpaid carers in the workforce,' she says. Catherine is setting up a LinkedIn group to provide a forum to explore sustainable options for offering coaching to this group of workers; to join, send a connection request on LinkedIn to Catherine Macadam, including a note about being added to the Coaching for Unpaid Carers group.

Reference

Laparidou D, Middlemass J, Karran T, Siriwardena AN. Caregivers' interactions with health care services – mediator of stress or added strain? Experiences and perceptions of informal caregivers of people with dementia – a qualitative study. Dementia, 2018; 147130121775122 DOI: 10.1177/1471301217751226.

Meet the member

Sue Sutcliffe (MBACP Sen Accred), integrative psychotherapist and couples coach. BACP Coaching member since 2010.

www.96harleypsychotherapy.co.uk

My journey from therapist to coach:
Early in my career I worked at an addiction centre where the approach to therapy was based on the 12-step programme: to all intents and purposes, a coaching manual on how to live without the use of destructive substances or behaviours. This gave me rich insight into the benefits of a more structured and guided model.

My niche area:
My present niche is couples coaching, but directed towards working with couples before they make a long-term commitment in order to identify possible areas of vulnerability or risk. The approach of therapeutic couples coaching is focused on guidance towards pre-empting potential difficulties through awareness of family patterns, and is less about the reparation of damage already inflicted.

Where I practise:
I am primarily based in central London but also have a small private practice near Bath. I also do telephone and Skype work with clients in Europe and in the United States.

What I am most proud of:
The support and friendship of colleagues in the wider therapeutic community for over 25 years. Without this, I would not have been able to provide as effective an ongoing service to my clients or experienced such an extraordinarily privileged journey for myself.

What advice I would give to therapists interested in coaching:
Find an area that encompasses your experience, passions and values, and fits into a need in the market. I believe this brings clarity, credibility, context and congruence to the work you provide.

To feature in 'Meet the member', please email sallybrowntherapy@gmail.com

BACP divisional journals

BACP publishes specialist journals within six other sectors of counselling and psychotherapy practice.

Healthcare Counselling and Psychotherapy Journal

This quarterly journal from BACP Healthcare is relevant to counsellors and psychotherapists working within healthcare settings.

Private Practice

This journal is dedicated to counsellors and psychotherapists working independently, in private practice, or for EAPs or agencies, in paid or voluntary positions.

BACP Children, Young People & Families

The journal of BACP Children, Young People & Families is a useful resource for therapists and other professionals interested in the mental health of young people.

University & College Counselling

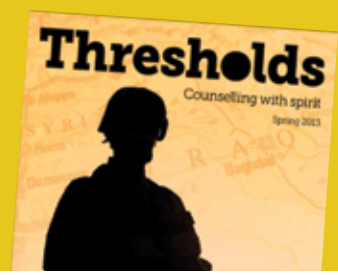
This is the journal of BACP Universities & Colleges, and is ideal for all therapists working within higher and further education settings.

BACP Workplace

This journal is provided by BACP Workplace and is read widely by those concerned with the emotional and psychological health of people in organisations.

Thresholds

This is the quarterly journal of BACP Spirituality, and is relevant to counsellors and psychotherapists involved or interested in spiritualty, belief and pastoral care.



These journals are available as part of membership of BACP's divisions or by subscription.

To enquire about joining a BACP division call 01455 883300. For a free of charge consultation on advertising within these journals, contact Richard Ellacott on 020 3771 7242, or email **richard.ellacott@thinkpublishing.co.uk**

bacp | counselling changes lives

British Association for Counselling and Psychotherapy
Company limited by guarantee 2175320
Registered in England & Wales.
Registered Charity 298361