



apac **VOICE**

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Belonging & Connection: Creating Spaces Where People Thrive

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President's Note



Dear APAC Community,

As we cross the midpoint of 2026, I find myself reflecting on the quiet, powerful truth that sits beneath all our work as coaches: people flourish when they feel they belong. They grow when they feel connected. And they come alive when they are welcomed into spaces where their full humanity is seen, honoured, and embraced.

This quarter, **APAC Voice** shines a light on our shared theme: **Belonging & Connection: Creating Spaces Where People Thrive.** It is a theme that speaks to our region's rich diversity, our cultural depth, and our collective desire to build communities where differences are honoured and humanity is centred. It is also a call to action → an invitation to each of us to reflect on how we, as coaches, intentionally cultivate belonging in every conversation, every partnership, and every room we enter.

A Season of Deep Learning and Collaboration

In June, we launched our inaugural collaboration course, **Archetype Compass: The Dao of Leadership in the AI Era**, which is a pioneering exploration of leadership shaped by Eastern wisdom, Jungian archetypes, and the realities of an AI infused future. This course has already become a defining moment for APAC.

What has been most inspiring is not only the content, but the *quality of connection* emerging among participants. Participants are engaged in deep, courageous conversations, rediscovering forgotten parts of themselves, exploring how ancient archetypes can guide modern leadership. And they are experiencing what happens when a community learns not through competition, but through shared curiosity and collective wisdom. This course is a living embodiment of belonging. It is a reminder that when we learn together, we grow together. And when we grow together, we transform the world around us.

The Authentic Homecoming: A Journey Back to Your Core — Virtual APAC Retreat 2026

Come end-October, we will gather for our Virtual APAC Retreat, themed “**The Authentic Homecoming: A Journey Back to Your Core.**” The retreat tagline captures its essence with a beautiful line:

“Presence is the doorway, acceptance is the practice, love is the final realization.”

This virtual retreat is designed as a peaceful landing space, one that brings our coaching community “home” to who we truly are. It is built on the foundational pillars of **Presence, Acceptance, and Love**, offering coaches a chance to unplug, reset, and reconnect with their inner clarity.

The retreat’s objectives, “*Rejuvenate Spirit, Enhance Presence, Reconnect Network*”, speak directly to what our community needs most. In a world of noise, we offer stillness. In a world of fragmentation, we offer connection. In a world of performance, we offer presence.

Looking Ahead: APAC Conference 2027

I am delighted to share that planning has begun for our next **APAC Conference in September 2027**. And yes, it will be held in an *exotic* location. While details remain under wraps, I can promise that it will be a celebration of APAC’s diversity, wisdom, and vibrancy. It will be a gathering that brings our region together in a way that is both inspiring and unforgettable.

Stay tuned. Something extraordinary is coming.

A Community Where People Flourish

As we look toward the months ahead, I want to honour the heart you bring to your coaching, your leadership, and your communities. APAC is not simply an organisation, it is a living ecosystem of coaches who believe in the transformative power of human connection.

Thank you for being part of APAC. Thank you for your commitment to growth, wisdom, and service. And thank you for helping us build a coaching community where belonging is felt, connection is honoured, and people flourish.

With appreciation and purpose,

Suyin Ong

SUYIN ONG

President, Asia Pacific Alliance of Coaches (APAC)

From the Editor



Belonging & Connection: Creating Spaces Where People Thrive

Belonging is a word we hear often in conversations about leadership, coaching and organisational life. Yet belonging is more than an initiative, a programme or a statement of intent. It is a lived experience. It is reflected in whether people feel seen, heard and valued, whether they are invited to contribute, and whether they feel safe enough to bring their authentic selves to the conversations that matter.

In today's increasingly diverse and interconnected workplaces, creating a sense of belonging is both a human and a leadership imperative. As coaches, we are uniquely positioned to help leaders and teams build environments where trust can grow, differences can be explored with curiosity, and meaningful connections can flourish.

The articles in this issue explore belonging and connection through a variety of lenses. They examine how coaching cultures are nurtured, how trust becomes the foundation for support, how leaders can bridge generational differences, and how systems thinking helps us recognise the conditions that enable people and organisations to thrive. While each contributor brings a unique perspective, they are united by a common belief: belonging does not happen by chance. It is intentionally created through the quality of our relationships, conversations and leadership.

As Chief Editor, I have been privileged to work with contributors from across our APAC community who have generously shared their knowledge, experience and reflections. My sincere thanks go to each author for their thoughtful contributions, and to our reviewers and editorial team for their support in bringing this issue together.

I also hope this edition serves not only as a source of ideas, but as an invitation to pause and reflect. As you read, I encourage you to consider:

Where do people experience belonging in the systems you are part of? And what role might you play in creating the conditions for others to thrive?

On behalf of the APAC Coaching Alliance, thank you for being part of our growing community of coaches and leadership practitioners. May this issue spark new conversations, deepen connections, and inspire your coaching practice.

Happy reading.

Sonali Bhattacharya

SONALI BHATTACHARYA

Chief Editor, APAC Voice

Leadership & Systems Coach | Founder & Chairperson, Group Relations Singapore



Creating Belonging



*"Belonging is not
something we
declare. It is
something people
experience."*

- Shane Warren



Belonging Is Not a Mood: Coaching the Conditions for Connection in Diverse Asia Pacific Teams

by Shane Warren

Editor's Introduction

Belonging is more than a feeling—it is something leaders intentionally create. Shane Warren explores how coaches can cultivate the conditions that enable diverse teams across Asia Pacific to connect, contribute and thrive.

Inclusion is often spoken about as a value. Belonging, however, is experienced as a condition.

A person knows whether they belong long before an organisation tells them they do. They feel it in who is invited into the conversation, whose silence is noticed, whose

difference is treated as insight rather than interruption, and whether disagreement can occur without quiet punishment.

Baumeister and Leary described belonging as a fundamental human motivation with consequences for wellbeing, health and cognitive functioning (Baumeister & Leary, 1995). When people do not feel they belong, they withhold. They watch.

Across the Asia-Pacific region, we are rarely coaching monocultural teams. We are working with layered teams: culturally diverse, multilingual, intergenerational, hybrid, and shaped by different assumptions about authority, harmony, conflict, face, directness, ambition and care. For coaches, belonging is

therefore more than a warm organisational aspiration. It becomes a practice discipline.

The question is not simply, “How do we make people feel included?” The deeper coaching question is, “What conditions need to exist here for people to participate truthfully, respectfully, and usefully?” Inclusion can be a polite invitation into a room designed by others. Belonging asks: who gets to shape the room itself?

A team may appear cohesive because people are agreeable, deferential or careful. Yet beneath that surface may sit cultural caution, role confusion, fatigue or fear. In Asia-Pacific context, harmony is not simply avoidance. It can be relational intelligence. But harmony without truth becomes performance. Truth without care becomes harm.

This is where psychological safety earns its place. Edmondson defined it as a shared belief that a team is safe for interpersonal risk-taking, where people can ask questions, admit mistakes or offer half-formed ideas without being shamed or punished (Edmondson, 1999). Safety is not the absence of discomfort. It is created not by making every conversation easy, but by making harder

conversations possible.

Google’s Project Aristotle found that how a team worked together mattered more than who was on it, with psychological safety the strongest distinguishing feature of effective teams (Rozovsky, 2015). Still, speaking up, silence and risk are not culturally neutral.

A coach working across difference listens for more than content. We listen for rhythm, hierarchy, hesitation, humour, loyalty, restraint, and what remains unsaid. In one team, silence may mean disengagement. In another, it may mean respect, processing, caution or disagreement that has not found permission to surface. Hofstede, Hall and Meyer remind us that authority, context and communication norms shape how people speak, pause, agree and disagree (Hofstede, Hofstede & Minkov, 2010; Hall, 1976; Meyer, 2014). A coach who assumes one meaning for every behaviour can misread the system.

Belonging requires curiosity before interpretation. It also challenges the easy binary that directness is always courageous and indirectness is always avoidant. Brown and Levinson’s work on face reminds us that indirectness can preserve dignity and relationship while still conveying a message (Brown & Levinson, 1987). Good coaching does not impose one communication style as the gold standard. It helps the team notice how it communicates, what that makes possible, and what it prevents.

For leaders, belonging is practical. It shows up in meetings, decisions, feedback, mistakes,

“But harmony without truth becomes performance. Truth without care becomes harm.”

and how people are invited to contribute. Leaders cannot simply announce, “Everyone has a voice,” and assume everyone experiences permission to use it. Power changes the room. Culture changes the room. History changes the room.

Useful leadership questions include: “Who has to work hardest to be heard here?” and “What do people learn is safe to say in this team?” These questions move us beyond symbolic inclusion and into connection. They also guard against tokenism. Kanter showed how token members can be valued more for visible difference than actual contribution (Kanter, 1977). Inclusion that stops at representation can leave people more exposed, not less.

Belonging also sits close to resilience. People are more likely to stretch, learn, adapt and recover when relationships provide both honesty and care. Teams become resilient when trust is strong enough to carry pressure, difference and repair.

This matters acutely in hybrid workplaces, where connection can become functional but thin. Gallup found that roughly one in five employees worldwide reported feeling lonely for much of the previous day (Gallup, 2024). A Western Australian study found that the strongest protection against loneliness was colleague support, the relationship layer that screen-mediated contact can erode (Knight, Olaru, Lee & Parker, 2022). Hybrid work has created flexibility, but belonging now requires design.

For coaches, this opens practical work: helping teams examine how they begin

meetings, check understanding, notice exclusion, handle tension, welcome new members, repair after conflict, and make difference speakable without asking one person to represent a whole group.

A team that belongs together is not one where everyone is the same, endlessly agreeable, or emotionally fused. True belonging allows difference without exile, challenge without humiliation, and identity without tokenism. It allows people to bring enough of themselves to the work that the work becomes more intelligent.

This is the business case as well as the human one. Diversity is not self-executing. Diverse teams tend to outperform homogeneous ones only when conditions, especially psychological safety, allow difference to be voiced and used; without those conditions, diversity can increase friction and withdrawal (Edmondson, 2019). Difference is potential. Conditions decide whether it becomes performance.

In the Asia-Pacific region, perhaps this is one of our contributions to the global coaching conversation. We know connection is not always loud, trust is not always immediate, leadership is not always dominance, and wisdom is not always carried by the person speaking most.

Belonging asks us to become better readers of human systems, and to coach the conditions where diversity can do its work: helping people speak, listen, disagree, repair, include, adapt and lead with greater awareness.

Belonging is not a mood, poster, policy or slogan. It is a set of conditions, repeatedly created. When those conditions are present, people do more than fit in. They contribute. They take risk. They learn. They grow. They thrive.

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*"Coaching cultures
are built not through
programmes, but
through
relationships that
make learning safe."*

*- Dr Abdul Kahlid,
PCC*

Belonging Is the Foundation of a Coaching Culture

How creating spaces for belonging enables people, teams and organisations to thrive

by Dr Abdul Kahlid, PCC

Editor's Introduction

What makes a coaching culture possible? Dr Abdul Kahlid argues that belonging is not the outcome of coaching—it is the condition that allows coaching to flourish.

Belonging Before Coaching

Many organisations aspire to build a coaching culture by investing in coaching skills, frameworks and certifications. These are important, but they are rarely sufficient. Coaching flourishes only when people first experience belonging. When individuals feel psychologically safe, respected and valued, they become more willing to be vulnerable, reflect honestly, ask for help and support one another's growth. Belonging is therefore not the outcome of a coaching culture—it is the condition that makes a coaching culture possible.

A Different Leadership Challenge

During my time at Republic Polytechnic in Singapore, I supported the development of a



community of Teaching and Learning Specialists (TLS). Their role extended beyond educational expertise. They were expected to influence fellow lecturers, facilitate professional learning and coach peers without relying on positional authority. The greatest challenge was not capability. It was identity. They needed to shift from being experts who provided answers to partners who helped others think.

Creating Spaces Where People Thrive

To support this transition, we introduced fortnightly Professional Huddles. These were intentionally designed as reflective

conversations rather than operational meetings. Members shared successes and setbacks, explored difficult coaching conversations and reflected on what they were learning about themselves and others. The facilitator's role was not to teach but to create the conditions for inquiry. Coaching principles shaped every conversation through deep listening, open questions, respectful challenge and shared reflection.

When Belonging Takes Root

Over time, the huddles evolved into something much deeper than regular meetings. They became a professional community. Members openly discussed situations that had not gone well. Facilitators modelled vulnerability, making it safe for others to do likewise. Advice gradually gave way to curiosity, while judgement was replaced by collective learning. Trust emerged through repeated experiences of being heard and respected.

Identity Through Community

The most significant transformation was not simply an improvement in coaching skills. Participants began to see themselves differently. Instead of lecturers carrying an additional responsibility, they started to identify as learning partners, facilitators of reflection and coaches who enabled others to succeed. Identity grew through shared experiences and meaningful relationships rather than job titles.

Beyond the Community

As confidence grew, so did their influence. Conversations with lecturers became less

“Coaching principles shaped every conversation through deep listening, open questions, respectful challenge and shared reflection.”

about providing solutions and more about creating opportunities for reflection, experimentation and ownership. Coaching increasingly became an everyday way of working together rather than an isolated intervention.

Lessons for Organisations

This experience reinforced a lesson that extends well beyond education. Organisations often believe that coaching culture is created through training programmes. In reality, coaching culture develops through repeated opportunities to practise, reflect, receive feedback and learn alongside trusted colleagues. Culture is built through rhythms of interaction, not one-off events.

A Final Reflection

As leaders and coaches, we often ask how we can help people perform better. An equally important question is whether we have created spaces where people feel they belong. When belonging comes first, trust grows. When trust grows, learning deepens.

When learning deepens, coaching becomes part of everyday culture.

Perhaps that is the quiet work of coaching— not changing people, but creating spaces where people are willing to discover their own possibilities together.



Dr Abdul Kahlid is an ICF Professional Certified Coach (PCC), EMCC Senior Practitioner, adult learning consultant and educator with over 35 years of experience spanning education, leadership development, coaching and organisational capability building. He is passionate about helping organisations cultivate coaching cultures that strengthen belonging, professional identity and collaborative learning.

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Belonging in Practice



*"The challenge is
not to manage
generations—it is to
create spaces
where every
generation can
contribute."*

*- Fenny Ang, PhD,
PCC, EMCC ESIA*

Belonging & Connection: How Can Coaches Help Leaders Create Space Across Generations in the Workplace?

by Fenny Ang, PhD, PCC, EMCC ESIA

Editor's Introduction

Generational differences are often viewed as differences in age or work style. Fenny Ang invites us to look beneath the surface, exploring how authority, roles, boundaries and belonging shape collaboration across generations.

In today's workplace, the leadership question is no longer simply how to "manage" people across generations. The deeper coaching question is: *How do I create spaces where people of different ages, experiences, and expectations feel safe enough to challenge, learn, and thrive together?*

In coaching senior executives across Asia, I often hear a familiar brief: How can I help Gen Z become more resilient with feedback? How can I help Millennial managers step more fully into leadership? And how can I get a diverse work team to listen to one another?



These tensions are not just about generational preferences. They reveal deeper questions of **trust, voice, power, and belonging** in the diverse workplace. For coaches, inter-generational collaboration is no longer a niche topic; it is core leadership work.

From Generational Tension to a Shared Leadership Task

Workplaces are more generationally diverse than ever. Younger staff often emphasise psychological safety, growth, work-life balance, and belonging. In many Asian contexts, hierarchy, respect, and "artificial harmony" can further shape what is said, unsaid, challenged, or suppressed.

Gen Z often want to do things their own way; Millennial managers may resist repeating old autocratic leadership patterns; and Gen X or Boomer leaders can feel baffled when successors reject directive approaches that once worked.

The core leadership challenge is not to decide which generation is "right". It is to help each generation examine the **assumptions** it

brings to authority, feedback, collaboration, and accountability.

Belonging Before Inclusion

Belonging before inclusion means that inclusion is not merely a programme to have every ethnic/racial/gender/personality represented in the room. It is a lived experience shaped by daily leadership behaviours creating environments in which employees feel they rightfully belong in the workspace.

To move beyond stereotypes about generations, coaches can benefit from viewing these tensions through a systems lens.

A Tavistock Lens: Boundaries, Authority, Roles, and Task

Group Relations thinking from the Tavistock tradition offers useful scaffolding for coaches. Rather than treating “Gen Z vs Boomer” as the problem, coaches can help leaders examine four systemic dynamics and how a systemic perspective influence their leadership styles.

1. Boundaries

- Who is “in” or “out” of conversations and decisions?
- Where are lines too blurred or too rigid?

Inter-generational conflict often surfaces at boundary edges—promotion decisions, feedback conversations, and hybrid work patterns.

2. Authority

- What does “being the boss” mean to this leader?
- How comfortable are they with challenge from younger staff?

Older leaders may equate authority with certainty and control; younger leaders may fear authority or over-identify with peers.

3. Roles

- What formal and informal roles do different generations carry?
- Who gets cast as the “digital native”, the “wise elder”, or the “difficult one”?

4. Task

- What is the team’s primary task, and how do generational dramas distract from it?

When the task is hard or ambiguous, groups may slide into blame, nostalgia, or “us vs them” by age group.

For coaches, this lens turns the usual biases (“Gen Z are so sensitive”; “older leaders don’t get it”) into a workable inquiry: *What is happening with boundaries, authority, roles, and task in this system—and how can my client lead differently?*

How Coaching Supports Inter-Generational Collaboration

Coaching offers a reflective space for leaders to examine how power, authority, communication, and listening shape inter-generational collaboration. Rather than treating generational differences as fixed traits, coaching helps leaders notice the relational and systemic patterns that influence

whether people feel safe to contribute.

1. Power distance

Geert Hofstede's concept of **power distance** offers a useful way to introduce power dynamics, particularly in Asia. It describes the extent to which less powerful members of a society or organisation accept and expect unequal distributions of power. In many Asian workplaces, hierarchy, seniority, respect, and face-saving can strongly influence who speaks, who challenges, who waits for permission, and how authority is exercised.

For coaches, the point is not to label a culture as “high” or “low” power distance. The more useful inquiry is to help leaders notice how rank, authority, and deference are operating in their own system—and whether these patterns support or inhibit belonging across generations.

- Where did you learn what “good leadership” looks like?
- How do those beliefs affect who speaks, who stays silent, and who feels they belong?

2. Communication across context

Communication is also shaped by culture and generation. In many Asian workplaces, indirectness, face-saving, and deference to seniors influence how feedback is given, received, or withheld. What one generation experiences as respectful may be experienced by another as unclear, avoidant, or dismissive.

- When you think you are being “respectful” or “clear”, how might that land across generations?

“How do those beliefs affect who speaks, who stays silent, and who feels they belong?”

- What would it look like to flex your style so younger and older colleagues can both save face and understand expectations?

3. Listening orientation

A third coaching focus is listening to orientation. Inter-generational tension often escalates when leaders listen to defend, correct, or prove loyalty, rather than to learn what a different generation may be seeing from another vantage point.

- What would change if you treated each conversation with another generation as data, not a test of loyalty or a challenge to your authority?

When leaders learn to listen with curiosity, instead of listening impatiently to respond, they signal that those different perspectives matter. This is one of the most powerful ways to build belonging across age, role, and seniority. Yet, listen with curiosity almost always comes against our own ego and the need to be right and to “look good” in others’ eyes.

Coaching Older Leaders to Lead Differently

For older executive leaders, the coaching work often involves unlearning top-down

habits and reframing power as stewardship. Some senior leaders hold tightly to authority because they fear becoming irrelevant, losing control, or being judged by younger employees. Coaching can help them move from control to connection, and from proving authority to creating the conditions for others to contribute fearlessly.

For younger, emerging leaders, coaching can help them find and shape their voice more intentionally. The task is not to reject senior leaders' experience, but to offer alternative ways of leading while still honouring institutional knowledge. This mutual recognition is where inter-generational collaboration begins to shift from tension to shared learning.

Belonging As Ongoing Leadership Practice

Creating spaces where people can thrive across generations requires more than learning about “generational differences”. It asks leaders to examine how they use power, communicate expectations, listen across difference, and define belonging practically in

“The task is not to reject senior leaders' experience, but to offer alternative ways of leading while still honouring institutional knowledge.”

their workspace.

As coaches, we can support leaders to shift from control to connection, from authority as dominance and control, to authority as stewardship, and from inclusion as intention to belonging, as lived practice.

Inter-generational collaboration then becomes less about asking one generation to adapt to another, and more about building workplaces where wisdom, energy, experience, and fresh perspective across generations can meet to build a shared future.



Fenny Ang, PhD, PCC, EMCC ESIA is a professionally certified Leadership and Systems Thinking Coach with more than 20 years of management consulting, coaching and HR practitioner experiences in both the corporate and NGO sectors across Asia Pacific. She holds a PhD in International Management and is currently serving as an adjunct faculty at the Singapore Management University. Her current project is teaching and researching on the role of Cultural Intelligence in building trust within inter-generational teams. Fenny also holds the ESIA and EIA accreditations from EMCC.



"The question is not simply, 'Who has spoken?' but, 'What does this space make easy, and what does it make difficult?'"

- Edit Ford

When Inclusion Is Not Enough

The gap between being included and being able to contribute

by Edit Ford

Editor's Introduction

Inclusion may determine who is invited into the room. Edit Ford asks a deeper question: Whose contributions are genuinely heard once they are there?

Most conversations about inclusion begin with who is invited into the room. That matters, but it is only part of the story.

A group may include people from different cultures, professional backgrounds, generations, and levels of seniority, yet still make space for only a narrow range of voices. People may be invited to the meeting and asked for input, while they are quietly deciding

whether speaking is worth it.

Belonging is often decided after someone contributes. Is their point explored? Is disagreement welcomed or treated as a disruption? Must they sound confident, quick, polished, or familiar before their contribution carries weight?

Every group develops informal rules about what counts as a good contribution. They are rarely stated, but they become clear through repetition. In one group, the person who speaks first is seen as engaged and committed. In another, certainty is mistaken for understanding. Directness reads as leadership, while a more measured style is read as hesitation. Silence is taken for



disengagement, even when it reflects care, reflection, respect, or uncertainty about whether the space is truly open.

None of these behaviours is inherently better than another. The difficulty begins when one style becomes the standard against which everyone else is judged. This is how inclusion can fail without anyone intending it to.

Someone who needs time to think may find that the discussion has moved on before they are ready to speak. For some people, particularly where hierarchy or public disagreement carries weight, speaking up in a group may feel uncomfortable in the first place. A concern may be described as negative, while directness may be judged as difficult. Over time, people learn what the group rewards and dismisses. They adjust, hold back, or stop offering their perspective altogether, even as the group continues to describe itself as collaborative.

When Observation Turns Into Assumption

“For some people, particularly where hierarchy or public disagreement carries weight, speaking up in a group may feel uncomfortable in the first place.”

For coaches, a useful distinction is between what we observe and the meaning we attach to it. A client may say, “I need to speak up more in meetings.” A leader may say, “My team is too quiet.” A group may conclude that some members lack confidence or do not take enough ownership. That may be true, but it is worth slowing down before accepting the explanation. A coach might ask what happens when the client tries to contribute. Are decisions made before the discussion has properly opened up? Does the group value quick answers over considered ones? Are some people treated as credible before they speak, while others must prove themselves repeatedly?

In group work, interpretations can quickly harden into labels: quietness becomes disengagement, caution becomes weakness, directness becomes aggression, and difference becomes difficulty. Once someone has been labelled, the group often stops being curious about what is actually happening. The label explains behaviour too easily and shifts responsibility for change from the group to the individual.

This is one of the places where coaching can offer real value. A coach does not need to decide who is right. The work is to help people notice the pattern they are creating together.

A group may say it wants openness while its meetings reward the fastest voices and close down disagreement. A leader may ask people to raise problems early, yet react defensively when someone does. A team may want more ideas, but give attention only to those expressed in the language and style already

familiar to people with influence. These are not usually failures of intention. They are often failures of awareness.

The Coach's Work Is to Make the Pattern Visible

Coaches often work with people who believe they need to become more confident, assertive, or visible. That work can be useful, but confidence is not the whole story. Someone may not need to become louder; they may need a group that does not mistake speed for intelligence, or a leader able to hear disagreement without treating it as a challenge to authority. This is not about lowering standards or avoiding difficult conversations. It is about seeing more clearly what the group rewards and what it overlooks.

In teams, leadership, community, and group settings, coaches can help people examine the assumptions beneath their interactions. What does this group recognise as confidence? What does it mistake for commitment? Whose ideas need to be repeated before they receive attention, and what happens when someone takes a different view? These questions do not produce instant answers, but they prevent a group from treating its habits as neutral.

Coaches can also notice when agreement arrives too easily. It may look efficient, yet it can mean that some people have learned not to challenge the direction of the conversation. A group that stays with difference for longer has access to more information, perspectives, and honest concerns before it decides. This matters particularly in diverse groups, where

cultural background, language, hierarchy, personality, and professional experience all shape participation. The aim is not to erase those differences, but to ensure they do not become reasons for a contribution to be discounted before it is properly heard.

Belonging Changes the Quality of Thinking

Belonging is often described as a human need, but it is also a practical condition for better work together. When people expect curiosity rather than quick judgement, they are more likely to offer an unfinished idea, raise a concern early, ask a question others may be holding, or challenge an assumption before it becomes a costly mistake.



This is not about making everyone speak in the same way or to the same extent. It is about whether people can participate without adapting themselves to fit the dominant style in the room. For coaches, the question is not simply, “Who has spoken?” but, “What does this space make easy, and what does it make difficult?” The answer may reveal more about belonging than any statement of values.



Edit Ford is an entrepreneur, business mentor, and marketing strategist with 15 years of experience working with coaches, founders, and organisations ranging from small businesses to larger international teams. She holds an MBA and is the founder of [The Thriving Coach Co.](#) Edit has lived and worked on four continents, including in Asia for more than 22 years, and is now based in Singapore.

Through her work, Edit has supported coaches to build successful businesses that reflect both their professional expertise and personal values. She is currently pursuing ICF certification, a journey that is deepening her understanding of the distinctions between coaching, mentoring, and consulting. This learning continues to shape how she works with others, bringing greater clarity, care, and integrity to the support she provides.



Trust and Leadership



*"Support becomes
meaningful only
when people believe
it is safe enough to
use."*

- Kevin Chow



Serving the Under-Served: Why Trust Matters Before Support

by Kevin Chow

Editor's Introduction

Support only becomes meaningful when people trust it enough to use it. Kevin Chow explores why trust must come before coaching, therapy and wellbeing initiatives can truly make a difference.

"Support only becomes meaningful when people believe it is safe enough to use."

Who Are the Under-Served?

When we think of the underserved, we often imagine people who have limited access to support. Yet there is another group we rarely

talk about, people who want to grow but are uncertain about how, where or even whether they should seek help.

The under-served may be:

- Individuals who want support but do not know where to begin.
- Employees who aspire to grow but feel overlooked for opportunities.
- People who hesitate to ask for help because they fear judgement or misunderstanding.
- Those with untapped potential who simply need someone to believe in them before they believe in themselves.

These individuals are not defined by a lack of ability. More often, they are held back by uncertainty, limited opportunities or environments where trust has yet to be established.

Serving the underserved is not only about making support available. It is about making people feel safe enough to take the first step towards growth.

The Power of Trust in Therapy and Coaching

Trust is often spoken about as something that develops over time, but in therapy and coaching, it is where meaningful work begins.

Before someone shares their challenges, they first need to believe **they will be heard without judgement**. Before they explore difficult emotions or uncomfortable truths, **they need confidence that the space is safe, confidential and respectful**.

It begins when someone feels safe enough to answer honestly.

Trust creates the conditions for self-reflection, vulnerability and growth. Without it, even the most effective therapeutic approaches or coaching frameworks have limited impact.

Support cannot flourish where trust has not first taken root.

Trust Comes Before Help

One of the greatest misconceptions surrounding employee wellbeing is that providing support automatically means employees will use it. In reality, many employees hesitate long before they ever reach out.

- Some worry about confidentiality.
- Others **fear being perceived differently and labelled** by their colleagues or managers.
- Some believe asking for help might be interpreted as weakness, poor performance or an inability to cope.

“Trust is often spoken about as something that develops over time, but in therapy and coaching, it is where meaningful work begins.”

These concerns often remain invisible. As a result, organisations may assume that low utilisation reflects low need.

Sometimes, however, it reflects low trust.

“People rarely seek support simply because it exists.”

“They seek support because they believe it is safe to do so.”

Breaking the Silence

Over the years, conversations around mental health have become more open.

That is encouraging.

“Yet many unspoken beliefs continue to influence how people respond to support.”

- Many still believe they should simply "push through."
- Some feel they should cope on their own.
- Others quietly convince themselves that someone else probably needs help more than they do.

Changing this culture requires more than

encouraging employees to "speak up."

It requires creating environments where speaking up feels normal.

Where asking for help reflects self-awareness rather than weakness.

Where seeking therapy or coaching is **viewed as an investment in wellbeing, personal growth and resilience.** "Not as a sign that something is wrong."

Beyond Programs

Employee wellbeing is not defined by the number of programmes an organisation offers.

Nor is it measured solely by utilisation rates.

"Meaningful wellbeing is reflected in the culture employees experience every day."

It is found in workplaces where people feel psychologically safe enough to ask questions, admit mistakes, seek support and have honest conversations without fear of judgement.

At Ocean Within, this philosophy underpins every psychotherapy session, coaching conversation and workplace wellbeing initiative we deliver.

- Because therapy, coaching and wellbeing programmes are not simply services.
- They are opportunities to create environments where people feel safe enough to grow.

Perhaps the future of employee wellbeing is not about providing more support.

Perhaps it is about creating more trust.

Because when trust comes first, support becomes something people are willing to embrace, not something they quietly avoid.



Kevin Chow is an ICF aligned coach with over a decade of experience spanning global recruitment, startups, talent development, leadership, and business development. Throughout his career, he has partnered with professionals, emerging leaders, and organizations to navigate career transitions, develop talent, and unlock human potential.

Kevin creates a supportive and reflective coaching environment where clients feel comfortable exploring their thoughts, challenges, and aspirations. Rather than offering advice, he assist clients to explore and uncover new perspectives, build confidence, and take meaningful action towards the goals that matter most to them.

For enquiries about Ocean Within's Employee Wellbeing Programmes, please contact Kevin Chow at +60 16 209 2345 or kevinchow@oceanwithin.life.



*"Healthy
relationships and
sustainable results
both begin with
trust."*

- Alexander Trost

A TR²UST Framework: Trust, Respect & Responsibility Unleash Success Together

by Alexander Trost

Editor's Introduction

Strong relationships and sustainable results share a common foundation: trust. Alexander Trost introduces the TR²UST Framework, showing how trust, respect and responsibility work together to strengthen leadership, collaboration and performance.

In the complex spheres of professional and private life, everything boils eventually down to two simple dimensions: **Relationships** and **Results**.

Delivering sustainable Results depicts the rather IQ-driven performance dimension of processes, systems and competencies ensuring reliable outcomes. The ability to build healthy Relationships is the more EQ-driven behaviour dimension of communication, collaboration and empathy. A Result can be anything from dressing in the morning, buying groceries or writing an e-mail to closing a big business deal or building that dream house.



Relationships are defined by any human interaction from small talk to friendship or any kind of partnership. Good Relationships do not only boost productivity, but they are also a key factor for longevity.

*“Simply put **Humanity** as the biggest common denominator in any Activity around Diversity.”*

- Alexander Trost

While an environment of healthy Relationships will eventually also deliver good Results, the opposite is not necessarily true. Yet, our daily focus is more on achieving Results by managing related tasks and performances rather than on building Relationships by leading as role model. This may be rooted in the fact that in the progress of achieving Results we feel in control and get the instant recognition for the outcome. When building

Relationships on the other hand, we may feel like being in the control of others, hence vulnerable and the benefits cannot be seen or measured easily nor immediately.

Both however, Results and Relationships, have their seeds in **Trust**. It is therefore not surprising, that we find two trust dimensions as well: Trust in Character (for the Relationship dimension) and Trust and Capacity (for the Result dimension), as illustrated by the inserted graph.

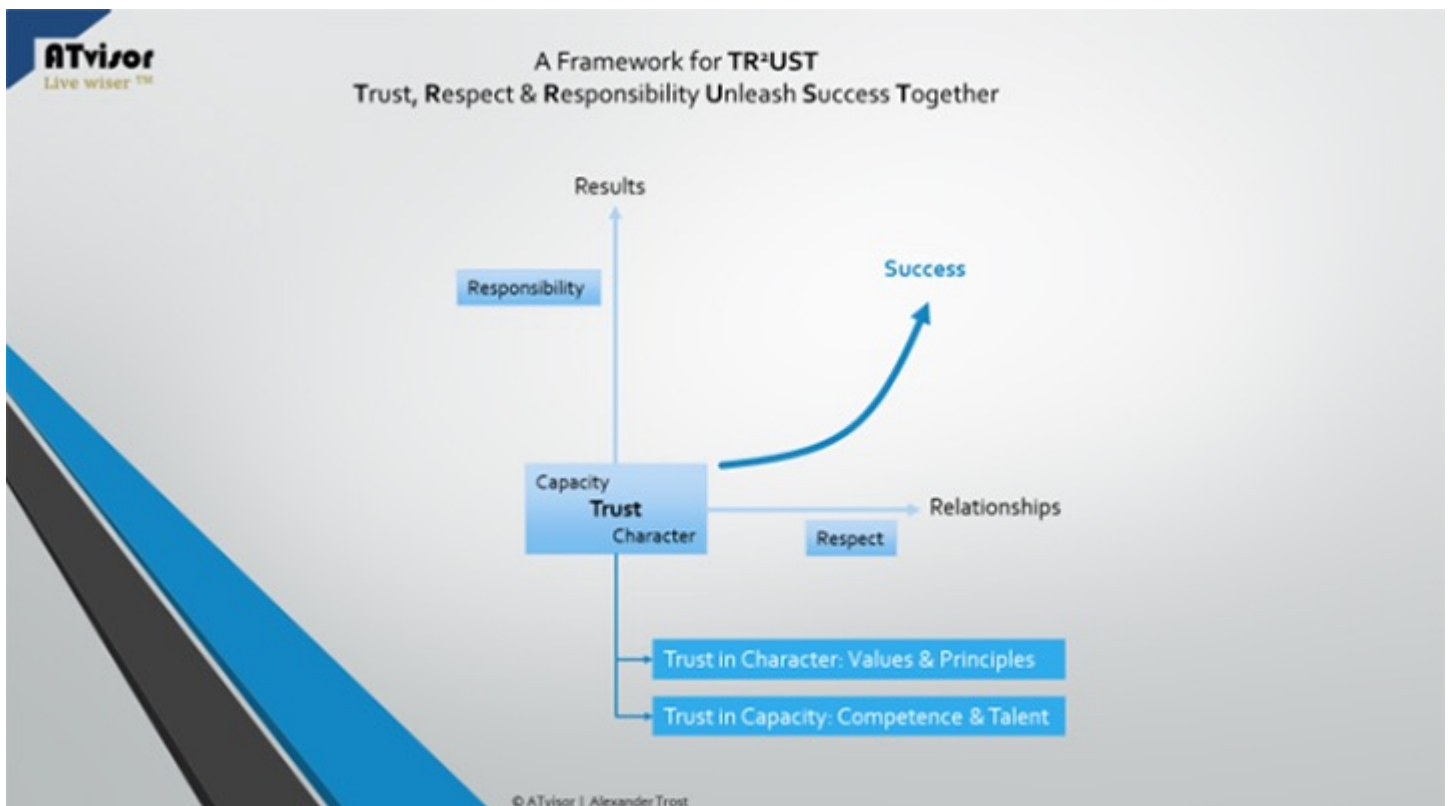
We derive **Trust in Character** from the alignment of another person's **values** and **principles**, such as integrity, humility or good intent, with our own ones. Once coupled with mutual **respect**, trusted characters build unbreakable relationships.

To **Trust** in someone's **Capacity**, we evaluate

a person's ability to perform certain tasks, looking at the different **competence** components (i.e. knowledge, skills and attitude) as well as the inherent **talent**.

However, only coupled with a high sense of **responsibility** can trusted capacity be fully converted into outstanding results.

Thus, to unleash success together - as a group, privately or professionally - facilitate people in their trust building process toward you. Earn trust in your character by e.g. defining, communicating and living your personal set of values and principles, always giving appropriate respect to others. Encourage trust in your capacity by e.g. knowing your intrinsic talents and by upgrading your competences, owning up to the responsibility to fully utilizing your capacity



– and just have trust in yourself!

Remember, trust sets the foundation for psychological safety and mental wellbeing, both being core elements for belonging – and belonging is the highest level of diversity and inclusion.

*"**Diversity** is having a seat at the table; **Inclusion** is having a voice; **Belonging** is having that voice be heard."* - Liz Fosslien



Alexander Trost is an Integrative Coach & Change Agent. He is MD & Founder of ATvisor™.



*"There is nothing
called individual
coaching because
each individual is a
system."*

- Uma Arora

Connecting With Nature: A Shared Responsibility

by Uma Arora

Editor's Introduction

Our understanding of belonging extends beyond our relationships with one another to include our connection with the natural world. In this article, the author explores how sustainability coaching begins with personal responsibility, inviting coaches to embody values that contribute to the wellbeing of people, communities, and the planet.

Be the Change you want to see in the world! - Mahatma Gandhi

This quote from Gandhi rings in my ears every time I suggest a new habit to a client or a new routine. I see myself, unconsciously trying it out the next day to see if it works. When we talk about sustainability, several questions come to mind: 'what is sustainability Coaching? Who is sustainable Coach? How do they behave?

One word often used in African cultures is 'Ubuntu'. This is often translated as "I am because we are," it emphasizes community, interconnectedness, and the belief that an individual's well-being is deeply tied to the collective good of society. Many eastern cultures are collectivist cultures. The good of

individual is tied to the good of others, the community, the world at large and all beings in the universe including plants, animals' natural resources. In India, rivers and mountains are worshipped.

Having said that, we see erosion of natural resources all over the world, urban development has come at a cost, there is rampant abuse of natural resources. Global temperature has been rising by 1.5 degrees centigrade every year over the last few years and the trend is likely to continue. While the Governments are doing, what they are doing, the question is what we are doing as people, as professionals, as professional bodies.



The 2030 agenda for sustainable planet adopted by all united nation members in 2015, provides a blueprint for sustainability, peace and prosperity for people and planet. Call for sustainability and climate action is urgent.

Sustainability Coaching Coalition was response to such a provocative call given to Coaching bodies by 2 individuals in 2019, and

the result was a sustainability Coaching Coalition that was formed in 2020.

Representatives from five coaching associations (AC, APAC, APECS, EMCC, & ICF) formed the Joint Global Statement Group (JGSG), drafting the initial statement in May 2020 to encourage the industry to focus on climate action.

More Coaching bodies joined the movement, and the coalition soon grew to 13 international Coaching/psychology/mentoring/supervision bodies that collectively form Sustainability Coaching Council. The purpose is to create awareness about sustainability message. Coaches are essentially change agents. They operate within the boundaries of Coaching framework and principles. The real coaching mastery comes from broadening the horizons, broadening the knowledge base and wisdom by including the social and environmental issues in their framework of awareness.

" The real coaching mastery comes from broadening the horizons, broadening the knowledge base and wisdom by including the social and environmental issues in their framework of awareness. "

The climate crisis is inviting us to be more inclusive to include the message of preservation of nature and sustainability.

When I travel, I carry my own water bottle, my coffee mug and everything else I may need so that I do not use disposable mugs and plastic water bottles. I try and not use single use plastic and carry my cloth bags for any purchase I might do. My balconies have only plants, hardly any place to sit. I worry about water wastage and use several methods to preserve water at my home.

Question is how we do sustainable coaching? First step is to embody the message yourself. How do we tread in the world to embrace diversity. SCC has quarterly meetings where representatives from 13 organizations are present. By default, there is so much diversity in the room. Just participating in those discussions is a learning experience. There are people from all over the world in the zoom room. That experience is a lesson in understanding diversity, collaborating with differences, compassion and empathy. In every meeting, there is one person who plays the 'voice of nature'. Every decision is looked at from diverse perspectives and from the lens of 'voice of nature'.

This is a phenomenon by itself, a demonstration of interconnectedness, belonging, and shared responsibility we have for each other, for the community at large and for nature. When we care for sustainability, care for our communities, that connection becomes a new way to relate to the world and is a call for humanity beyond the narrow confines of geography.

The second step is integrating our wisdom with Coaching practices to foster Active hope, resilience and sustainable businesses and living through reflective ecosystemic approaches. Sustainability is a 'value' that we need to embody. Then the message will flow spontaneously and effortlessly. I believe there is nothing called 'individual Coaching' because each Individual is a system and has a frame of reference which is their context. Sustainability coaching can help people develop a deeper sense of connection, not only with one another, but also with the wider systems, communities and environment of which we are a part.

EMCC has recently published a white paper on sustainability, which is a 'must read' for all coaches.

EMCC white paper on sustainability:

<https://emccglobal.org/home/leadership-development/climate-action-sustainability/>

Sustainable Coaching Coalition:

<https://www.sustainabilitycoachingcoalition.org>



Uma Arora is a leadership Coach and behavioral Scientist who specializes in helping individuals and enterprises build leadership capacity, enabling transformation and enhance performance of individuals & groups. Uma is the founder of Idam Learning, an India based firm focused on coaching, change and leader development, and is currently Programme Chair of Asia Pacific Alliance of Coaches.



*"Breakdowns
do not begin at the
breakdown."*

- Sheila Damodaran

Which Leader Are You?

Leading Before the Moment That Demands

by Sheila Damodaran

Editor's Introduction

The most effective leaders do more than respond to crises—they notice the patterns that emerge long before a crisis unfolds. Sheila Damodaran explores how systems thinking helps leaders lead with foresight rather than reaction.

The Moment That Demanded Response

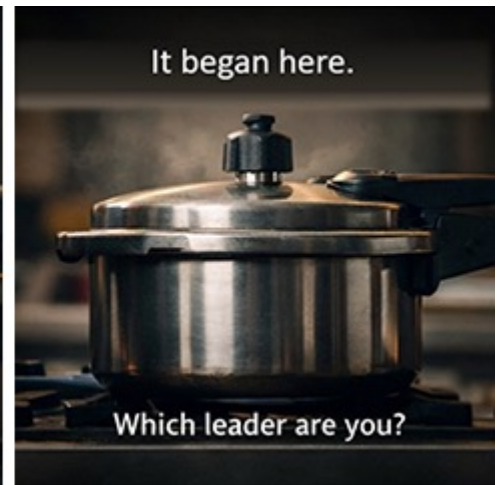
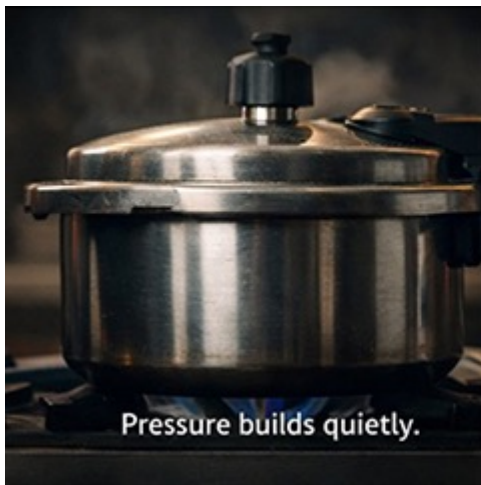
The incident began with a fatal accident, a life lost at the scene, and within moments what might have remained contained began to shift, as the immediate surroundings tightened, the crowd gathered, and the situation moved from an isolated event into something less certain, where the response could no longer be assumed to hold. What followed was not immediate escalation, but **hesitation**, because the decision to deploy force at scale is never taken lightly, particularly in environments where stability underpins business confidence, investor trust, and national credibility. There is always a moment where the system holds, watches, and hopes that what is forming will settle without requiring intervention that signals something more serious.



But that moment does not last indefinitely. As conditions changed and it became clear that what was forming would not dissipate, the response was activated—drawing in men, vehicles, and coordinated control as a necessity. Once the threshold is crossed, the system is no longer choosing how to act; it is **responding to what is already in motion**. In that response, there is clarity and visible control, but for those present, it was a moment of confusion and fear where the assurance of normal conditions no longer held.

Beyond the Incident: The Hidden Drift

Most accounts begin at the moment of visible escalation because it draws attention to how order was restored. However, the incident does not contain the explanation; it reveals it.



What demanded a response had already been forming as **conditions**, and most systems lose their footing because they have not learned to hold what is forming long enough for it to be recognized. **Breakdowns do not begin at the breakdown.**

Across high-performing APAC systems, there is often strong clarity within functional silos—Manpower, National Development, Transport, and Home Affairs. Each operates with competence, yet none holds what sits **between them**. This allows a system to continue delivering and reassuring itself of its capability while moving toward a crisis it has not yet recognized. The failure is not a lack of data; it is an inability to see **deviation as it is forming** because attention remains anchored on what is working. The system does not miss the signals; it **normalizes the drift**.

The Performance Mask

In these systems, **performance itself becomes a form of masking**. As long as targets are met, the adjustments required to sustain that performance are experienced as "part of the work" rather than warning signals.

Strain is absorbed, redistributed, and managed silently: production stretches, workforce absorbs fatigue, and operations stabilize what appears. Through accumulation, deviation becomes accepted as normal. This is **drift before the failure**, remaining "manageable" only until it can no longer be held.

The Leader's New Work: Designer, Steward, and Teacher - Not Additional, But Different

It is at this point that the work described in The Fifth Discipline begins to take on its full meaning, not as an extension of leadership as it is commonly practised, but as a shift in what leadership itself must hold.

In The Leader's New Work, the role of the leader is no longer defined by directing action alone, but by shaping the conditions under which the system is able to see itself, to learn from what it is already experiencing, and to remain with what is forming long enough for it to be recognised before it demands response.

This is not additional work.

It is different work.

And it is demanding, because it asks the leader not to act more quickly, but to remain longer with what has not yet become visible.

Leader as Designer: Shaping the system so it can "see itself". This requires creating structures where functions look across one another, allowing signals to accumulate into patterns rather than being resolved as isolated events.

Leader as Steward: Protecting the integrity of the "seeing" process. This is the discipline of resisting short-term optimizations that weaken long-term capability for immediate gains.

Leader as Teacher: Surfacing "lived assumptions" or mental models. The leader-teacher helps people connect and name experiences they are already having but have not yet recognized as systemic patterns.

At the heart of this work is **creative tension**—holding the gap between current reality and future goals without collapsing it through

“And it is demanding, because it asks the leader not to act more quickly, but to remain longer with what has not yet become visible.”

premature, reactive action. This "disciplined attention" allows a system to learn rather than just recover.

The Executive Diagnostic Dashboard

Coaches can move leaders from theory to practice using a diagnostic framework to recognize patterns before the break:

- **The Core Question:** What is increasing, where is it concentrating, and what is forming across functions over time?
- **Pattern Recognition Triggers:** Escalate attention when the same issue returns in different forms, multiple departments report "manageable pressure," or stability depends on constant intervention.
- **The Scenario Check:** Ask, "If nothing changes, what is this likely to become?".
- **The Decision Filter:** Distinguish between "Response Mode" for visible escalation and "Early Adjustment Mode" for forming patterns.

Why This Work Is Rarely Held

Most systems reward **response** because it is visible, measurable, and immediate. Those who restore order are recognized, reinforcing leadership tied to what appears rather than what is forming. **Early seeing lacks this visibility**; it prevents the very crisis that would have been seen. Unless the system creates conditions to support it, leaders will be pulled back into the "Firefighter" role.

Conclusion: The Choice

There are two ways of leading. One meets the system at the moment it demands response, restoring control but reinforcing a cycle where **learning is replaced by recovery**. The other works earlier, holding attention on what is forming and acting while the system still has room to adjust.

This work begins with attention, not intervention. When questions about what is increasing or concentrating are shared across functions, patterns that were invisible within domains begin to appear across them. From here, action is not force—it is **adjustment**. Load is redistributed and movement is staggered before the room to adjust closes.

Leadership is a choice of what to hold and for how long. Once you see the drift, it cannot be unseen.

Which leader are you? And which leader do you need to become?

Note to readers

A fuller version of this work, including the **EXECUTIVE DIAGNOSTIC DASHBOARD – How to Recognize Patterns Before Escalation** is available on LinkedIn: <https://www.linkedin.com/pulse/which-leader-you-sheila-damodaran-rbkhf/>

Which Leader Are You?

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Sheila Damodaran is the Founder & Principal of STRLDi — Systems Thinking Research & Leadership Development Institute. Research and leadership work applying the disciplines of learning organisations to persistent economic and social challenges.

STRLDi – Systems Thinking Research & Leadership Development Institute
<https://strldi.weebly.com>

Research Blog <https://sheilasingapore.blog>



APAC Community Announcements & Updates



Community Highlights

In the past few months, we've brought our community together through virtual experiences.

We held two insightful webinars:

"Breakthrough Coaching: Human First. AI Assisted." with Mel Leow, MCC, and Maverick Foo and "Gestalt Practice: A Conversation on the Pursuit of wHolism in Coaching" with Mary Ann Rainey, Ph.D.

Coming up next is our webinar "Leadership Coaching for Innovation and Change Using a Systemic Lens" with Dr. Henry Toi and Thomas Lim.

More learning opportunities are on the way, including the Team Coaching Circle led by Clémence Blondel and Suman Balani. Stay tuned as we continue to learn, grow, and support one another as a community.

Ways to Get Involved

If you have contacts or opportunities for individual pro bono coaching, or organisations interested in exploring team coaching, we warmly invite you to reach out. These partnerships allow us to extend our impact, support underserved communities, and create meaningful development opportunities for our members.

We also welcome your feedback and suggestions on how APAC can better serve your needs. Your voice shapes our direction and strengthens our community. Please feel free to write to us at info@apacoaches.org

Upcoming Events

For the full list of events and more details, visit our website:

<https://apacoaches.org/events/>

Leadership Coaching for Innovation and Change Using a Systemic Lens

Speakers: Dr. Henry Toi and Thomas Lim

When: Wednesday, 5 August 2026 at 6:30PM – 8PM SGT

[Learn more and register >>](#)



Team Coaching Circle: What's Really Going On in Your Team?

Team Coach Supervisor: Suman Balani, PCC

When: Monday, 17 August 2026 at 7PM – 8:15PM SGT

[Learn more and register >>](#)



How to Be a Thinking Partner: Using Time To Think©

Speaker: Eve Turner

When: Wednesday, 2 September 2026 at 6:30PM – 8PM SGT

[Learn more and register >>](#)



Team Coaching Circle: The Team Identity Map for Team Coaches

Team Coach Supervisor: Clémence Blondel, PCC

When: Monday, 14 September 2026 at 7PM – 8:15PM SGT

[Learn more and register >>](#)



Identifying and Handling Resistances in Coaching: A Gestalt Approach

Speaker: Chantelle Wyley, PCC

When: Wednesday, 4 November 2026 at 6:30PM – 8PM SGT

[Learn more and register >>](#)



The Authentic Homecoming

A JOURNEY BACK TO YOUR CORE

VIRTUAL APAC RETREAT

30-31 OCTOBER 2026 | ZOOM

Join us for the Virtual APAC Retreat—a dedicated, two-day sanctuary designed for coaches to step away from the "doing" and return to "being." Grounded in presence, acceptance, and love, this retreat is an invitation to realign with your purpose and deepen your practice in a community of peers.



30 October 2026: 1:00PM – 4:00PM SGT

31 October 2026: 9:00AM – 12:00PM SGT

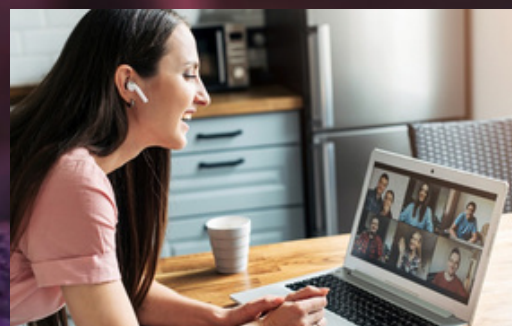
Times shown are in Singapore Time (SGT, UTC+8)



**Immersive Virtual and Interactive Session
(Zoom)**

	APAC Members	Non-APAC Members
Early Bird	SGD 50	SGD 55
Colleague Duo Rate*	SGD 45 per person	SGD 50 per person

**Come duo and save: Double the value, shared experience.
Pricing based on the membership status of the primary registrant.*



SAVE THE DATE! More information and registration details coming soon at
<https://apacoaches.org/apac-retreat/>



Virtual APAC Retreat

Come and join us on 30th & 31st October 2026 for our Virtual APAC Retreat, “**The Authentic Homecoming: A Journey Back to Your Core,**” a restorative experience created exclusively for our coaching community. Guided by the inspiring theme, “Presence is the doorway, acceptance is the practice, love is the final realization,” this retreat offers a peaceful space to pause, unplug from daily demands, and reconnect with your authentic self. Grounded in the pillars of Presence, Acceptance, and Love, it is an invitation to reset, renew, and return with greater clarity, purpose, and connection.

Why Join This Journey?

- **The Quiet Time:** A guided meditative reset to anchor your coaching presence.
- **Values Mapping (POY):** A professional deep-dive to realign your inner compass with your coaching work.

- **Sound Healing:** A sensory experience designed to shift you from analytical thinking to intuitive flow.
- **Wisdom Exchange:** A unique cross-cultural dialogue connecting you with diverse coaching styles and perspectives across the APAC region.

These are not simply activities, they are invitations. Invitations to pause. To breathe. To listen. To return to the inner home we often forget in the rush of daily life.

The retreat’s objectives, “**Rejuvenate Spirit, Enhance Presence, Reconnect Network,**” speak directly to what our community needs most. In a world of noise, we offer stillness. In a world of fragmentation, we offer connection. In a world of performance, we offer presence.

Looking forward to connecting with you all there.

Welcome

A **WARM WELCOME** to the (14) new members who joined us since the last APAC Voice in April to July 2026! We wish you a long and fruitful association with APAC!

Our **SINCERE THANKS** to the introducers as well! Thank you for supporting us in continuously growing this professional, diverse, learning, serving, and engaging community. Your help is highly appreciated!

New Members (14):

LOCATION	NAME	INTRODUCED BY
CHINA	Mansi Luo	Sandy Chen
	Stuart Li	Sandy Chen
HONG KONG	Flora Yu	Joyce Koh
INDIA	Sangeeta Mathur	
	Vivek Sundaram	Uma Arora
INDONESIA	Nana Puspa Dewi Putra	LOOP Indonesia
JAPAN	Emiko Kuremiya	Keisuke Matsuyama, Yukiyo Yamamoto
MALAYSIA	Jock May Koo	Jyoti Sapra & Barry Ong
	Kar Teong Ng	Wai K Leong, MCC, from JMC
PHILIPPINES	Shane Lawrence Ty	Irene Chia
SINGAPORE	Gerald Gan	Sue Hana Sheikh
	Margaret Chin-Wolf	Rosalind Wong
	Preeti Kurani	Jyoti Sapra
	Sue Hana Sheikh	Rosalind Wong



Membership Overview

TOTAL NO. OF APAC MEMBERS

As of 11 July 2026, APAC has 147 current members.

Australia	Malaysia
China	Philippines
Germany	Singapore
Hong Kong	Taiwan
India	Thailand
Indonesia	United Arab Emirates
Italy	United Kingdom
Japan	United States

JOIN US AND HELP APAC GROW!

Share your benefits and recommend your colleagues to join us today! Share your skills and experience and become a sub-committee member! Contact us at membership@apacoaches.org

- Coaching voice of Asia Pacific
- Unique regional community
- Professional development & support
- Pro bono coaching and R&D projects
- Newsletter – APAC Voice
- “Find a Coach” listing
- APAC Coaching Conference

MEMBERSHIP RENEWAL

By renewing your APAC membership, you are supporting APAC in giving impact to society through Coaching.

Advertise With Us

Advertising opportunities are available for both APAC Voice (our newsletter) and our website. If you're interested and for more information, please contact Sonali Bhattacharya at sonali@invictus.expert

View the APAC Ad Guidelines at: <https://apacoaches.org/apac-ad-guidelines/>

APAC VOICE (NEWSLETTER)					
AD SIZE	MEASUREMENTS (in inches)	1x	2x	3x	4x
FOR MEMBERS					
Full Page	8"w by 10.5"h	120	105	100	90
Half Page	8"w by 5"h	60	45	40	35
¼ Page	3.75"w by 5"h	30	25	20	15
FOR NON-MEMBERS					
Full Page	8"w by 10.5"h	200	180	160	140
Half Page	8"w by 5"h	100	88	80	75
¼ Page	3.75"w by 5"h	60	50	40	35

Pricing per insertion/quarter and in SGD. Pricing valid through 31 October 2026.

APAC WEBSITE			
AD SIZE	MEASUREMENTS (in inches)	3 months	6 months
FOR MEMBERS			
Leaderboard (top)	8.13"w x 0.94"h	800	1500
Leaderboard (bottom)	8.13"w x 0.94"h	400	750
Rectangle (medium)	3.13"w x 2.6"h	450	800
FOR NON-MEMBERS			
Leaderboard (top)	8.13"w x 0.94"h	1200	2100
Leaderboard (bottom)	8.13"w x 0.94"h	660	1140
Rectangle (medium)	3.13"w x 2.6"h	720	1200

Pricing per insertion in SGD. Pricing valid through 31 October 2026.

Connect With Us



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<https://www.facebook.com/APACoaches>



Instagram:

<https://www.instagram.com/asiapacificallianceofcoaches/>