



The New Zealand Psychological Society

Division of Industrial- Organisational Psychology

IO SIG
IO Psych Special Interest Group

Networking Events

11? June – Validating competencies at The Warehouse

14 July – Using assessment to add value to coaching

Professional Development Events

6-7 June – Foundation Coaching Skills

8 August – Executive Coaching

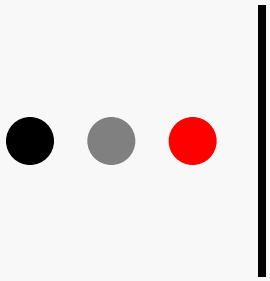
27 June – The Stats Lab – advanced measurement applications

29 August – Applied HR measurement

IO Psych on line: <http://www.industrialpsychology.org.nz/>

When coaching goes bad

Sam Farmer
IOSIG/CPSIG Presentation
13 May 2009



Overview

- # Some definitions of coaching
- # Bad for whom?
- # Asking the right question
- # The coachee's view
- # Guarding against bad coaching
- # An accountable profession?



Coaching definitions

- # HRINZ - *“The method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking and training may include seminars, workshops, and supervised practice”*
- # ICF - *“Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.”*
- # Sherpa Executive Coaching Survey - *“regular meetings between a business leader and a trained facilitator, designed to produce positive changes in business behavior in a limited time frame”*
- # NZCMC under review



Psychological coaching definitions

- # IGCP, APS - *“draws on and develops established psychological approaches ... the systematic application of behavioural science to the enhancement of life experience, work performance and well being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress”*
- # SGCP, BPS - *“ [enhances] well-being and performance in personal life and work domains underpinned by models of coaching grounded in established learning theory or psychological approaches”*
- # IOSIG - *“art and science of psychology to support clients in leading happier, more successful or satisfying lives within a coaching relationship” including “using evidence-based approaches, and objective measures to identify issues and to evaluate progress”*
- # CPSIG - to be defined



Shared elements of coaching definitions

In a professional or personal context

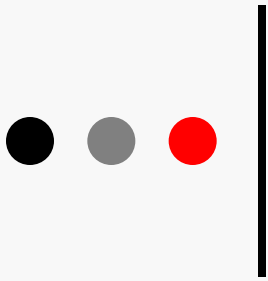
- # Collaborative process
- # Purposeful/goal-oriented
- # Creative/maximising potential
- # Time limited/ **systematic**
- # **Evidence based**
- # **Measurable (evaluation)**
- # **Psychological approaches**
- # **For the “clinically well”**
- # **Important to consider a systems perspective**
- # **Motivated client!**



When coaching goes bad



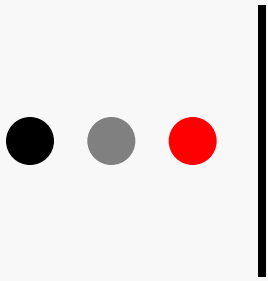
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When coaching can go bad

Following initial contact

- # Whilst meeting with the organisation and/or coachee (e.g. around terms, inc. goals/ evaluation)
- # As part of the reporting back process
- # During coaching sessions



Bad - for whom?

- # Coaching profession - which one?!
 - # The coach
 - # The sponsoring organisation
 - # **The coachee**
- (All of the above)

Asking the right question

“The most common source of mistakes in management decisions is the emphasis on finding the right answer rather than the right questions. The most serious mistakes are not being made as a result of wrong answers, but of asking the wrong question.”

Peter Drucker





Crucial to good coaching

- # Listening, understanding and encouragement
- # Approachability, attentiveness, availability

(Relational Coaching, de Haan, 2008)



Features of Good Coaching

Good coaching requires the successful identification and negotiation of critical moments (de Haan, 2008)

▣ **Thin-skinned** - sensitivity to relevant emotions or thoughts that are critical to the client's process

▣ **Thick-skinned** - robustness of coach to handle clients these critical thoughts/emotions





Straight from the ... The Coachee's View



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11 questions

- What is coaching
- The coaching process
- Bad coaching
- Good coaching
- What qualifications are expected of a coach



What is coaching

- ❏ *“Coaching is empowering an individual or team to increase or improve their performance ... utilising existing abilities and skills ... maximised by positive reinforcement”*
- ❏ *“Using objective measures to identify issues and evaluate progress”*
- ❏ *“Supportive relationship that enables coachees to explore their situation and challenges with openness, honesty and safety in order to grow ...”*
- ❏ *“Supplying additional resources to produce desired/measurable goals”*
- ❏ *“Helping someone to define goals, get where they want to be”*
- ❏ *“Dialogue that transforms thinking”*
- ❏ *“A process of change”*
- ❏ *“Motivation not manipulation”*



The coaching process: Start

- ❑ *“Outline formulation of the situation, clarification of issues and root causes, draft goals”*
- ❑ *“Get to know you session”, “check chemistry”, “build rapport”*
- ❑ *“Assurance that I would be able to work with this person”*
- ❑ *“Build rapport and trust - establish confidentiality and safety*
- ❑ *“Some idea of the coach’s particular area of expertise and [their] goals”*
- ❑ *“Logistics - process, times, costs etc”*



The coaching process: Ongoing

- ❑ *“Review of goals, reinforcement of achievements”*
- ❑ *“Relationship ... built on confidentiality and growing trust”*
- ❑ *“Focused sessions ... what the coachee wants to bring ... each session has clear objective and a review based on that”*
- ❑ *“Sometimes coachee will bring issues to mask ... underlying issue, and ... will detour ... coach needs to feel comfortable about moving intuitively”*
- ❑ *“Lots of questions”*



The coaching process: End

- ❑ *“Review of progress [using] ‘hard’ and ‘soft’ measures, affirmation of capabilities for future challenges, review of what coach did well, could have done better”*
- ❑ *“Discussion about where the relationship will go next”*
- ❑ *“A summary of what’s been covered and achieved”*
- ❑ *“... what will be reported back that satisfies ... needs for accountability ... yet preserves the confidentiality”*
- ❑ *“A lot [of] positivity and encouragement”*
- ❑ *“Bottle of wine and a box of chocolates and a celebration of how far we have both come!”*

Bad coaching



"She's a good coach, and the kids seem to like her. But I still think someone should at least run a background check."



Features of bad coaching

- ❏ *“Confusion over appointments ... mix ups over dates”*
- ❏ *“A coach launching into a session based on what they assumed was the focus without the opportunity for the coach to check in”*
- ❏ *“Lack of opportunity to get to know manager before they move on again”*
- ❏ *“Lack of ability within managers ... technically competent but not coaching competent”*
- ❏ *“Cellphone goes off”*
- ❏ *“When coachee is forced to be coached and has no ownership [or] doesn’t want really want it”*
- ❏ *“Not pausing to plan - not having clear objectives for a session”*
- ❏ *“Not mindful of emotional (and other) contexts of [coachee]”*



Ineffective approaches

- ❑ *“Putting healing crystals on the table”*
- ❑ *“a convert to coaching from a more diagnostic industry [trying to] analyse someone who does not want to be analysed”*
- ❑ *“‘big mouth’ - rule through fear and threat of being dismissed ... intolerant ... critical”*
- ❑ *“Coaching sessions becoming feedback (negatively skewed) sessions ... coachee doesn’t know where to start in order to improve ... instructing and all about the coach and their expertise”*
- ❑ *“lecturing me about how I should be more like them”*
- ❑ *“[not being] challenged or stretched”*
- ❑ *“not coachee-centric”*
- ❑ *“imposed”*
- ❑ *“Waffle coaches!”*



Good coaching



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Good coaching

- ❑ *“Take time to really understand the client’s needs”*
- ❑ *“Understand the environment that the coachee works in”*
- ❑ *“Get a supervisor, and a peer support group”*
- ❑ *“Keep it short and limit yourself in the session”*
- ❑ *“Give coachees the opportunity to say what they think they do/did well. Allow your coachees to identify improvement areas and produce solutions ... encourage ... reinforce ... incremental steps to the eventual goal”*
- ❑ *“Know what kind of coach you are and stick to that”*
- ❑ *“Your greatest tool will be your listening skills ... think about the layers of meaning”*
- ❑ *“Use intuition ...Take a few little risks”*



4 R's of Good Coaching

- # Rapport
- # Right question
- # Regular reviews
- # Reinforce



Qualifications

- # *“Some sort of quality standard - membership of demanding professional body ... standards around ethics, confidentiality”*
- # *“Understanding of human behaviour; substantial real world experience in coaching business and/or sport themselves; knowledge where to go if ... required”*
- # *“not necessarily string of academia under their arm but at least accomplished in their own right”*
- # *“whatever is appropriate for the work they are doing ... too many bodies are trying to make coaching a qualification based industry ... it is still a developing industry ... some psychologists/academics/bankers are good coaches, some aren't ... More than just training standards, rules.”*
- # *“A sound knowledge base fuelled by experience and ongoing study/research and skill development to ensure “practitioner currency””.*
- # *“Very good enquiry skills. People who are interested in people”*



In Sum

- # Respondents' expectations of the coaching process and the coach were consistent with the literature
- # Coaching tended to fall down when the coach's needs were put before those of the coachee
- # Qualifications were not necessarily expected of coaches, but a firm and current grasp of a body of knowledge was - particularly in relation to human behaviour and the coaching context
- # But, how do you guard against bad coaching and find a good coach?

Guarding against bad coaching



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What coachees can do

- ⌘ Be clear about your expectations from the start
- ⌘ Ask about professional accountability - ethics/confidentiality
- ⌘ Ensure that the coach has an understanding of your organisational environments (& family/other factors if relevant)
- ⌘ Have an idea about what you want from each session
- ⌘ Ensure that each session has a review stage within it
- ⌘ Overall progress (goals and the coaching relationship) should be regularly assessed
- ⌘ Don't be afraid to end coaching if it's not meeting your needs
- ⌘ Expect to be stretched - have your thinking respectfully challenged; be held accountable to "tasks" to which you've agreed

Organisations need a Coaching culture

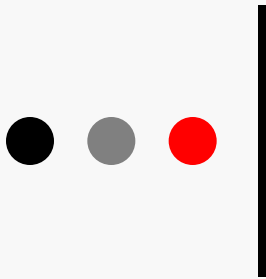
Whether you have internal or external coaches, everyone needs to be going in the same direction!



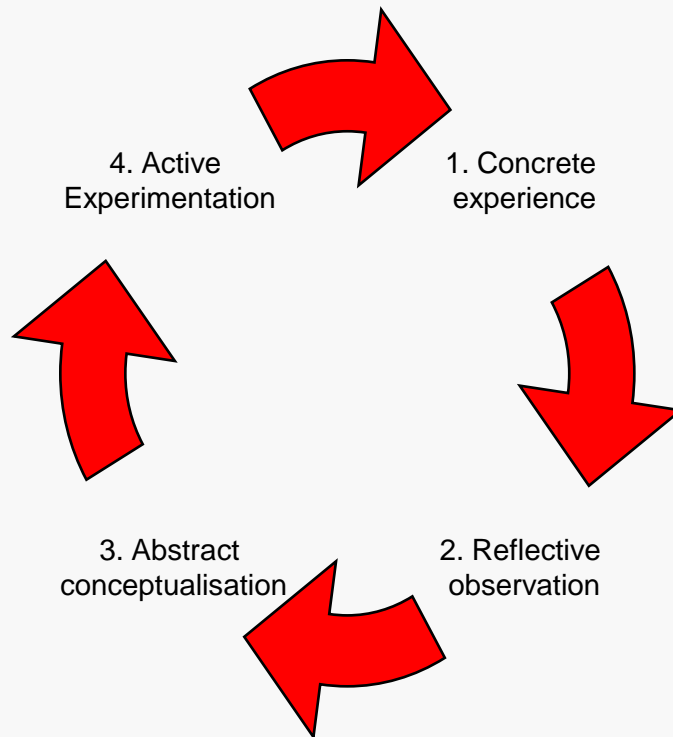


What organisations can do: Internal Coaches

- # Coach your coaches and provide ongoing professional development and supervision
- # Evaluate your coaches (e.g. Coaching Behaviours Questionnaire, R Phillips from J Heron's 6 categories of coaching intervention)
 - *Directing* - providing guidance, advice and recommendations
 - *Informing* - providing information, knowledge and summaries
 - *Challenging* - increasing (self-)understanding and exploring preconceptions
 - *Discovering* - deepening understanding by facilitating self-exploration
 - *Supporting* - building self-confidence and self-esteem
 - *Releasing* - exploring emotions causing internal barriers.
- # Match the coach to the coachee (personality, learning styles, development needs)
- # Try to avoid coach-manager dual role
- # Review and develop your coaching team



Kolb's 4 stage cycle



- ❏ Action learners (1) enjoy directive style
- ❏ Abstract thinkers (3) enjoy supportive style
- ❏ Coaching seems to fit assimilators (2,3) best
- ❏ What are the implications for fit?



What organisations can do: External Coaches

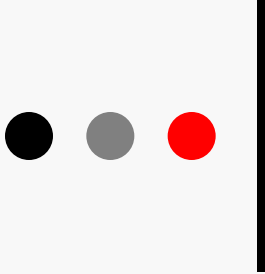
- ❑ Meet with your coaches and ensure they have a sense of your organisational context
- ❑ Establish clarity around expectations and evaluation measures from the outset
- ❑ Ask what kind and level of supervision and continuing professional development your coaches are getting
- ❑ Don't rely on coaches' business/consulting experience alone
- ❑ Establish how the coaching will be evaluated
- ❑ Use and review evaluation measures
- ❑ Enquire about their professional status/affiliations



Growing organisational expectations of coaching

- # 74% of coaching clients and HR professionals want formal coaching standards
- # 72% of executive coaches say formal certification is “very important” or “absolutely essential” (77%:65% - women:men)
- # 80% of HR professionals and coaching clients, say that formal training and certification is “very important” or “absolutely essential”
- # Relevant accreditation is increasingly sought: compared to the majority of life coaches, only 39% of executive coaches favoured ICF courses and position as an accrediting body
- # 92% of HR professionals and coaching clients prefer in-person coaching to any other form (e.g. virtual/tele-)

(Sherpa Executive Coaching Survey, 2009)



Pathway to becoming a good coach



An accountable profession?

Who are the recognised training and accreditation bodies for coaching in New Zealand?

HRINZ, NZCMC, ICF, SCP ...?

The role of CPSIG

Time to create a substantial and nationally recognisable body?





Credits

- # Thanks to all those who took part in the survey, including Claire Lawson, HR Consultant, Learning and Development, TelstraClear; Wendy Baker, Director, New Zealand Coaching and Mentoring Centre; David Somerset, Consulting Manager, CDL
- # Thanks to CPSIG and IOSIG for the invitation



When coaching goes well!



Thank you

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