

Dattner Consulting, LLC

Executive Coaching

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EXECUTIVE COACHING

INTRODUCTION

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THE COACHING ENGAGEMENT

IMPLEMENTATION

THE BIG QUESTIONS

EXECUTIVE COACHING

INTRODUCTION

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Who is Coaching?
Who is Being Coached?
What Does Coaching Entail?
Where is Coaching Being Done?
Why Has it Become so Popular?
How is it Best Accomplished?

Socrates (469 BC - 399 BC)

"The unexamined life is one not worth living."

"I cannot teach anybody anything, I can only make them think."

1950s

Coaching initiatives began to blend organizational strategy into the mix.

1980s

Coaching programs blossomed and matured.

THE COACHING TIMELINE

Calanus (283 AD-324 AD)

Advisor for Alexander the Great

1940s

First documented instances of coaching in business.

1970s

Sports coaching influences increasing popularity of executive coaching.

1990s

International Coaching Federation founded.

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WHAT IS EXECUTIVE COACHING?

“An organized, personal learning process over a specified period of time to bring about the possibility of effective action, performance improvement and/or personal growth” (Belf, T. & Ward, C. 1995. *Simply Live It UP: Brief Solutions*, Purposeful Press)

“An ongoing relationship which uses a process of inquiry and personal discovery to build the client’s level of awareness and responsibility”
(Professional and Personal Coaches Association)

“A helping relationship involving a wide variety of behavioral techniques and methods to help the client achieve a mutually-identified set of goals to improve professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organization” (Kilburg, R. R. 2001. *Executive Coaching, Consulting Psychology Journal: Practice and Research*, 48 [2])

“A facilitative one-to-one mutually designed relationship with focus on organizational performance or development, but which may also have a personal component as well” (The International Coaching Federation)

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The varied backgrounds of executive coaches (including business, law, teaching, acting and sports) has lead to the threat of unqualified individuals passing themselves off as professionals and threatening the legitimacy of the industry. This has increased the interest in standardization of the practice.

The most frequent backgrounds are:

- **Social Scientists (60%)**

Psychologists, social workers, etc.

Since psychologists already possess a large number of skills needed to assess and assist people, they can be well-suited for coaching work.

- **General Managers (40%)**

A background in business, management and political issues is critical in providing effective coaching.






(Kampa-Kokesch, S. & Anderson, M. 2001. *Executive Coaching: A Comprehensive Review of the Literature*, Consulting Psychology Journal)

EXECUTIVE COACHING

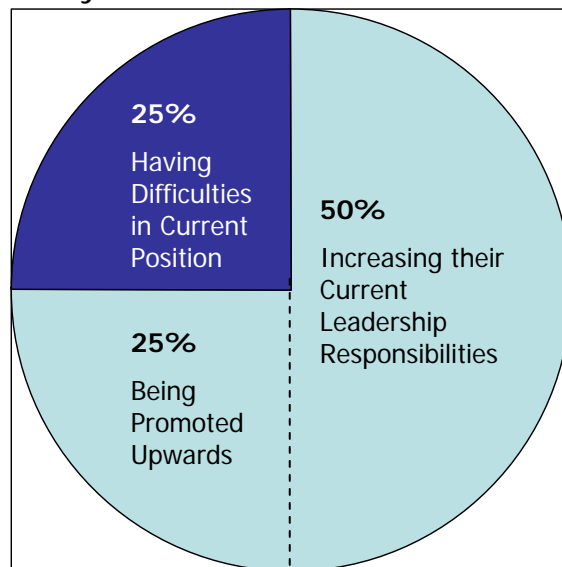
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Typical Client Types:

-  **The “High Potential”**- the organization has keen interest in developing this employee for their executive fast track
-  **The “Valuable, but Risking Derailment”**- typically characterized by poor social skills or an extended decrease in the employee’s performance
-  **The “Newly Hired/Newly Promoted”**- an employee who must adjust to the demands and greater responsibilities/expectations associated with a new position
-  **The Expatriate**- an employee who is on an international assignment and now must adjust to a new culture
-  **The “Diamond in the Rough”**- a valuable employee who needs to refine his or her skills and management style

EXECUTIVE COACHING CLIENT BASE:



(Fitzgerald, C. & Berger, J.G. 2002. Executive Coaching: Practices & Perspectives, Davies-Black.)

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- **Contracting Stage**
 - Need identification and alignment
 - Goal setting and target definition
- **Evaluation Stage**
 - Identification of client's counterproductive behaviors
- **Development & Planning Stage**
 - Modeling of targeted behaviors
 - Performance monitoring
- **Closing Stage**
 - Develop client's independence from engagement
 - Identify internal support resources

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Employers can pay anywhere from \$500 to \$15,000 a day for a coach's services (Berglas, S. *Dangers of Executive Coaching*, Harvard Business Review, 2002)

Between 25% and 40% of Fortune 500 companies use executive coaches:

AT&T

Coca-Cola

Exxon Mobil

Hewlett Packard

Verizon Communications

L.M. Ericsson

General Motors

Capital One

Boeing Aerospace

Lucent Technologies

J.C. Penney's

Delta Airlines

Merck

Anheuser Busch

Citigroup

Pfizer

(The Hay Group)

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Executives are increasingly forced to become more versatile in their skill sets and management styles.

- Current trends in management and employee development
 - flatter organizations
 - less middle management and oversight
 - less time for managers to devote to development of their staffs
 - more focus on service-based (as opposed to product-based) business strategies
- More need to gain competitive advantage through human capital as other competitive advantages erode
- Globalization of business has put increased importance on teams and cross-cultural collaboration

(The Hay Group)

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Testimonials



"It's about being confident enough in your own abilities to be able to say: 'Here's what I think the problem is, here's what some of the alternatives are, but I really don't know how to solve this problem alone.' And it's the 'I don't know' part that is absolutely essential."

- Henry A. McKinnell, CEO, **Pfizer**

(The Hay Group)



"My work with [my coach] has had a dramatic effect on my life, my happiness, and my effectiveness as a business executive."

- David Pottruck CEO, **Schwab**

(Pottruck, T. & Pearce, D. S. 2000. *Clicks and Mortar*, National Book Network)



"It boils down to caring. Coaching is invaluable. It points out things people would not notice themselves and plays a big role in shaping behavior."

- Charles Barrentine, Vice President,
Eastman Kodak Company

(Business Week Online, 11/12/02)

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- Aligning the coaching with business needs
- Achieving a good fit between type of coach and type of client
- Establishing timelines, goals, expectations and benchmarks for both coach and client
- Establishing check-ins to review client progress towards goals
- Ongoing communication with other stakeholders
- Bringing the assignment to a close
- Following up as appropriate

	COUNSELING	EXECUTIVE COACHING
Points of Focus	Mainly personal, interpersonal and relating to all aspects of life	Can be personal and interpersonal but always job-relevant
Feedback	<p>Provided only to the client, never to outside parties (except in the case of family therapy where there are multiple clients involved in the sessions)</p> <p>Reports may need to go to HMOs in some cases</p>	<p>Provided to the client as well as anyone else who is contracted to be “in the loop” (boss, subordinates, HR manager, etc.), although the coach has a responsibility to be upfront with the client as to exactly who else is privy to information about the coaching engagement</p>
Disclosure of information	Licensed therapists are legally required to disclose anything the client says that could have harmful consequences for him or herself or a third party	Coaches are guided along these lines by a set of ethics rather than by legal obligation
Sensitive Information	Any identifiable details regarding a client is left out of conversations with colleagues	Coaches are expected not to discuss details of their engagements or to reveal company-specific information of a sensitive nature (e.g., impending reports of disappointing third quarter revenues)
Most Useful When	Issues are deeply-rooted (intrapsychic) and extend past the professional setting or when they are outside the coach’s skill set (extreme depression, drug abuse, etc.)	<p>Issues are most specifically influencing the work environment and can be treated via behavioral change efforts:</p> <ul style="list-style-type: none"> • Fear of failure or success • Fear of control loss • Passive aggressiveness

When to refer a client out for therapy:

- **Depression** - May manifest itself in a prolonged unproductive and apathetic period. The client's focus will most likely be diverted from professional betterment making it harder to get them committed to a coaching relationship and the responsibilities it entails.
- **Substance Abuse** - Chronic reliance on drugs/alcohol can alter a client's perspective and can be used as a crutch to help re-balance any cognitive disequilibrium (albeit temporarily) which is often necessary to spark behavioral and attitudinal change. Substance abuse has also been correlated with employee withdrawal and absenteeism so coaches may have problems maintaining stable schedules with afflicted clients.
- **Extreme Narcissism** - Introducing disequilibrium will be very difficult when dealing with a client who is self-involved to the extent of having constructed an inner psychological world that caters unyieldingly to their own needs. Trust building can also be complicated, because ethical principals of narcissists tend to take a backseat to opportunistic circumstance. Impatience and the setting of lofty goals makes it harder to measure progress.

(Fitzgerald, C. & Berger, J.G. 2002)

	MENTORING	EXECUTIVE COACHING
Points of Focus	<p>Formal or informal enhancement of developmental skills and company policies that will aid an employee in “learning the ropes”</p> <p>A mentor is typically more like a sounding board for the employee to utilize</p>	<p>Facilitates learning and growth but is less participative than a mentor in terms of intervening on a client’s behalf</p>
Feedback	<p>Provided to employee and perhaps to an HR manager (depending on how formal the program)</p>	<p>Provided to the client as well as anyone else who is contracted to be “in the loop”</p>
Sensitive Information	<p>Mentors are expected not to discuss any identifiable details regarding an employee during professional conversations with colleagues</p>	<p>Coaches are expected not to discuss engagements with uninvolved third parties in a way that will reveal company-specific information of a sensitive nature</p>

▶	The Coach
	The Client
	The Organization
	Methodologies
	Coaching Gone Awry
	Benefits if Done Right

Clients cite honesty, challenging feedback and helpful suggestions as examples of good coaching.

(Kampa-Kokesch et al, 2001)

Basic traits of a successful coach:

- **Supportiveness** - change is difficult, but clients must always believe that it is possible
- **Adaptability** - working with clients' schedules and adjusting to their interpersonal styles
- **Confidence** - not letting clients intimidate ... remembering that you are there to help them
- **Communication** - identifying and talking through issues that are giving the client trouble
- **Capacity to manage emotional reactivity** - (for oneself and from clients)- not taking resistance and debate personally
- **Listening skills** - good coaching is at least 70% listening

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Consumers of executive coaching range from middle managers to CEOs or CEO contenders. They are looking to refine and enhance their skills in order to continue in their current positions or advance to the next rung of their career.

(Witherspoon & White, 1996)

The “softer skills” are crucial. CEOs are often hired for their skills and fired for their personalities.

What to look for in a client:

- **Cooperative Nature** - the coaching engagement is a joint effort; the client cannot be passive in his/her role
- **Openness to change**
- **Basic Emotional Intelligence**
- **Long-term, Broad View of Career and Organizational Goals** - a willingness to adapt for the good of the company

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THE COACHING ENGAGEMENT

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Benefits if Done Right

Organizational support is integral to coaching's success. HR must establish clear communication with the client about the company's intentions through the engagement and ensure that targeted goals are tied to a corporate mission/agenda.

Characteristics of good organizational involvement:

- **Support**
- **Patience**
- **Follow-up**

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Models of Human Behavior:

- **Psychodynamic** - internal drives motivate human behavior. Behavioral patterns are set early in life and reflective of early experiences
- **Behavioral** - reinforcement of responses (reward / punishment) determines behavior
- **Cognitive Developmental** - change is a cognitive-behavioral process (sensing the need for change and then constructively acting on it).
- **Psychometric** - individual differences (personality traits) explain and predict behavior

The Coach
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▶ Coaching Gone Awry
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Coaching mistakes that can lead to failed engagements:

- Taking an engagement outside his/her range of expertise (i.e. the coach lacks sufficient business and strategy understanding)
- Not holding client accountable for change
- Buying into unfounded rumors and corporate gossip
- Exploiting the powerful hold they have on their clients; encouraging unproductive dependence rather than teaching clients to learn to help themselves
- Exploiting *transference* - a strong feeling (either positive or negative) for someone who mirrors a significant person (typically a parent) from one's past

(Peterson, D. 1996. Executive Coaching: The Art of One-on-One Change, *Consulting Psychology Journal*, Vol. 48, No. 2)

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Unlike doctors and therapists, executive coaches are not protected by rules of professional confidentiality in the legal system.

It is important to make sure to make careful provisions that outline any possible exceptions in a confidentiality agreement (especially regarding the issue of legal subpoena for written records or a deposition):

- Legal proceeding
- Information already in your possession
- Public record
- Information obtained outside the engagement (through third parties)

Although it may not always be possible, try to have the issues that you are being hired to work with your client to resolve clarified in your contract.

(Adam Seaman, Corporate Coach
interviewed by Thomas J. Leonard, 2001)

The Coach
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Benefits if Done Right

Ten steps to minimize legal liability:

- Purchase liability insurance
 - International Coaching Federation through Hartford Insurance
 - www.apait.org (for psychologists)
- Screen clients for “uncoachables” or those in need of psychotherapy
- Underpromise but overdeliver
- Keep appropriate records (but be careful of what you write)
- Be responsible and professional
- Avoid physical contact or romantic involvement
- Recognize limitations and boundaries
- Have a clear sense of responsibilities and know the distinction between client and employer
- Provide for potential dispute resolution tactics in your contract
- Reach proper closure

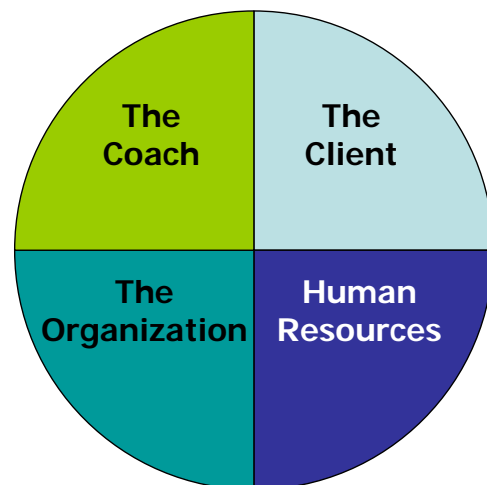
(Allison Tiffany, Esq., Corporate Coach
interviewed by Thomas J. Leonard, 2001)

The Coach
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Methodologies
Coaching Gone Awry
▶ Benefits if Done Right

Benefits of effective coaching:

- Enhanced effectiveness of leaders through an improvement of the way they conduct themselves on the job
- Improved alignment, clearer organizational mission / better business strategies
- Development of a supportive culture for both executives and their teams

Coaching is a four-way relationship:



Choice of coach should reflect organizational need. An executive coaching program should be linked to business strategy, mission and goals (i.e. training, succession planning, etc.).

Some good questions to ask:

- What potential transitions will the company likely be facing in the near future?
- What social and professional norms that have evolved within the organization might help the success of a coaching program?

Tips for Potential Coaches:

- Make note of the system of interaction between leaders and those with whom they work most closely. It will shed valuable information on the client's interpersonal level as well as provide clues as to the organization's corporate culture and professional norms.
- Create a coaching partnership with the client's peers in the interest of building a more communicative and inclusive culture. The client can get ongoing information on company specific issues, better prepare themselves for meetings, and practice targeted behaviors in a safe, but critical environment.
- Recognize that you will not be able to do everything. Pick your area of interest (behavioral coaching, strategic coaching, career planning, etc.). Know what your strengths and weaknesses as a coach.
- Ask for feedback—your professional growth is important too.

(O'Neill, M.B. 2000. *Executive Coaching With Backbone and Heart*, Jossey-Bass)

Resources:

The International Coaching Federation - (www.coachfederation.org)- with chapters in 46 countries, the ICF has over 4,000 members

CoachU - (www.coachu.com)- a global provider of coach training programs

Coach2Coach - (<http://groups.yahoo.com/group/coach2coach/>) – formed in 2000, this is a free peer-to-peer network of nearly 1000 with a weekly newsletter

Coachville.com - a free service created to improve the quality of coaching worldwide with 31,000 members in 125 countries



The Coaching Engagement (step by step):

Coaching engagements typically average three to six months and progress through four essential phases:

ESTABLISHING RAPPORT

- Overcoming possible resistance / building trust
- Clarifying nature of engagement
- Exploring client goals

ASSESSMENT

- Identifying client's strengths & weaknesses
 - Personal interviews
 - Feedback
 - Personality and style inventories

ACTION PLAN DEVELOPMENT

- Goal setting
- Step by Step
- Development and Motivation

ONGOING FOLLOW-UP & EVALUATION

- Collecting additional feedback
- Engagement Closure

1) ESTABLISHING A RAPPORT

a) OVERCOMING POSSIBLE RESISTANCE / BUILDING TRUST

People can be motivated to change as long as they recognize a personal payoff attached to it. Motivating clients through their resistance involves:

- Addressing concerns of confidentiality (be upfront about who is being reported to in terms of progress made).
- Addressing possible causes behind resistance to change:
 - fear of failure, success, loss of control, etc.
 - instill belief that change will empower the client and benefit the company rather than alter their hitherto successful career course...
- Convincing clients that their repertoire of behaviors which has led to positive reinforcement in the past must be changed in order to achieve success in the future
- Focusing on future-based goals and results rather than previous behavioral missteps

1) ESTABLISHING RAPPORT

b) CLARIFYING NATURE OF ENGAGEMENT

- Establish yourself as their partner with an equal interest in the success of your engagement
- Express your own enthusiasm at the opportunity to work with the client
- Address concerns of the coaching being something negative rather than something positive
- Be supportive but establish clear boundaries (professional versus social)
- Use humor when appropriate

c) EXPLORING CLIENT GOALS

- Be flexible and creative in establishing an agenda
- Encourage “buy-in”- Allow the client and other stakeholders to participate in setting the agenda and structure of the process so that corporate goals are attended to as well
 - Only goals that will have a positive impact on the company should be targeted

EXECUTIVE COACHING

IMPLEMENTATION

2) ASSESSMENT

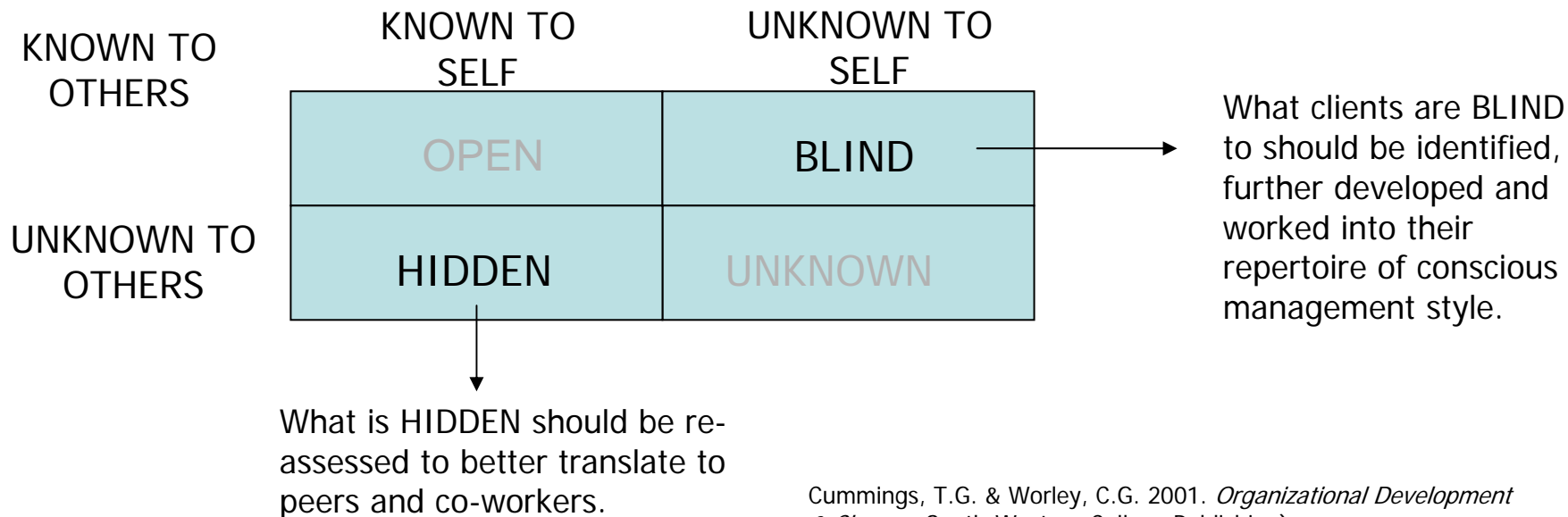
a) IDENTIFYING CLIENT'S STRENGTHS & WEAKNESSES

Picking the Right Coach / Starting a Program
Becoming a Coach
Essential Steps
Establishing a Rapport
● Assessment
Action Plan
Evaluation & Follow-Up

Studies indicated that the higher up the ladder senior executives and CEOs climb, the greater the discrepancy between their self-rated performance and the ratings provided by their underlings.

(Business Week Online, 11/12/02)

THE JOHARI WINDOW



Cummings, T.G. & Worley, C.G. 2001. *Organizational Development & Change*, South-Western College Publishing)

2) ASSESSMENT

a) IDENTIFYING CLIENT'S STRENGTHS & WEAKNESSES (continued)

The GAPS Model

	WHERE THE CLIENT IS	WHERE THE CLIENT WANTS TO BE
INTERNAL	<p>ABILITIES - what the client does well (strengths & skills)</p> <ul style="list-style-type: none">assessed through performance evaluations, direct observation, 360 feedback	<p>GOALS - what the client wants to do more effectively</p> <ul style="list-style-type: none">assessed through personal reflection, individual mission statement and career interest instruments
EXTERNAL	<p>PERCEPTIONS - how others see the client</p> <ul style="list-style-type: none">assessed through 360 feedback and third party interviews	<p>STANDARDS - what others expect of the client</p> <ul style="list-style-type: none">assessed through interviews with organization leaders

(Peterson, D. 1996. Executive Coaching: The Art of One-on-One Change, *Consulting Psychology Journal*, Vol. 48, No. 2)

2) ASSESSMENT

a) IDENTIFYING CLIENT'S STRENGTHS & WEAKNESSES (continued)

Strengths, weaknesses and disruptive behavioral patterns must be identified. Common problem areas include:

- Use of power and influence - coercion versus cooperation
- Decision making - lack of consideration for all sides involved
- Interpersonal skills - as reflected by a uncommunicative or oppressive working atmosphere

(Witherspoon, R. & White, R.P. 1996)

It is important to establish a benchmark against which a client's progress can be measured. Executives trust and respect quantitative data.

2) ASSESSMENT

b) ASSESSMENT TOOLS

THE INTERVIEW

Develops a sense of client's personal and professional history (reveals potential obstacles to the coaching relationship)

Structured versus Unstructured is recommended to standardize the initial data collection and for legal protection

360 DEGREE FEEDBACK

Used to identify themes or patterns of counterproductive behavior to target and change. For maximum effectiveness, at least five or six people should be interviewed, including: peers, bosses, direct reports and subordinates.

A measure of an individual's "softer skills"

EMOTIONAL INTELLIGENCE (The ECI)- (ei.haygroup.com)

- Empathy
- Situational perceptiveness and sensitivity
- Self-concept

The MYERS-BRIGGS TYPE INDICATOR (MBTI)- (www.mbti.com)

Identifies people's preferences among sets of mental processes (extraversion-introversion, sensing-intuitive, thinking-feeling, judgment-perception)

▶ **Essential Steps**

● Establishing a Rapport

● **Assessment**

Action Plan

Evaluation & Follow-Up

3) ACTION PLAN DEVELOPMENT

GOAL SETTING

Intervention agenda development – help the client set specific and measurable goals

Break the “Habit Cycle”:

- Point out old behaviors when they pop up
- Gradually substitute new behaviors in increasingly challenging situations
- Reinforce new behaviors
- Be supportive
- Offer feedback often and as close to observed behavior as possible

4) EVALUATION & FOLLOW-UP

b) EVALUATING THE PROGRAM

Measure a coaching program's success by tying to measures such as:

- Employee retention
- Culture change (measured via 360 Degree Feedback before and after coaching engagements)
- Customer satisfaction
- Departmental or unit performance and productivity
- Coach support, cooperation and responsiveness
- Participant promotion rate
- Skill achievement (if coaching for skills)

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