



Guide

Coaching and buying coaching services

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Introduction

The first edition of this report indicated that coaching was a developing field and was concerned to map out the field and provide hard-headed and practical guidance for those involved in the commissioning of coaching assignments. Coaching has now come of age. Where it was once novel and innovative, it has become a routine intervention, with 71% of organisations using it as a method of developing people (CIPD 2008b). It has spread far and wide, from the knowledge-based high-value companies in the private sector through to the big pillars of the public sector, such as health, education and policing. It has also spread through the third sector, helping to build leadership and capability and helping to engage workers and volunteers. Railway companies such as Southern Trains use it to drive performance and productivity, increase customer satisfaction and reduce turnover. The Metropolitan Police has used it to effect massive cultural change, and companies from all over the private sector have used it to develop careers, build customer loyalty and to deliver change.

As our new report, *Developing Coaching Capability in Organisations* (Knights and Poppleton 2008), demonstrates, organisations are increasingly mindful about how they use coaching as part of organisational development, emphasising the importance of context and aligning coaching with the goals and purpose of the enterprise. Even as the clouds of economic downturn gather, coaching will remain as the management intervention best suited for the uncertain, ever-changing and dynamic business world we now inhabit.

This report, like its predecessor, is a route map for coaching and mentoring, designed to help HR and others involved in the coaching relationship to manage coaching effectively and efficiently. The CIPD sees managing coaching as a key challenge for HR, whether it's delivered – as it increasingly is – via line managers, or kick-started by external and internal coaches, the practice still requires an infrastructure of training and development. Effective coaching requires the input of expert external resources to develop it, and it needs key support materials to make it work.

The report also looks at a number of prickly challenges, from coaching selection and supervision to the 'boundary' issue between coaching, mentoring and therapy; these are issues that are increasingly coming to the fore as coaching becomes more widespread.

The guide will help HR managers, line managers and those at senior level engage with coaching and mentoring as an aspect of business practice. We will draw on the extensive knowledge base that the CIPD has developed on coaching, including the contributions in the CIPD's industry-leading publication *Coaching at Work* and insights from our major conferences and events. We will also draw on the range of publications and books we have released into the field, as well as highlight the best available research and policy from a range of organisations and individuals. This revised guide:

- provides an overview of the coaching industry
- provides a map of the professional bodies and the current professional training and qualifications available
- explains and outlines the different types of coaching
- discusses the business case for coaching
- locates coaching within learning and development (L&D) as an appropriate intervention
- discusses the different interest groups in coaching (HR, line managers, individuals, and so on)
- explains when the use of internal/external coaches may be appropriate
- provides guidance on coach selection
- provides guidance and advice for HR on recruiting and matching coaches
- provides some information on the boundary issues between coaching, mentoring and therapy
- provides some guidance on new trends and issues in supervision.

We hope this revised guide will continue to support your understanding and engagement with coaching and will – as its predecessor did so well – provide a continued lever for good practice, ensuring that we continue to improve the value of coaching and mentoring across organisations.

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Part 1: Coaching – the current position

Subsequent CIPD *Learning and Development* survey reports have charted the growth of coaching, and to an extent its maturity. Our 2004 survey, which formed the background to the first edition of this report, identified coaching being used in 80% of organisations. With the 2006 survey it increased to 74% of respondents, with only 1% reporting a decrease. The reported use of coaching did decline to 63% in 2007. However, that was very much a blip and the ongoing trend is towards a high and stable use of coaching, as the figure in our latest survey indicates. The ‘stickability’ of coaching and mentoring as an aspect of management practice is pretty established. The new debate is on its purpose and in building coaching capability within organisations as well as its links to other management practices such as performance, leadership and talent management.

The purpose of coaching

Reflecting these trends towards examining the process, purpose and design of coaching and mentoring, our 2007 *Learning and Development* survey report charted these trends. As the survey indicated, coaching delivery was increasingly the province of line managers (CIPD

2007). There was also a move towards investigating the key factors in selecting coaches, a trend that started with the first version of this report. The 2008 survey report showed that coaching was being used primarily as a personal development tool and within management and leadership programmes (Table 1). Sixty-one per cent of organisations used coaching and mentoring for this purpose, with a surprisingly high number stating that the purpose of coaching was as a remedial measure in cases of poor performance.

This finding does not quite fit with the perceived wisdom that coaching should always be a positive capability-building and empowering exercise, yet it’s clear that in cases of poor performance coaching may well be an appropriate intervention. However, coaching is only one such aspect. Managers must continue to use performance management strategies, exercise leadership, manage well-being and demonstrate a range of other skills. Coaching is the common denominator in making these work effectively and in linking them to employee development, engagement and organisational performance.

Table 1: Purpose of coaching in your organisation (%)

General personal development	61
Part of a wider management and leadership development programme	61
Remedial in cases of poor performance	56
Where a specific change of behaviour is required	55
Transition support after change in role or joining organisation	52
Building capability to manage others	51
To support the development of senior executives	49
As a tool for organisational or culture change	35
To support achievement of specific organisational objectives	35
To reach solutions to tactical issues	25
Non-specific performance development	24
Other	3

Base: 518 (all those who use coaching)

The 2008 survey reports that just over a third of organisations were using coaching as an organisational development tool, or to achieve specific organisational objectives. Clearly coaching is still seen more as a personal rather than an organisational development tool. Yet the CIPD/Ashridge report published in April 2008 (Knights and Poppleton 2008) showed an increasing trend towards aligning coaching and mentoring with corporate goals and objectives. However, the 2008 survey report indicates that in terms of objectives, nearly 70% are set at individual level, even if set up with a line manager or coach, and only 35% are set by HR or learning and development specialists. Just over a fifth of objectives for coaching are set by executives at senior level. This finding fits with what we know but it also indicates a developing trend towards coaching as a key plank in building a unified organisational purpose. Our report indicates this is much more about building coaching capability within organisations.

The drivers of the continued use of coaching and mentoring

The factors that propelled coaching as an organisational initiative continue to play out in embedding it as

an intervention to facilitate both personal and organisational development (Figure 1):

- **Employee demand for different types of training.** The 2001, 2005 and 2008 CIPD survey reports, *Who Learns at Work?*, showed that learning at work, as opposed to in the training room, is increasingly popular. Research has also frequently demonstrated that people are more motivated and learn best when they see that the training is relevant to their job. Coaching, with its focus on work issues and improving job performance, fits in well with this.
- **Support for other learning and development activities.** Much money spent on training activities is wasted if the personal development momentum is allowed to dissipate after the event. Coaching is a valuable way of providing ongoing support for personal development plans (Table 2).
- **A popular development mechanism.** People enjoy participating in coaching. It has many features that make it attractive to those taking part. Participants get direct one-to-one assistance and attention; it can fit in with their own timeframes and schedules; and there is the potential to see quick results if they are dedicated.

Figure 1: Drivers of the rise in the popularity of coaching

This figure captures the key drivers in the rise of the popularity of coaching. Key among these are the rapidly evolving business environment, the need for lifelong learning and development and to support the development of executives. We might also emphasise the financial costs of poor performance, which become all the more critical in difficult times.



Table 2: How coaching is linked with overall learning and development strategy (%)

Coaching is part of management development initiatives	47
Coaching is offered as part of leadership development programmes	46
Through performance management processes and personal development plans	45
Through 360-degree feedback	27
Formally written into learning and development strategy	25
Forms part of a blended learning approach	25
No link – coaching is a stand-alone process	23
Through the internal succession planning process	21
Through a competency framework	19
Coaching is integrated into change programmes	14
Other	2

Base: 518 (all those who use coaching)

- A rapidly evolving business environment.** The fast pace of business alongside significant time pressures mean that dealing with change is becoming an everyday challenge. The ability to learn and adapt is quickly becoming an essential skill. Targeted development interventions such as coaching have become popular in helping individuals adjust to major changes in the workplace.
- The features of modern organisations.** Flatter organisational structures, broader management roles and lower job security have also been contributing factors to the growth of coaching. Organisational downsizing and the resulting flatter structures mean that newly promoted individuals often have to make large step-changes in skills, responsibilities and performance because of the higher and broader requirements of their new roles. Coaching can support these individuals in achieving these changes.
- Lifelong learning.** The importance of learning throughout a person's life is increasingly being recognised. This has paralleled the growing need for organisations and individuals to change and keep changing in order to keep up with a fast-paced, turbulent world market. Coaching has the adaptability to support different learning styles so may be able to support more employees than traditional training methods.
- The need for targeted, individualised, just-in-time development.** The development needs of individuals can be diverse and in smaller organisations there are often too few individuals with specific development needs to warrant the design of a formal training programme. This often means that the traditional 'one size fits all' training programme that takes place every few months is inappropriate. Coaching offers a flexible, responsive approach to development, which can be delivered individually, and 'just in time' to address deficiencies in current performance or to strengthen underdeveloped skills.
- The financial costs of the poor performance of senior managers/executives.** There is a growing acceptance of the costs associated with poorly performing senior managers/executives. Coaching provides organisations with an opportunity to undertake pre-emptive and proactive interventions to improve their performance (Greco 2001; Kilburg 1996).
- Improving the decision-making of senior employees.** For senior-level employees it can be 'lonely at the top' as they have few people they can confide in, develop ideas and discuss decisions. A coach can be used to provide a 'safe and objective haven' to discuss issues and give support (Masciarelli 1999). This can be valuable when the return on improvement in skill level and decision-making is considered.

- Individual responsibility for development.** There is an increasing trend for individuals to take greater responsibility for their personal and professional development (Lees 2008; see also CIPD 2003a). With the decline of 'jobs for life', employees can no longer rely on employers to provide them with all of their career development needs. If individuals are to take responsibility, they need support and advice. Coaching can help individuals identify development needs, plan development activities and support personal problem-solving.

These are just some of the characteristics of the modern organisation and contemporary working lives that have led to the burgeoning popularity of coaching. There is also little doubt that the increased demand for coaching has been partly fuelled by the popular press. However, along with the increase in demand have come concerns about how to ensure the effective use of coaching and how to navigate the complex coaching industry.

From fad to normal management practice

In the 2005 version of this report, we asked the question whether coaching was 'here to stay or a passing fad'. With the passage of time and the growth of coaching, that question is no longer relevant. Coaching has become embedded in normal management practice to the extent that it sometimes won't even be referred to as coaching. The term 'just good management practice' or performance management 360-degree feedback, or employee

development, will often be used instead. This suggests we can 'get over' the perennial debate about whether coaching is here to stay: it most definitely is.

Table 3 from the CIPD's 2007 *Learning and Development* survey report indicates how organisations view coaching. When asked to state their views of how coaching was being used, about half of HR professionals responding to the survey regarded coaching as part of a management development initiative, or part of a leadership development programme. The practice was also strongly identified with the performance management process and development plans. Only a quarter saw coaching having a distinctive learning and development focus and just under 15% (a surprisingly small number) saw it linked to change programmes. The 2008 CIPD/Ashridge report (Knights and Poppleton 2008) investigated these issues in depth using a deeper case study approach and found that coaching was much more integrated with change programmes. For example, the report describes cultural change in the Metropolitan Police, the development of new customer service goals in Orange and the empowerment of staff at Oxford City Council. Our 2007 survey looked at the factors that drove coach selection. For both internal coaches and line managers, selection was driven more by an understanding of business and leadership issues and corporate issues than specific coaching factors.

It's clear therefore that what had been termed a fad has to a certain extent become part of standard

Table 3: Views on coaching (%)

	Completely	To a great extent	To some extent	Not at all
Coaching activities are closely linked to business goals	11	32	44	13
Coaching is integrated into wider HR and learning and development strategy	9	25	50	16
Individuals are encouraged to use coaching to support their personal development	9	26	55	10
Coaching is a formal part of managers' job descriptions	7	15	33	45
Line managers take their responsibilities seriously	4	12	67	17
Individuals are recognised and rewarded for their involvement in coaching activities	2	5	33	60
Coaching is the predominant management style in the organisation	2	11	42	45

Base: 416

management technique – to such an extent that the CIPD has, at the time of going to press, engaged a team from Portsmouth Business School to look at the day-to-day coaching responsibilities and practical use of coaching and mentoring of line managers. In a project entitled *Coaching at the Sharp End*, we will seek to understand coaching from the perspective of line managers, who are in the main responsible for delivery.

It is clear that coaching has become established but we are concerned that the evaluation needed to assess the effectiveness of coaching is not being conducted at the level necessary. In the 2008 survey a fifth of organisations were not evaluating the effectiveness of coaching. Rigorous evaluation of coaching is crucial. Whether using return on investment (ROI) (models readily used in learning and development evaluation) or more nuanced approaches such as the return on expectation model identified in the 2007 CIPD/ Portsmouth Business School report *The Value of Learning* (Anderson 2007), it is crucial that coaching is properly evaluated and assessed. The importance of properly evaluating coaching is all the more important in a constrained economic environment where expenditure that is not seen to deliver will be rigorously and rightly questioned.

As Table 3 from the 2007 survey indicates, 43% link coaching most closely to business goals. Around 34% link it most closely to HR and learning and development strategy, while roughly the same number see it linking most with personal development goals. Just over a fifth see it as most closely linked to line managers in the sense of being written into job descriptions; however, 45% did not have coaching detailed in this way. Indeed, contrary to some of the hype that has arisen from the coaching industry, only 13% viewed coaching as the predominant management style in the organisation.

HR as the designers and managers of coaching and line managers as the delivery mechanism

Increasingly line managers are delivering coaching. The 2008 survey report shows that 36% had main responsibility, while 34% had some involvement in coaching. This deepens the trend identified four years previously in the first version of this report, where about a third reported that line managers were in

the main responsible for the delivery of coaching. Internal coaches were taking main responsibility for coaching in only a quarter of organisations. Just under 15% reported the use of internal specialist coaches whose primary job is to coach. However as we will discuss below these individuals though being numerically small have become very influential in terms of their impact on the future shape and size of organisational coaching. These trends will continue as coaching is increasingly delivered by line managers. External coaches have become less important, with 45% reporting external coaches as having the main responsibility or some involvement for coaching. This reflects a trend towards the use of line management for delivery, and learning and development managers as the designers and architects of coaching and mentoring programmes. Together these are the load-bearers of coaching and mentoring. This represents a significant shift from a period whereby most coaching was being delivered externally and often delivered by internal coaches as well. This trend towards the 'in sourcing' of coaching and mentoring is driven by those factors. The role of external bodies is usually confined to coaching consultancy initial design with HR, and often supervision and assessment. These are important roles as a recent survey of coaches (Meyler Campbell 2008) suggests that the coaching offer is becoming 'commoditised' at the lower level. Clearly to differentiate in such a market consultants and external coaches have to offer something unique. This is normally a package of advice on design, training supervision and assessment.

Interestingly, only 5% of line managers mainly coach beyond their own direct reports and only 14% reported specialist internal coaches as the main delivery mechanism for coaching. This raises issues of confidentiality and engagement, addressed later in the report. The issue of responsibility for coaching delivery is addressed in Table 4 (overleaf), again taken from CIPD's latest *Learning and Development* survey report (2008b).

Briefly though, there is still some confusion about how coaching should be delivered by line managers to direct reports. The manager–report relationship with its attendant link to performance and appraisal is fraught with difficulties, an issue which will be explored in the new CIPD project *Coaching at the Sharp End*, due to be delivered in 2009.

Table 4: Responsibility for delivering coaching in your organisation (%)

	Main responsibility	Some involvement	Limited involvement	No involvement
Line managers coaching those who report to them	36	34	10	5
HR and/or learning, training and development specialists	30	42	12	4
External coaches	24	21	18	23
Senior managers	14	42	16	8
Specialist internal coaches (whose primary job it is to coach)	14	11	9	41
Line managers coaching those who do not report to them	5	22	20	27

Base: 518 (all those who use coaching)

Who is receiving and delivering coaching in organisations?

Just under half of respondents to the 2008 survey report that coaching is used to develop executives; however, about the same number report its use as an aspect to build the capability of others. Increasingly coaching is being used across organisations at all levels, as our report *Developing Coaching Capability* (Knights and Poppleton 2008) indicates. Environments where coaching would be seen as impractical in the past – such as the police, the rail industry and the armed services – are increasingly becoming areas where coaching is being used to drive development, performance and improvement. While our 2004 study showed that the recipients were junior and middle managers, this is still the case. But increasingly employees at all levels receive coaching and mentoring as part of their development. Coaching is becoming commonplace.

Clearing out the cowboys?

In our original 2005 report we talked of the dangers of a number of poorly qualified individuals often ‘rebadging’ themselves as coaches and flying under a flag of convenience. Many were poorly qualified, lacked experience in business and were often incapable of determining the boundaries between coaching and more serious situations requiring therapy or other interventions. There was also a ‘Klondike’ mentality in coaching for a time, where exorbitant fees – often for poorly qualified, badly evaluated coaching assignments – were easily gained from an unsuspecting HR profession. Several developments have changed that picture.

HR gets smarter

First and foremost, HR became smarter about coaching. The CIPD provided a wealth of advice and survey evidence that helped HR professionals to engage coaches more critically. The publication of *Coaching at Work* as a prestigious magazine of coaching news, views and good practice helped to develop the muscles of coaching practitioners. We also produced a comprehensive evidence-based practice manual, *The Case for Coaching* (Jarvis et al 2007).

Building upon the earlier version of this report, *The Case for Coaching* quite simply has become the practice manual for HR as it designs and manages coaching assignments. Written with Middlesex University coaching academics, it covers issues such as the link between coaching and learning and development, the role of internal coaches and the evaluation of coaching. It also boasts a variety of case studies which, supplemented by the CIPD’s later studies of coaching, provides a rich practice-based resource for everyone involved in coaching. Dr Jonathan Passmore, Coaching Psychology Unit at the University of East London, believes that many organisations still have many lessons to learn in commissioning coaching services:

‘While coaching commissioning has moved forward over the past three years, it still lags behind the processes and procedures used to commission training. Organisations need to think about the experience, training and competences of the individual coaches they allow access to their organisation, from middle manager coaching to those who coach directors and the chief executive’ (Passmore 2008).

Rise of internal coaches

Secondly, these HR professionals started to develop the role of internal coach, managing the engagement with external coaches and in some cases reducing the need for external coaches. In the CIPD's *The Case for Coaching* (Jarvis et al 2006) we pointed to the rise of the internal coach. However, as leading HR professional and internal coach Martin Howe suggests in his thought-provoking piece in the conclusion of this report, only 14% of respondents to the 2008 *Learning and Development* survey define *themselves* as internal coaches. Yet a caveat is needed here. Many self-described internal coaches are employed by large organisations in areas like pharmaceuticals, finance, local government and the public sector, including the BBC and the NHS. Many have advanced coaching qualifications often undertaken at master's level. They may be small in number but are hugely influential. They have a profile as speakers, contributors and sometimes authors on coaching. They are fiercely proud and committed to coaching and often tigerish in defending the coaching space from unqualified and incompetent predators. In consequence, within organisations much wider than their own, they define a corporate stance on coaching which promotes good practice.

More generally, HR professionals, including the many who are not self-described internal coaches, have built their capability in various ways. Some undertook coaching courses often at highly prestigious institutions and at master's level and began to act as internal coaches and quality gatekeepers. Some simply used the resources provided by the CIPD and others to take ownership of the coaching effort within their organisations, working in partnership with professional coaches. Passionate about the value of coaching and mentoring, they were determined to chase out the poor quality and incompetent coaches who had previously been welcomed by the unwitting. They were aided by the previous version of this report, which in its unchanged later sections provided an excellent roadmap to coaching procurement and evaluation.

Although some continued to exploit professional relationships to get access to the boardroom beyond the scrutiny of HR, it is clear that HR and learning and development professionals are much more likely to have oversight of and, in many cases, manage

coaching. That said, the issue of experience wins out over qualification in decisions around coaching selection. According to our 2007 survey report, experience is rated higher by respondents; 36% of respondents cited this as the top criteria for external coaches, and just under a quarter ranked specialist qualifications as the most important factor. Supervision was rated as important by fewer than 10%; however, we would expect HR professionals managing coaching to be less concerned with qualification and coaching practice than with the issue of experience and fit. Can the coach deliver for our organisation? Do they understand our business? These are the questions that are most asked. However, it is also important that we ask if coaches are qualified, if they are developing themselves and if they are accountable.

Thirdly, the coaching business raised its game, recognising that the real value of coaching could be destroyed by the coaching opportunists. The coaching business sought therefore to build the reputation and brand of coaching, firstly by developing robust coaching standards, by ensuring that their coaches were more qualified and by developing a set of professional standards that should be shared by the various coaching bodies. As in many areas, primarily sports, the proliferation of regulatory and accreditation bodies can lead to confusion and a lack of transparency.

These developments raised the game and left some of the 'fly by night' coaches exposed. Many have started to hunt in less informed territory such as poorly resourced SMEs, the voluntary sector and individuals. However, the CIPD has ensured that – with factsheets, guides and toolkits – credible information is available for anyone that wants to check on the competence and credibility of business coaches. These trends were supplemented by a drive towards professionalisation within the coaching business, and that has been a key factor in building the reputation of coaching.

The drive towards professionalism

The European Mentoring and Coaching Council (EMCC), the Association for Coaching (AC), the International Coach Federation (ICF) and the Association for Professional and Executive Coaching and Supervision (APECS) are all coach membership and accreditation bodies. They represent different types of coach in

different markets. All have their own codes of conduct, although like all self-regulated areas of practice, it's easy for an opportunist to join an organisation and practice under the umbrella of apparent standards. As long as the organisations compete for members, it will be difficult to keep tabs on the unscrupulous. The organisations understand this and, because coaching is a relatively young area of developing expertise, standards and practice are disputed and debated as they should be. That said, one of the key issues towards developing professionalism – an aim of all the coaching bodies – is that they need to ensure a core set of standards and practice that every practitioner adheres to. The problem of making this happen when there are so many coaching bodies has been addressed at least in some way by the development of the UK Coaching Bodies Round Table. The 'Round Table' seeks to develop a common set of standards and a common set of values. It looks at issues like:

- professional accreditation on a recognised and properly evaluated coaching programme
- a commitment to continuous professional development
- a commitment to undergo supervision as a crucial aspect of professional practice
- the holding of professional indemnity insurance
- an ethical statement that binds all individual coaches.

These are welcome developments on the supply side. And it's clear when an aspiring professional group starts to build such institutions, they spread good practice and encourage the demand side to ask more of suppliers. These are the key dynamics that we believe are improving the quality of coaching. The other key issue is the creation of rigorous evaluation methods aimed at coaching, which ensure that the more opaque aspects of coaching are made transparent.

Again, the CIPD has had a big role in this, primarily through this report and by developing novel evaluation methodologies for the learning and development profession, such as the value of learning/return on expectations approach conducted with Portsmouth Business School. Yet, while coaches may aspire to professionalism, there is by no means a unity of opinion on what that means. The refusal of the British Psychological Society's coaching section to endorse the Round Table agreement along with the British Association for Counselling and Therapy suggests that

there is still enough diversity of practice to work against the ideal of a profession. The psychology profession, which is a regulated professional group, even sees an opportunity to position itself as the professional core of coaching. In fairness, there is much that coaching owes to psychology. Most of the techniques, processes and evaluative methodologies, as well as some of the regulating practices such as supervision, are borrowed from psychology and counselling. Psychological practitioners such as Jonathan Passmore, Tony Grant, David Lane and others have driven the evidence base of coaching forward. Their publications and models have helped build the rigour of coaching.

However, coaching is not just about psychology; it's about a range of skills. Questioning, motivation, clarifying, challenging, empathy and goal-setting are all key skills found in a good coach. It's also about understanding the wider context of management organisations, processes and decision-making. These are attributes that can be found in a whole range of disciplines, and more importantly they are found in a whole range of people. Coaching is an interdisciplinary skill-set that owes much to psychology, but a coaching profession where only accredited psychologists are allowed to practise would be the wrong road to follow.

The debate on coaching is likely to persist. Should we address the whole person as Graham Lee (2003) suggests, or focus on solutions as key coaching advocates such as Jackson and McKergow (2005) and Starr (2007) propose. Clutterbuck and Megginson advocate a 'purpose based' approach (see Megginson 2007). Others place a new emphasis on team coaching (Whiteley 2008). There are many roads to coaching and many views. The reader can explore these at his or her leisure. This report, however, focuses on the proven and the practical. In adopting this approach we provide the reader with a basic, reliable and roadworthy model which gets the HR specialists to the destination of understanding how coaching works. Who is doing it? How does it operate within organisations? How it should be bought (and sold), and a range of other issues. When to coach, when not to coach, who to coach. How to make sure coaching is delivering for the organisation, and the individual. Within the following pages, practically focused and clear illustrations of all of these issues and more will help HR in understanding coaching and buying coaching services.

Part 2: Defining and demystifying coaching

The term 'coaching' has come to refer to many different activities. Although this guide focuses on the use of coaching in organisational settings, it can be used in many other situations. Its early use in the business world often carried a remedial connotation – people were coached because they were underperforming or their behaviour was unsatisfactory. In our 2008 *Learning and Development* survey report these sorts of performance issues were identified as the 'purpose of coaching' by 58% of respondents. These days, coaching is more usually seen as a means of developing people within an organisation in order that they perform more effectively and reach their potential.

Confusion exists about what exactly coaching is, and how it is different from other 'helping behaviours' such as counselling and mentoring. A variety of niche types of coaching have also developed as the term has been popularised – life coaching, skills coaching, health coaching, executive coaching, to name but a few. In part, this may have arisen as a result of some practitioners taking advantage of a popular new term and applying it to their general services. Consequently, coaching has suffered from a degree of misperception and misrepresentation. To make things worse, people often use the terms interchangeably so that one person's life coaching is another's developmental mentoring. Many organisations use the terms for specific interventions in their own organisational contexts and others choose the terminology that seems most acceptable within their organisation. In the 2008 *Learning and Development* survey report referred to above, for example, a case study of the former milk marketing board Milk Link shows that coaching is used for succession planning, and when succession planning and coaching are used they are used interchangeably. In our *Coaching Capability* (Knights and Poppleton 2008) report coaching was used as a career management tool in a variety of firms, including Orange, Nokia and the BBC. The key issue is that coaching can be used in

a variety of ways and the organisational context is all important.

In this guide, we simply try to illustrate and explain the key differences between some of the common terms that are currently being used. We will then concentrate on suggesting ways for practitioners to ensure they have secured a good understanding of what exactly coaches mean when they describe their services.

Some generally agreed characteristics of coaching in organisations

Although there is a lack of agreement about precise definitions, there are some core characteristics of coaching activities that are generally agreed on by most coaching professionals:

- It consists of one-to-one developmental discussions.
- It provides people with feedback on both their strengths and weaknesses.
- It is aimed at specific issues/areas.
- It is a relatively short-term activity, except in executive coaching, which tends to have a longer timeframe.
- It is essentially a non-directive form of development.
- It focuses on improving performance and developing/enhancing individuals skills.
- It is used to address a wide range of issues.
- Coaching activities have both organisational and individual goals.
- It assumes that the individual is psychologically healthy and does not require a clinical intervention.
- It works on the premise that clients are self-aware, or can achieve self-awareness.
- It is time-bounded.
- It is a skilled activity.
- Personal issues may be discussed but the emphasis is on performance at work.

Table 5: Definitions of coaching

General personal development	Author
A process that enables learning and development to occur and thus performance to improve	Parsloe (1999)
Unlocking a person's potential to maximise their own performance	Whitmore (1996)
The overall purpose of coach-mentoring is to provide help and support for people in an increasingly competitive and pressurised world in order to help them: <ul style="list-style-type: none"> • develop their skills • improve their performance • maximise their potential • and to become the person they want to be. 	CIPD coaching courses definition
Primarily a short-term intervention aimed at performance improvement or developing a particular competence	Clutterbuck (2003)
A conversation, or series of conversations, one person has with another	Starr (2003)
The art of facilitating the performance, learning and development of another	Downey (1999)
Defines the verb 'coach' – 'tutor, train, give hints to, prime with facts'	Concise Oxford Dictionary
A coach is a collaborative partner who works with the learner to help them achieve goals, solve problems, learn and develop	Caplan (2003)
Meant to be a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organisational issues or change initiatives. Essentially, coaches provide executives with feedback they would normally never get about personal, performance, career and organisational issues	Hall et al (1999)
A collaborative, solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coach	Grant (2001)

Broadly speaking, from the CIPD's perspective, coaching is developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals. Some useful definitions are given in Table 5 above.

The 'helping behaviours' – differences between coaching, mentoring, counselling and consulting

Garvey (2004) suggests that activities such as coaching, mentoring and counselling can all be understood to be 'helping activities'. However, he agrees that understanding how they are different is difficult 'because of the sheer confusion over the terminology'. One way to tackle this is to make a brief comparison of the activities involved.

Coaching vs mentoring

There are many similarities between coaching and mentoring since both involve a one-to-one relationship that provides an opportunity for individuals to reflect, learn and develop. However, when comparing coaching with the traditional understanding of mentoring, there are some key differences.

The term 'mentoring' originates from Greek mythology. Odysseus entrusted his house and the education of his son to his friend, Mentor, saying to him, 'tell him all you know.' In practice, 'mentoring' has come to be used interchangeably with 'coaching'. David Clutterbuck (2001) comments, 'In spite of the variety of definitions of mentoring, all the experts appear to agree that it has its origins in the concept of apprenticeship, when an older, more experienced individual passed down his knowledge of how the task was done and how to operate in the commercial world.'

Table 6: Differences between mentoring and coaching

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long term and takes a broader view of the person	Short term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professionally	Coaching revolves more around specific development areas/issues

Some commonly agreed differences between coaching and mentoring (in its traditional sense) are shown in Table 6.

In reality, there can be large overlaps between the roles of coach and mentor. A mentor may do some coaching and a coach may do some mentoring if he or she is working with someone over time on issues that relate to their career. Many people also understand mentoring to be a useful adjunct to coaching, specifically in providing career guidance and longer-term support, as opposed to

the relatively short-term and performance-related focus of coaching.

Alongside the traditional idea of mentoring, there are now other types of mentoring that have come into existence (for example transformational mentoring). These are understood to refer to different concepts, many of which bear more similarities to coaching and/or counselling. It is therefore important to make sure that everyone understands what is meant by different terms, so that confusion is avoided.

Watch out for the cowboys!

In the UK, the use of the designations 'psychologist', 'therapist', 'counsellor' are not restricted by law to those who are qualified, so purchasers need to beware of 'self-styled' psychologists, counsellors and therapists who may not have formal training or hold any degree of professional accountability. It is therefore important to check the qualifications, experience and membership of appropriate professional bodies of any firms or individuals that an organisation uses to support their workforce in a counselling or coaching capacity.

Some individuals offering coaching services are qualified therapists or counselling psychologists who are marketing their services in the name of coaching. When using these individuals, it is important to be sure of the type of approach the person intends to use during sessions and that they have appropriate business knowledge.

Table 7: Differences between counselling and coaching

Counselling	Coaching
Broader focus and greater depth	Narrower focus
Goal is to help people understand the root causes of longstanding performance problems/issues at work	The goal is to improve an individual's performance at work
A short-term intervention, but can last for longer time periods due to the breadth of issues to be addressed	Tends to be a short-term intervention
Counselling can be used to address psycho-social as well as performance issues	Coaching does not seek to resolve any underlying psychological problems. It assumes a person does not require a psycho-social intervention
The agenda is generally agreed by the individuals and the counsellor	The agenda is typically set by the individual, but in agreement/consultation with the organisation
Other stakeholders are rarely involved	Other stakeholders (for example manager) are involved

Coaching vs counselling/therapy

There are obvious similarities between coaching and counselling activities, with much of coaching's theoretical underpinnings, models and techniques being derived from fields such as psychology and associated therapies, and applied in organisational contexts. However, while coaching and counselling both work within similar areas, they are not the same thing. They can, however, work together in a complementary way in workplace settings. Counselling is a highly skilled intervention focused on helping individuals address underlying psychological problems. It can be useful if employees are unable to resolve difficulties or make changes to their behaviour during coaching, which may indicate deeper underlying problems/issues. Key differences between counselling and coaching are shown in Table 7.

Psychological assessment is a complex process that requires in-depth and specialised training. A professional

coach will be keen to maintain the professional boundaries between coaching and the traditional therapies and will refer a client to an appropriate therapist/counsellor if they feel it will be useful and appropriate.

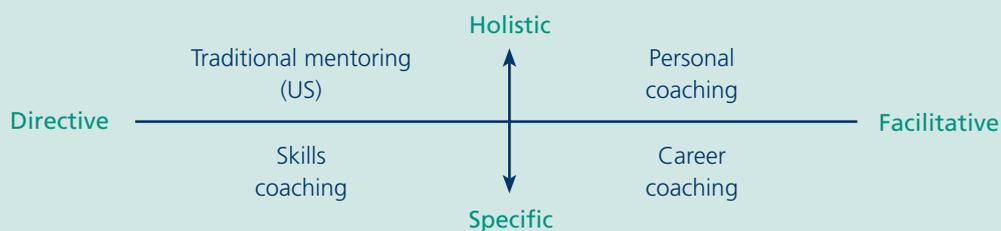
Modelling the differences between the 'helping behaviours'

Some academics and practitioners have attempted to clarify some of the key differences between the common forms of coaching, mentoring and counselling via a series of helpful models.

Relationship between coaching style and the different helping behaviours (Britnor-Guest and Willis 2004)

One way of looking at the differences between the different types of helping behaviour is to consider how directive the practitioner will be in their approach. To what extent will the person 'tell' the individual what

Figure 2: The relationship between coaching style and different types of helping practices



to do or help them work out their own solutions to their problems? Another key differentiator is the scope of the activities. Does it concentrate on specific parts of a person's life (for example work issues) or does it take a more holistic perspective? These two dimensions and how they relate to the different forms of 'helping behaviours' are shown in Figure 2.

Model of the differences depending on whether the focus is business or personal content (Horner 2002)

Another useful way of considering the different types of development/helping activities is given by Caroline Horner from the i-coach academy, developed in conjunction with Morag Dwyer. The differences between coaching, counselling and consulting are discussed in relation to the extent to which activities deal with business content (high/low) or personal content (high/low). For example, counselling is understood to have high personal content and low business content, whereas consulting is seen as being the opposite – high in business content and low in personal content. This model is shown below in Figure 3.

Coach/mentoring and other approaches – a framework for differentiating (Hay 1997)

Another useful dimension to think about is who is leading the activity – the individual, the organisation or a mixture of both? On this dimension, counselling

is clearly individually led, but different types of mentoring and coaching will differ in the extent to which the individual or the coach/organisation are leading the activity. In Figure 4, different activities are plotted on this continuum as well as considering whether the objectives for the coaching are long term and broad, or short term and specific. To add to the varying definitions, there are also many niche types of coaching, including executive coaching, performance coaching, skills coaching, developmental coaching, career coaching, to name but a few. Again, these terms tend to be used in different ways by different people.

The 2008 *Learning and Development* survey report referred to in Part 1 identified the most common types of coaching used by CIPD members (CIPD 2008b). Bear in mind that in the 2004 survey 50% of respondents reported that they didn't clearly understand the differences between the different types of coaching. There now seems to be much more clarity, with general personal development and the ability to build the capability of others scoring highly on the purpose of coaching.

It was clear from the 'purpose of coaching table' on page 3 that the most common types of coaching in use are performance and skills coaching, which were both used by two-thirds of respondents. Coaching types aimed at the personal needs/concerns of

Figure 3: Helping activities differentiated by levels of business/personal content

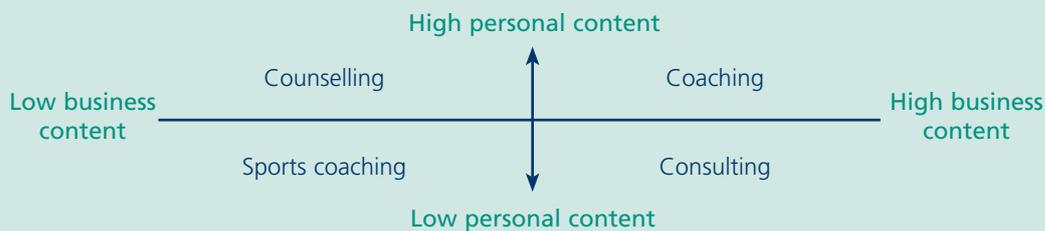
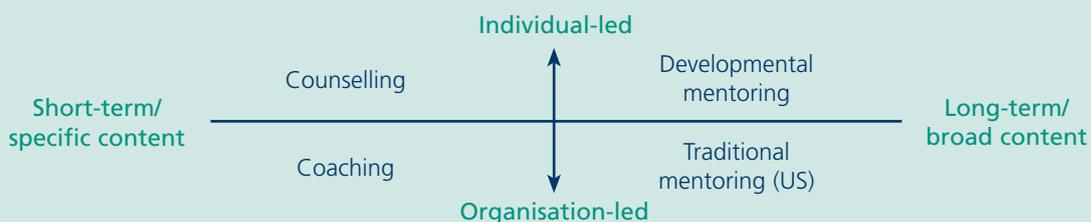


Figure 4: Coach/mentoring and other approaches: a framework for differentiating.



employees, such as life and career coaching, were among the least common forms of coaching used.

So what is meant by these different terms?

Performance coaching. Coaching activities here are aimed at enhancing an individual’s performance in their current role at work. The specific issues covered by the coaching will vary, but the aim will always be to increase their effectiveness and productivity at work. Generally, performance coaching derives its theoretical underpinnings and models from business and sports psychology as well as general psychological theory.

Executive coaching. Organisations are now generally more willing to invest in coaching for their senior managers and executives. By improving the performance of the most influential people within the organisation, the theory goes that business results should improve. Executive coaching is often delivered by coaches operating from outside the organisation whose services are requested for an agreed duration or number of coaching sessions. However the opacity of much executive coaching and its often highly personalised and specific nature, means that these results are often not delivered. There is a far greater chance of the organisation achieving its goals if executive coaching is aligned as part of HR’s coaching strategy, though in practice this can sometimes be difficult because of the politics and power relationships involved.

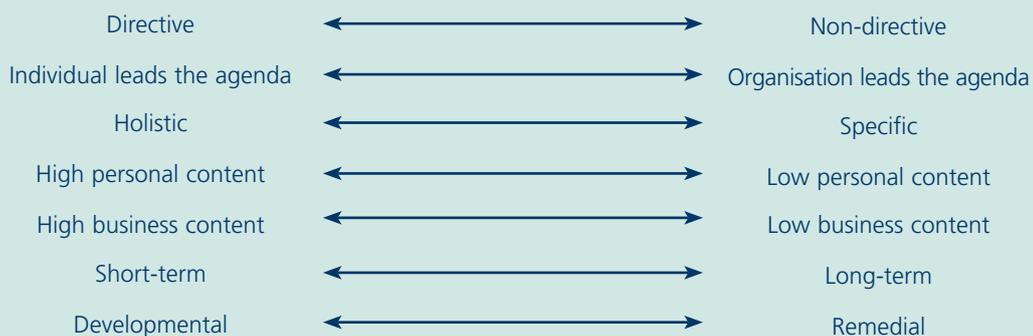
Practical tool: Making sense of the terminology and the coaching approach you want

The simple tool shown below can be used in a variety of different ways to help you define the type of coaching that best meets your needs.

Exercise 1: A useful exercise may be to map the key characteristics of the coaching approach/activity that would work well in your particular organisational context. On each of the dimensions below, mark a cross where your ideal approach sits. This can be used as part of the ‘ideal coach profile’ when selecting a coach.

Exercise 2: When considering introducing coaching to an organisation, it can be helpful to use the tool to draw out different people’s understanding of the term ‘coaching’. For example, ask all key stakeholders to mark a cross on the dimensions indicating what they consider ‘coaching’ to involve. By comparing answers, a discussion can emerge through which you can gain shared understanding.

Exercise 3: This tool can also be used in the coach selection process. You could ask the coach to discuss their approach with regard to the different dimensions, perhaps even marking it on the diagram. This can then be referred back to your original map of the key coaching characteristics you were looking for in a coaching approach. All of these dimensions could also be turned into questions to gain greater understanding of the coach’s approach, for example to what extent does the individual lead the agenda?



Skills coaching. This form of coaching focuses on the core skills an employee needs to perform in their role. Skills coaching provides a flexible, adaptive, 'just-in-time' approach to skills development. Coaching programmes are tailored specifically to the individual and are generally focused on achieving a number of skill development objectives that are linked to the needs of the organisation.

Career coaching. Coaching activities focus on the individual's career concerns, with the coach eliciting and using feedback on the individual's capabilities as part of a discussion of career options. The process should lead to increased clarity, personal change and forward action.

Personal or life coaching. This form of coaching provides support to individuals wishing to make some form of significant changes happen within their lives. Coaches help individuals to explore what they want in life and how they might achieve their aspirations and fulfil their needs. Personal/life coaching generally takes the individual's agenda as its start point.

Business coaching. Business coaching is always conducted within the constraints placed on the individual or group by the organisational context. The term is used to refer to any coaching activity that takes place in a business setting, so by definition overlaps with other terms.

Making sure you sort through the terminology issues

Because of the terminology issues that surround coaching, all parties concerned should check that there is shared understanding. You can't assume that people are talking about the same thing when they refer to coaching or mentoring. In reality, it doesn't really matter whether the activity is labelled 'coaching', 'advising', 'counselling' or anything else, as long as everyone involved understands what it means in their specific situation. For this shared understanding of terminology to take place, the CIPD recommends:

- Coaches must be encouraged to provide clients with a clear understanding of what they mean by the terms they use and the approach they offer. In this way, purchasers and users can make informed judgements about the nature of the activities on offer.
- To avoid serious misunderstandings, HR practitioners should check definitions and, more importantly, intended outcomes. It is necessary for the terms to be discussed by the users so that the overlaps in meaning are understood and the differences appreciated.

As a rule of thumb, it is probably best to simply pick the terms that most people find acceptable and then provide definitions to prevent misunderstandings.

Coaching standards

Organisations and coaches should try to convert the confusion around terminology into understanding of the overlaps, the distinctive objectives and the characteristics of each. The CIPD hopes that this Guide provides encouragement in this direction. However, further advances are progressing through a project being co-ordinated by the European Mentoring and Coaching Council (EMCC) with the collaboration of all the coaching professional bodies.

This project has drawn together information about coaching and mentoring practice from documented standards and competency frameworks created by experts in the field, professional bodies, private organisations as well as specialist coaching and mentoring training companies. The information has been distilled into a single comprehensive framework that makes sense of the overlaps and differences between the services on offer. The EMCC is currently in the process of collecting data to determine which competencies are core to all types of coaching practice, and which competencies are specific to the different 'types' of coaching and mentoring (for example executive coaching, developmental mentoring and so on). More information about the project can be found on the EMCC website: www.emccouncil.org

Part 3: The key players in the coaching relationship

The primary relationship in any coaching activity involves the coach and the individual. However, it is not the only important relationship. Other key stakeholders include the person representing the organisation's interests – most frequently an HR practitioner and the individual's manager. Both of these parties are interested in improving the individual's performance and therefore their contribution to the organisation. Figure 5 depicts these different relationships.

- **The individual and HR.** HR must explain why the individual is being coached, and allay any concerns they have about it. They must also assess that there is a genuine need for coaching and that the individual is ready for it.
- **The individual and line manager.** The line manager must understand and be supportive of the individual during the coaching intervention, and for ongoing development plans. They can also be involved in helping the individual decide the development objectives for the coaching programme.

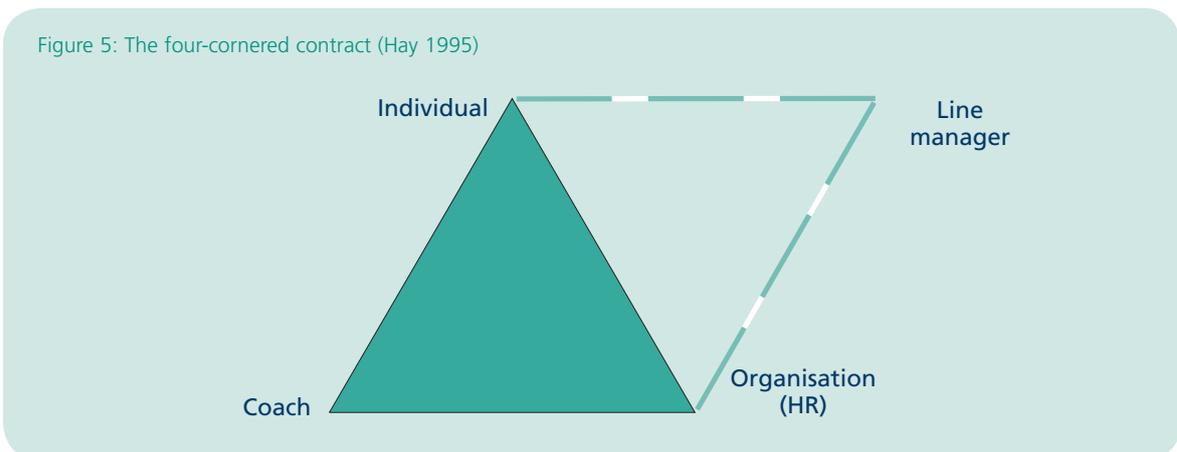


Figure 5 shows that there are different relationships that need to be managed for coaching to have maximum impact:

- **The individual and coach.** This is the most visible relationship, and requires good matching for it to work effectively.
- **The coach and HR.** These parties agree the contractual relationship, with the HR practitioner representing the organisation's interests. HR should thoroughly brief the coach so they understand the organisational context in which the coaching will take place.

- **HR and the line manager.** HR must manage the line manager's expectations and explain his or her role in supporting the coaching relationship.

These relationships must be carefully managed for maximum benefit to be gained from a coaching initiative. HR practitioners play a critical role in making sure that all the other stakeholders to the coaching intervention are brought into the process and understand their roles in its success.

A crucial role for HR?

Eighty per cent of respondents to the 2004 CIPD *Training and Development* survey felt that 'HR has a crucial role to play in selecting and evaluating the impact of coaching initiatives'. Furthermore, 92% agreed that 'when coaching is managed effectively it can have a positive impact on an organisation's bottom line'. It therefore seems as though HR practitioners have a critical role in drawing up a framework for the coaching activities that take place to ensure value for money and alignment with the organisation's strategic goals. This finding is borne out in our 2008 survey, with around three-quarters seeing a major role for HR.

In some organisations, individual managers or executives arrange their own coaching. When this happens and if the HR department fails to play a co-ordinating and overseeing role, the organisation loses a valuable opportunity to create a coaching strategy aligned with organisational goals and the overall training and development strategy. Because no evaluation is taking place, they are also losing the opportunity to build up a body of knowledge about lessons learned in the use of coaching in the organisation. Without HR overseeing the coaching, it will be very difficult to get a clear picture of what coaching is taking place and how effective it is. The evaluation of coaching activities will therefore be impossible. An overall perspective allows the HR team to identify pockets of good and poor practice and to plan any necessary remedial action. The HR team needs to have a good understanding of all the coaching taking place and to ensure it is grounded in the goals of the organisation. (See Hilpern (2008: 21–26) for a review of HR's role in coach selection.)

Being a knowledgeable and discerning customer is crucial. HR practitioners may not necessarily have a great deal of expertise about the process of coaching, but many of the generic skills held by HR practitioners lend themselves to effectively managing coaching relationships. The skills and experience of selection interviewing, drawing up contracts/agreements, ensuring there are efficient measurement systems, supervising projects with multiple stakeholder groups, are all important parts of managing coaching activities. If, as an HR person, you are given responsibility for managing a coaching initiative, you should try to build

up your knowledge of coaching processes, models and frameworks. This will enable you to become a more knowledgeable buyer of coaching services and to cut through the issues around terminology and jargon that we have profiled.

The key components of HR's role in managing coaching engagements

HR practitioners should get involved in coaching engagements from the outset. Key areas of HR involvement include:

- assessing an individual's need for coaching
- assessing an individual's readiness for coaching
- getting line managers on board
- determining best use of internal and external coaches
- running a rigorous coach selection process
- assisting in the matching process
- briefing the coach
- managing the contracting process
- monitoring effectiveness and measuring the impact
- capturing internal knowledge and evaluation data
- integrating coaching with other HR and development activity.

This list demonstrates just how much time and effort is needed to formally manage a coaching process, particularly in large organisations or in organisations where coaching is being offered to a large number of people. The details of these activities are tackled later. Table 8 (overleaf) shows where in the guide you can find this information.

Challenges for HR

The activities listed opposite illustrate how complex the role of HR can be in this area. The multiple stakeholders in coaching relationships create difficult issues that require consideration. Who is the primary client? Is it the client organisation because it pays for the coach? Or is it the individual end-user because coaching requires an environment of trust to be effective? The most common answer to these questions is that both the individual and the organisation are clients, with their own goals and objectives for the coaching initiative. The coach and the HR practitioner must work to ensure that the needs and goals of both parties are aligned and are

Table 8: Where to find further information in the guide

Areas of HR involvement	Where to find further information in the guide	Page
Assessing an individual's need for coaching	See Part 4: Making the case for coaching	24
Assessing an individual's readiness for coaching	See Part 4: Making the case for coaching	24
Briefing the individual	See Part 5: Preparation and setting the scene	30
Getting line managers on board and managing expectations	See Part 5: Preparation and setting the scene	30
Determining best use of internal and external coaches	See Part 6: Choosing the right coach	33
Running a rigorous coach selection process	See Part 7: Coach selection and matching	39
Assisting the matching process	See Part 7: Coach selection and matching	39
Briefing the coach	See Part 8: Managing the onward engagement	47
Managing the contracting process	See Part 7: Coach selection and matching	39
Monitoring effectiveness and measuring the impact	See Part 8: Managing the onward engagement	47
Capturing internal knowledge and evaluation data	See Part 8: Managing the onward engagement	47
Integrating coaching with other HR and development activity	See Part 8: Managing the onward engagement	47

met by the coaching intervention. Ensuring clarity of understanding is crucial for managing issues around confidentiality and information flow.

Other key challenges facing HR practitioners include:

- **Integrating coaching with the bigger picture.** HR also holds the responsibility for ensuring that coaching activities are aligned with the strategic goals of the organisation, and that they are integrated with other HR/training plans and activities. At the moment it seems that this often doesn't happen – the 2004 CIPD *Training and Development* survey report revealed that two-thirds of respondents who indicated coaching takes place in their organisation reported that there is no formal strategy that governs coaching activities. Of respondents who do have a strategy in place, the vast majority said that it only covers certain groups of employees and only 6% of respondents using coaching have a written strategy on coaching for all staff.
- **Opening 'closed doors'.** A key problem for HR is when coaching happens behind 'closed doors' because senior-level employees bring in their own coaches and the activities aren't co-ordinated by HR. This means that there are no reporting

structures and no accountability for the professional coaches. Organisations can't learn from such coaching engagements.

- **Meeting the needs of both the organisation and the individual.** Any HR practitioners who currently have a responsibility for procuring coaching will be aware of the challenge of meeting the requirements of the organisation and the individual being coached. The onus is on those buying coaching to ensure that they approach the area in an informed and structured way, if they are to achieve value for money.
- **Information flow and confidentiality.** Another issue to think about is how information from coaching conversations is used within an organisation, regardless of whether the coaching is external or internal. From the start, it is essential that HR is clear about what information the organisation wants so that the coaches and clients are clearly working towards specific goals. The clearer the goals, the easier it will be for the organisation to measure the results.
- **Scoping and controlling costs.** In making decisions about how coaching will be run in an organisation, there are several factors to think

through. A factor that can't be ignored is cost. HR practitioners need to consider how resource constraints will affect how much coaching can be undertaken. With constrained resources, it's important to establish parameters about coaching in the organisation. Some questions for practitioners to consider are:

Without agreed parameters, coaching relationships can continue for long periods of time, becoming a permanent 'sounding board' for a person's work issues. This can mean costs can spiral. An ongoing role for HR practitioners therefore is to define the scope of coaching assignments and control costs.

- Who should receive coaching – will there be limits?
- Which employee groups should we invest in?
- Will coaching be restricted to individuals of a certain level of seniority?
- Will coaching only be provided in relation to certain development activities?
- Will there be a limit on the number of hours available to each individual?
- Will you use internal or external coaches?
- How will you measure/evaluate success and value for money?

Table 9: Establishing a coaching climate (Clutterbuck 2004)

So what exactly is a coaching climate? You will know you have a coaching climate when:

- Personal growth, team development and organisational learning are integrated and the links clearly understood.
- People are able to engage in constructive and positive challenging.
- People welcome feedback (even at the top) and actively seek it.
- Coaching is seen as a responsibility of managers and their direct reports.
- There is good understanding at all levels about what effective developers and developees do.
- Coaching is seen primarily as an opportunity rather than as a remedial intervention.
- People are recognised and rewarded for their activity in sharing knowledge.
- Time for reflection is valued.
- There are effective mechanisms for identifying and addressing barriers to learning.
- People look first inside the organisation for their next job.
- There are strong role models of good coaching practice.

So how do you create a coaching climate?

- By ensuring that managers have at least the basic skills of coaching.
- By equipping all employees with the skills to be coached effectively.
- By providing an advanced coaching skills programme for senior managers and HR staff.
- By providing opportunities to review good coaching practice.
- By recognising and rewarding managers who demonstrate good coaching behaviour and commitment to coaching.
- By measuring and providing feedback on the quality, relevance and accessibility of coaching.
- By ensuring that top management provides strong, positive role models.
- By identifying cultural and systems barriers to developmental behaviours.

HR practitioners can track how much the organisation is perceived to support development and coaching activity in a variety of ways, including through employee attitude surveys. This is something that can be measured and used as a broad benchmark of progress towards a coaching culture.

Coaching is believed to have a key role in supporting other learning and development activities. For example, 93% of respondents in the training and development survey agreed that coaching is a key mechanism for transferring learning from training courses back to the workplace. However, four years on only a quarter of respondents had coaching written into their formal learning and development strategy.

An essential role for HR practitioners in creating effective conditions for coaching is to ensure that the culture and climate within the organisation is

supportive of learning and development. In the survey, 80% of respondents agreed that 'coaching will only work well in a culture that supports learning and development'. Many practitioners and academics suggest that, ideally, a 'coaching climate' should exist within organisations. In Table 9, David Clutterbuck (2004) offers advice on this issue. The 2008 CIPD/ Ashridge report (Knights and Poppleton 2008) on developing coaching capability provides a tool to help HR assess the development of coaching and mentoring within organisations. A summary of the report and its findings is provided by Knights (2008: 28–32).

Figure 6: Developing coaching capability

Evaluation: organisation vs individual

What this means:

This dimension is concerned with the requirement to show outcomes primarily at an organisational or at an individual level. It is strongly aligned with the focus for coaching.

Evaluation: short-term vs long-term

What this means:

This dimension is concerned with the requirement to show results from coaching primarily in the immediate short term or primarily in the longer term. Organisations are likely to be interested in both short-term and long-term evaluation – but to have a greater interest in data from one perspective than another.

Management: highly structured vs organic

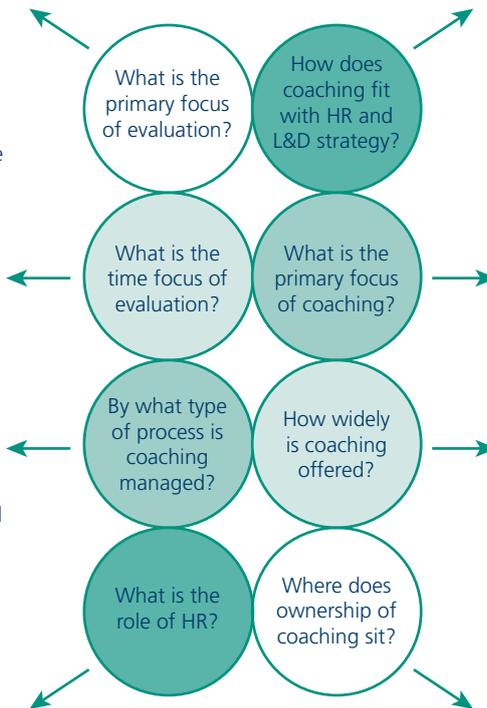
What this means:

This choice concerns the degree to which coaching services are standard and consistent across the organisation.

Role of HR: manager vs enabler

What this means:

The research clearly highlighted that HR (usually in the form of learning and development) has an important role to play in supporting an effective coaching offer. This role can be subtly, or even substantially, different, depending on factors such as the L&D climate and organisation culture. We found many organisations where HR plays an element of both roles – but in most cases the orientation was skewed one way or the other.



Fit: integrated vs independent

What this means:

This dimension is concerned with the extent to which coaching is woven into the wider learning and development strategy and its components. In some organisations we found that coaching was deliberately somewhat separate from other forms of development.

Focus: organisation vs individual

What this means:

Most organisations would assert that their coaching offers are in the service of both organisational and personal development. However, in most cases, there is a primary focus for intervention. We found that, for many of the participant organisations, it was helpful to become aware of whether the primary orientation is towards organisational or individual outcomes first. This has particular implications for positioning coaching, the type of resource required to deliver coaching and, most critically, evaluation of the coaching offer.

Scope of offer: everyone vs select few

What this means:

This choice is concerned with identifying the target group for coaching in an organisation. This dimension is closely linked to the purpose for coaching, but is also impacted by other contextual factors such as resource availability and organisation culture. It may be helpful to think about this choice, not only for the overall coaching offer, but also for different types of coaching intervention (for example external coaches or internal specialist coaching).

Ownership: central vs dispersed

What this means:

There are strong links between this dimension and the process by which coaching is managed (standardised vs bespoke). The subtle difference is that this dimension is concerned with where ownership of coaching rests in the organisation and need not necessarily dictate the nature of the coaching offer itself.

Part 4: Making the case for coaching

Whether coaching is an appropriate intervention depends on several factors: whether the organisational conditions are conducive to coaching; whether coaching is the most appropriate development intervention for an individual; and whether the individual is 'ready' for coaching. In this part of the guide, these different areas will be looked at in turn to allow practitioners to make informed decisions as to whether coaching is really the right answer.

Organisational conditions for coaching

As discussed in Part 3, for coaching to be successful, the organisational culture and climate should be supportive of learning and development. Many writers go further and advocate a coaching culture that places emphasis on learning, development and knowledge-sharing (Caplan 2003). Others emphasise a coaching effort that maximises productivity. One study points to major improvements in customer service arising from BT Retail's coaching programme (Brumwell and Reynolds 2006).

However, there are some particular organisational situations where coaching may be appropriate as a development intervention. Some examples of these are:

- **Talent shortages.** When organisations are suffering from significant skills shortages, money may be better spent developing the skills of current employees through interventions like coaching, rather than spending a great deal of money recruiting external candidates. (See Knights and Poppleton (2008) for a discussion of case studies involving career development at Orange and Yell.)
- **Small or fast-growing businesses.** People who initially set up small businesses don't necessarily have the skills to manage larger businesses and the growing number of people they need to employ. It's also unlikely that they can be away from work for extended periods of time for development activities. In this situation, coaching can offer targeted, timely development on identified issues/areas that can be fitted into the individual's busy schedule.
- **Belief that coaching can deliver long-term performance improvement.** Organisations should only invest in coaching when they think it will deliver significant and long-term improvements in individuals' performance – that is, that future performance will greatly exceed current performance, which can be translated into business benefits.
- **The organisation expects that behaviour can be changed in a short period of time.** Organisations should only invest in coaching if they think that the issues that need to be addressed can be achieved in a relatively short period of time.
- **During times of organisational change.** Periods of major organisational change can require significant shifts in the behaviour and attitudes of some employees in order to fit in with new structures or cultures. Coaching can help individuals make these necessary changes.
- **Changes in job role.** Coaching can help individuals who are moving to a new job that requires different skills and abilities. Coaching can be a valuable short-term intervention to help people adapt and cope with their role change.
- **Supporting expatriates.** Coaching can offer support for expatriates who have to adjust to a new culture and country. These people often have very specific requirements and they need immediate support as issues arise.
- **Developing the skills of 'valuable' technical experts.** Where certain employees have high levels of specific skills and experience (or critical relationships with contractors/suppliers, and so on), the organisation might have difficulty replacing its human capital. In this situation, it may be more appropriate to provide coaching to these managers to improve or develop some of their other skills (interpersonal/managerial) so that their careers can progress within the organisation. (See Knights and Poppleton 2008) for a case study of Cadbury PLC and the development of coaching and mentoring for research scientists.)

- **Support for future leaders or senior executives.**

Senior managers or executives being groomed for leadership roles may be hesitant to attend training courses, as they may feel that they should already have the skills, expertise, and so on. In this situation, coaching can be a suitable intervention as it is a confidential, personal and 'safe' development option where the individual is using an objective, external person to help them with their development. (See Blakeley 2006 for a discussion of senior executive coaching conducted by Cass Business School.)

Assessing when there is a need for an individual to receive coaching

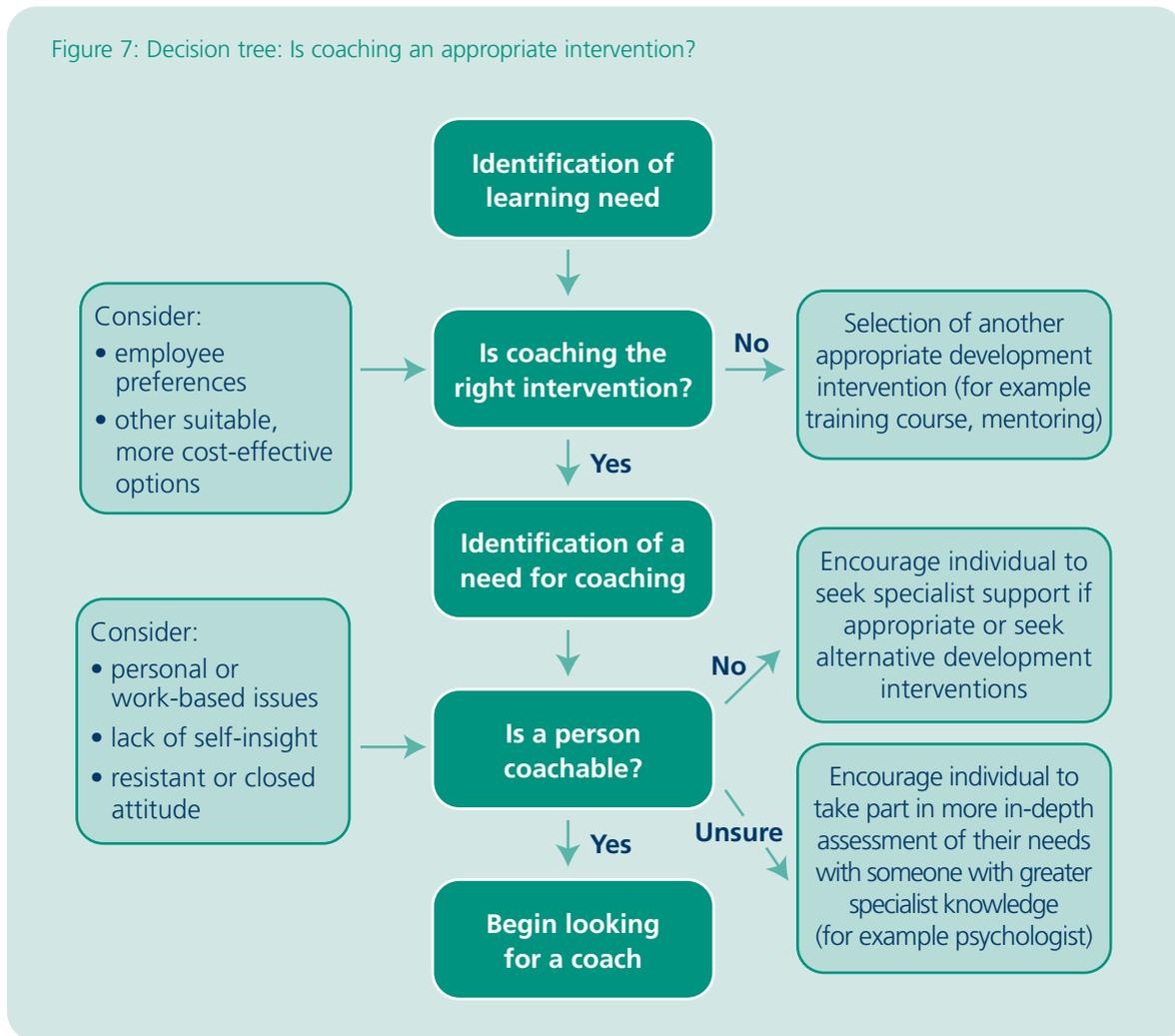
Identifying that an individual could benefit from some coaching can happen in a variety of organisational settings. The first step will be the identification of some kind of learning or development need. This is most frequently articulated by the individual themselves, their line manager or by a member of the HR department (for example during a development centre). Once a learning need has been identified, the next step is for the manager and the individual to decide how best the need can be met.

The rise in the popularity of coaching in recent years means that there is a danger that coaching can be seen as a panacea for all kinds of development needs. However, it is important that coaching is only used when it is genuinely seen as the best way of helping an individual learn and develop. Coaching is just one of a range of training and development interventions that organisations can use to develop their employees. It can also be an expensive proposition, with costs quickly mounting up even if the coaching only lasts a few months. It is therefore necessary to make sure that other possible avenues for development are fully explored. The merits of coaching should be considered alongside other types of development interventions, such as training courses, mentoring or on-the-job training. Employee preferences should also be borne in mind. While coaching can be a very effective development tool, as with any learning intervention, it will be most effective when a genuine need for it is identified, and when it is the best development tool for the specific purpose. Decisions as to whether coaching is an appropriate approach are illustrated in Figure 7.

Examples of development needs when coaching may be an appropriate solution

- **Developing an individual's potential.** Sometimes an individual can be performing perfectly well, but could be even more successful with some assistance. In this situation, the coach is not helping the individual to 'fix' any particular problem, but instead will try to help motivate the individual to consider their future plans and next steps in their job or career.
- **Poor interpersonal skills.** Some individuals in the workplace are highly competent, technical experts. However, they can have poor interpersonal skills that make them appear arrogant or stubborn to those they work with. Coaches can help managers to better 'read' interpersonal situations and be more effective in their interactions with colleagues.
- **Poor conflict management skills.** In some cases, managers may handle conflict situations in an aggressive and non-compromising way that antagonises their colleagues. This may be quite intimidating to peers and team members. Coaching can help these individuals to develop the skills of negotiation and compromise so that conflict is resolved more effectively. (For example Down (2007) introduces coaching as a conflict resolution technique.)
- **Poor skills at developing others.** Some managers have difficulty supporting the development of their team members. Coaching can help managers develop junior colleagues more effectively by learning some coaching skills themselves.
- **Developing a more strategic perspective.** As managers move from management or front-line positions to more senior levels, they often need assistance in gaining a more strategic perspective. This involves making decisions based on the best interests of the organisation as a whole, rather than their specific area of the business. Coaches can help managers to become more sensitive to wider organisational concerns and understand opportunities and problems occurring across multiple business units. (Uberoy (2006) provides an 'engagement roadmap' and other techniques for developing strategy using coaching.)
- **Developing new skills due to a change in role.** In instances where organisations restructure or refocus their workforce, some individuals may be required to develop new skills very quickly. An example is when an individual may move into a

Figure 7: Decision tree: Is coaching an appropriate intervention?



more customer-facing or business-development role. This can be quite daunting and coaching can help them to develop these skills and be more confident and effective in their new role.

Assessing individual readiness for coaching

There are some individuals who may not respond well to coaching for a variety of reasons. Sometimes, their problems are best dealt with by an intervention other than coaching, and in other circumstances their attitude may interfere with the effectiveness of coaching. Before a coaching intervention is begun, organisations need to assess an individual's 'readiness' for coaching. Coaching may not be an appropriate intervention in the following circumstances:

- **If the individual has a personal or family crisis.** In this situation, the individuals will certainly need support and somebody to talk to, but that person

is not a professional coach. A highly confidential counselling intervention is likely to be more appropriate.

- **If the individual has psychological problems.** People suspected of suffering from psychological problems can be offered referral to appropriate specialist support. Coaches don't necessarily have the depth of psychological training to deal with these issues, nor the medical training to address any physiological components that may also be part of the problem (for example addiction, depression). Figure 8 (overleaf) illustrates this.
- **If the individual has a developmental need that is widely shared in the organisation.** In this case the individual may not need an intervention as costly or intensive as coaching. A course or development programme may be an equally effective and more cost-effective solution.

- **If the individual lacks self-insight.** If an individual is without adequate self-insight or has no ability to modify their behaviour from situation to situation, coaching will not be effective. In cases like this, a coach may not be able to overcome such strong resistance to change.
- **If the individual is resistant or closed to coaching.** Coaching works best when there is a receptive audience. It is likely to be ineffective if the person is forced into coaching under duress because they are likely to be uncooperative. Attempts should be made to understand why they feel this way.
- **If the individual continually engages in socially inappropriate behaviour.** Once this kind of behavioural problem (for example, behaviours bordering on sexual harassment) has become more frequent and ingrained, coaching is not an appropriate intervention. Either the person in question will need long-term, intense counselling or will be subject to the formal disciplinary process. As coaches can't refuse to testify against clients in any subsequent legal proceedings, it is also in the best interests of employees themselves to have professional counsellors with whom to discuss problems in total confidentiality.

If the individual sees the coaching as a 'quick fix' and doesn't take responsibility for changing their behaviour. Such individuals are unlikely to be successful if provided with coaching. Long-term successful behavioural change requires a great deal of effort and hard work for it to really happen.

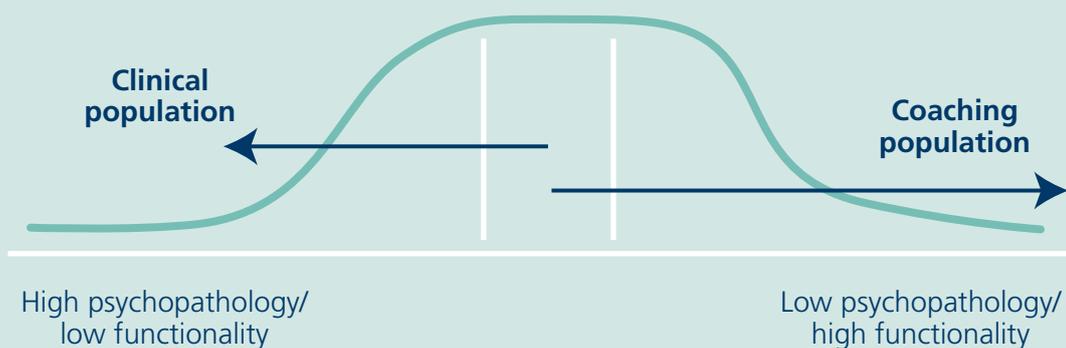
- **If the individual is leaving the company or retiring.** In this situation, it is unlikely that in such a short timeframe the organisation will see any benefits in terms of improved performance. Outplacement or career counselling may be a more appropriate solution.

In many of these situations, we are looking at the boundaries between coaching and therapy. Sometimes a clinical intervention will be more appropriate support for the individual. A coach should be able to assess if a person is coachable, but ideally the HR practitioner should try to identify any wider issues before the coach is contracted.

The business case for coaching

Is coaching worth the time and investment? Based on the results from the 2004 CIPD *Training and*

Figure 8: Grant (2001)



Questions to consider when assessing an individual's readiness for coaching

- Does the problem/development area require more in-depth psychological expertise?
- Is the problem/development area personal or work-based?
- Is the individual a willing participant in the coaching?
- Does the individual accept that the coaching requires considerable effort from them for it to be successful? Are they resistant to change?
- Is there another equally effective development option that may be more cost-effective?

Development survey, it would appear so. Two-thirds of respondents to the survey reported that they felt their activities had been 'effective' (61%) or 'very effective' (6%) in meeting objectives. This is a positive response and is mirrored by the fact that 99% also felt that 'coaching can deliver tangible benefits both to individuals and organisations'. Furthermore, 92% also agreed that 'when coaching is managed effectively it can have a positive impact on an organisation's bottom line'. This is a strong endorsement by the HR community about the value and impact coaching can have in an organisational setting. MORE THAN, the insurance arm of Royal and Sun Alliance, reorganised its business in 2005 with a coaching focus. However, some commentators contend that coaching is simply an HR fad. In making the case for coaching, HR practitioners need to be able to discuss the benefits that both the organisation and individual can expect to receive.

Understanding the People and Performance Link: Unlocking the black box (CIPD 2003b)

The CIPD 2003 research report, *Understanding the People and Performance Link: Unlocking the black box*, may offer an understanding of how HR activities such as coaching can impact on individual and organisational performance. This is illustrated in Figure 9.

The research found that employees' job performance is a function of their ability, their motivation to engage with their work, and the opportunity to deploy their ideas, abilities and knowledge effectively. Coaching contributes to this by offering an opportunity to improve the motivation and skills of employees, and enhance their performance. Coaching can deliver this by:

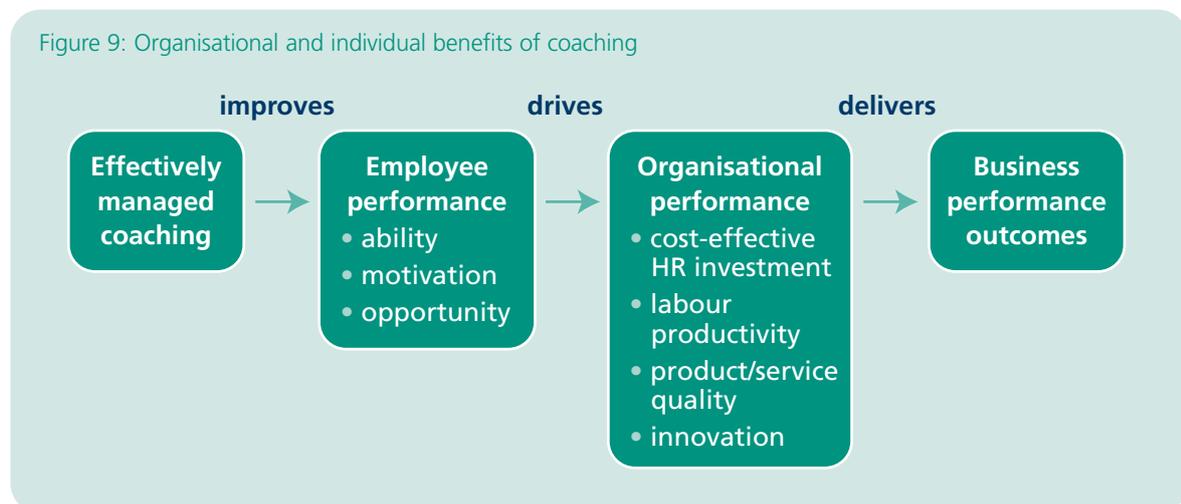
- developing employee skills in line with organisational objectives
- engaging employees with their work, making them feel valued and fostering commitment to the organisation
- promoting self-responsibility and initiative, and facilitating adaptation to new challenges and change
- accommodating and supporting employees' obligations to their home lives so that they are productive and effective while they are at work.

By improving the performance of individuals, coaching should enable the organisation to achieve superior performance in terms of labour productivity, cost-effective investment in HR, quality, innovation and customer satisfaction.

What does the research say? Is there a business case for coaching?

Some research exists about the impact of coaching interventions in organisational settings, but it is far from comprehensive. There is a broad base of research about coaching more generally, particularly from the sports world and in educational settings, and this does tend to suggest that coaching is effective in improving aspects of an individual's behaviour. There is also a wealth of research relating to specific elements of coaching, such as the use of specific techniques/tools (for example goal-setting). However, less is known about the impact of coaching as an intervention in organisations, and particularly about the benefits of using external coaches. Horner (2002) comments: 'There was surprisingly little empirical research on the efficacy of executive coaching

Figure 9: Organisational and individual benefits of coaching



in the practice of management and leadership. This is particularly so for the practice of coaching by external coaches, although this lack of empirical foundation has not inhibited practitioners or authors from advocating their approaches or publishing their views.'

Research that has investigated the views of the participants in coaching generally has very positive findings. For example, Hall et al (1999) reported that clients most frequently rated the overall effectiveness of their coaching experiences as 'very satisfactory'. And a study by the International Coach Federation found a wide range of benefits reported by individuals who take part in coaching. These included:

Table 10: Benefits of coaching

Increased self-awareness	68%
Better goal-setting	62%
More balanced life	61%
Lower stress levels	57%
Enhanced self-discovery	53%
Increased confidence	52%
Improved quality of life	43%
Enhanced communication skills	40%
Increased project completion	36%
Improved health or fitness level	34%
Better relationship with co-workers	33%
Better family relationships	33%

There appears to be a genuine belief from those who take part in coaching that it does deliver benefits.

But what about benefits delivered to the organisation? Like many other training activities, it's difficult to identify whether coaching has a direct effect on bottom-line performance because of all the other factors that influence organisational performance. Studies are nonetheless emerging to substantiate the belief that powerful benefits are achievable. Several studies have shown that coaching positively influences productivity, quality, customer service and retention of best employees. One example is a study by Manchester Consulting Inc., aimed at demonstrating the impact of executive coaching (using external coaches) on the organisation's bottom line. They describe a chain of

impact originating in coaching: 'coaching translates into doing, doing translates into impacting the business, this impact can be quantified and maximised' (McGovern et al 2001).

Much coaching research comes from coaches themselves or is conducted by committed coaching academics. They often fail to separate coaching from other interventions and data is often of the self-report variety, which can be susceptible to bias. The MetrixGlobal (Anderson 2007) survey specifically targets HR and senior business professionals who manage coaching. It finds that respondents reported a 7% improvement in quality, productivity increased by the same amount and there was an increase in net revenue of just over 6%. The report goes on to estimate some data for productivity and net revenue in the companies surveyed. The report also suggests increased teamwork, bench strength and better communication.

- These study results demonstrated the effectiveness of coaching and estimated an average return on investment of \$100,000 for the sample. According to a recent review of the available evidence on executive coaching, 'A conservative estimation of monetary benefits of executive coaching documented the ROI of \$3,268,325 or 689% of the investment' (De Meuse and Guangrong 2008 (quoting Parker-Wilkins 2006)).

So, it appears as though evidence is emerging, but much more research is needed before there can be said to be 'solid evidence' of the benefits of coaching. Table 10 lists some of the common benefits that coaching is purported to deliver to individuals and organisations. These can be used by HR practitioners in building the business case for using coaching in their organisation. For a comprehensive survey on available evidence on coaching see (De Haan 2008).

Part 5: Preparation and setting the scene

Before selecting and recruiting coaches to work with your organisation, there are some important preparatory activities that require attention.

Undertaking these will ensure that the coaching initiative has been carefully thought through and that all stakeholder groups are clear about what it will involve, and what their role and responsibilities entail. These include: setting expectations and briefing the individual; gaining the buy-in of line managers; and ensuring clarity of approach and goals.

Setting expectations and briefing the individual

Coaching works best when the individual is both a willing and an informed participant. The more the individual understands about the coaching process and is engaged with it, the easier it will be for the coach to work with them. Before the coach and the individual are introduced, HR has an important role (working closely with the line manager) in providing information to the individual and preparing them for the coaching activities.

This 'contracting' phase of coaching is crucial as it sets the terms of any coaching assignment and ensures that all parties are clear about the outcome. It also ensures that relevant managers and stakeholders can see real value in coaching as it then has a clear process, outcomes and accountabilities. This also helps with evaluation and ensuring that coaching delivers. Such issues are brought to life in a short and stimulating article on contracting (Summerfield 2007).

In the past, coaching has often had negative connotations, being seen as a remedial activity. It is therefore essential that HR practitioners or the individual's line manager spend time carefully explaining to individuals the purpose of the coaching, and making sure they don't misinterpret why it's being offered. This is crucial for realistic expectations to be set. It is also important to understand that individuals may feel apprehensive – time should be taken to explain how the process will work in order to allay fears and start the initiative off on the right foot. Key messages to convey to individuals include:

- The organisation values you and wants to further develop your skills.
- This is an opportunity for you to have some one-to-one personal development time.
- The coaching will be confidential (be clear about what information, if any, will be fed back to the organisation). These often complex issues around confidentiality are discussed in a concise article by Moloney (2006).
- You will have to do the work – there is no magic button to be pressed here.

Managing the individual's expectations is crucial. Provide the individual with an honest explanation of why you are recommending that they take part in some coaching, being as specific as possible. This should give them a clear understanding of why they

Areas for HR or the line manager to cover when briefing individuals are:

- the purpose of the coaching
- why they have been selected
- the objectives for the coaching from the organisation's perspective
- the length of the coaching arrangement (number of sessions; length of each session)
- who the coach will be
- typical outline of a coaching session
- confidentiality and reporting back of information
- how the coaching will be evaluated.

are being offered the coaching. It's equally important not to 'overpromise' anything to the individual at this stage – for example, by taking part they are not guaranteed a promotion or any other specific career opportunity.

Being clear and supportive from the outset will motivate the individual. At an early stage, they should be encouraged to consider what they would like to achieve from the coaching sessions and identify specific areas to focus on. The individual should always own their learning. When people are learning things they have identified as important, relevant and beneficial, they will be better motivated to commit to specific and practical courses of action to make it happen.

Gaining the buy-in of line managers

The line manager, while not in the primary relationship in coaching (the coach and the individual), is nonetheless an interested party. HR must ensure that the line manager understands their role in making the coaching work, and does not simply see it as an easy way to pass on responsibilities for supporting staff development.

Managers should set an example by taking the coaching activities seriously and encourage the individual to spend time and effort thinking about their development and onward career plans. HR practitioners need to explain that as part of their role in supporting the coaching initiative, the line manager:

- must provide the individual with time to undertake the coaching
- must not expect to get information back from the coach on the individual, unless it has been explicitly agreed with the individual and the coach

HR practitioners should:

- Explain what coaching is, and what it is not, to build realistic expectations of outcomes.
- Explain how the coaching will benefit the individual, but also how this will translate into improved contribution to the team.
- Help the manager understand issues of confidentiality.
- Manage expectations about how much information they will receive back on the progress of the coaching.
- Explain how to identify signs that the individual is finding the coaching too demanding.

- should not put pressure on the individual to meet unrealistic goals or meet goals in unrealistic timeframes
- should discuss progress with the individual and what they feel they have gained
- should recognise progress and reward achievement of coaching goals.

Conveying these messages and ensuring managers take them on board is a key activity for HR practitioners as it can have a real impact on the likely success of a coaching initiative. Pemberton (2007) provides an excellent summary of the key issues and challenges for line managers in coaching. She uses the FAST (focused, action-oriented, solution-building and timely) technique to help managers achieve powerful outcomes with limited time and resource. She also counsels that managers are given little preparation for this role of coaching, often receiving minimal training, if at all. Indeed the CIPD 2007 survey indicated that in 66% of respondents only a minority of manager coaches had any training. When training is given it's usually in the shape of a course that lasts a maximum of two days. Pemberton suggests that managers need to be trained in basic coaching and then allowed to develop skills and techniques as they go.

Ensuring clarity of approach and goals

Considerable money, time and energy will need to be invested to make coaching work effectively and it is important to be clear about exactly what the coaching arrangement is trying to achieve.

When these questions have been thought through, and clear answers have been agreed, the selection and recruitment of the coach(es) can begin. Many of the answers to these questions will also be useful in the evaluation of the coaching initiative.

Questions that need to be asked include:

- What performance improvements are desired?
- What are the organisational goals for the coaching intervention?
- Are the organisational conditions conducive to the type of coaching you are planning to introduce?
- Is the individual 'ready' for coaching?
- Does the individual understand why they have been offered coaching?
- Is the line manager supportive and ready for the coaching initiative? Do they understand their role in supporting the individual?
- What is the budget for the programme?
- Who will be eligible for coaching? How many sessions will initially be planned?
- How will we measure success, effectiveness and value for money?

Part 6: Choosing the right coach

The complex coaching marketplace makes decisions about the choice of coach unclear and difficult to establish. There is little agreement about the characteristics of a 'good' coach and much debate about what kind of experience, background and qualifications are really needed.

Because of this, HR practitioners need to be astute 'buyers' and be clear about exactly what they want. They need to build up their own knowledge of coaching so that they can make good decisions during selection and recruitment. This part of the guide offers a template of issues that need to be considered, as well as guidance about the selection process.

Internal or external?

The first key decision is whether to use external coaches or internal coaches. Many organisations, particularly smaller ones, will simply not have the internal capability and it may be more cost-effective to hire an external coach, rather than train someone internally. Organisations that are undertaking a considerable amount of coaching, however, may find it more cost-effective to build up their internal capability and only use external coaches in specific situations. Apart from the impact of cost and resource issues, there are also some specific situations where either internal or external coaches may be preferable. Hall et al (1999) suggest the use of internal coaches when a quick intervention is needed and detailed knowledge of the corporate culture is critical. In contrast, external coaches may be more appropriate when there are highly sensitive or confidential issues to be addressed or when a coach with extensive and diverse experience is needed.

As Jarvis (2006), the author of the original version of this report and the CIPD's former coaching adviser, suggests:

'The main reason for this growth (of internal coaches) is organisations' search to develop their internal coaching capability. In looking to develop coaching skill, or to build a coaching culture, organisations are realising that having an external resource to champion coaching and provide timely coaching services can be both cost-effective and beneficial.'

The use of internal coaches has bloomed in recent times with organisations undergoing major change programmes, such as the BBC, Police Force and the National Health Service (NHS), employing high-profile internal coaches to drive change. An excellent case study is provided in the case of the Metropolitan Police's coaching champion Detective Chief Inspector Jackie Keddy. Keddy has developed a practical and solutions-focused coaching offer with innovations such as 'corridor coaching', 'Jam (just a minute) sessions' and other ways of embedding coaching with the force's leadership and change programme (see North 2007).

Table 11 provides a summary of the different reasons for using internal and external coaches.

This guide focuses on the use of external coaches, so this part will look at the profile of a good external coach, and how HR practitioners should go about recruiting and selecting coaches to work in their organisation.

What does the profile of a good external coach look like?

The variable quality of coaches who are working in the industry has resulted in practitioners adopting a more discriminating approach in order to identify high-calibre coaches and secure a quality service. Research from the University of Central England and Origin Consulting (Arnott and Sparrow 2004) revealed that some large organisations using coaching extensively were already

Table 11: Use of internal and external coaches

External coaches are preferable:

- for providing sensitive feedback to senior business leaders. For political reasons, this can be difficult for an internal coach
- for bringing specialised expertise from a wide variety of organisational and industry situations
- when individuals are concerned about 'conflict of interests' and whether confidentiality will be observed
- for providing a wider range of ideas and experience
- for being less likely to judge and being perceived as more objective.

Internal coaches are preferable:

- when knowing the company culture, history and politics is critical
- when easy availability is desired
- for being able to build up a high level of personal trust over a period of time
- for not being seen to be 'selling' consulting time
- for keeping costs under control – and may be less expensive.

using fairly stringent criteria. Apart from the right cultural fit and personal style, the research indicates that coaches bidding for contracts are also keen to establish other coaching credentials such as evidence of a positive track record, having a structured approach, relevant qualifications, adherence to professional standards and evidence of supervision of coaches.

The International Coach Federation (ICF) conducts a regular survey of coaching worldwide. The original study in 2006 surveyed 5,415 coaches from 73 countries, but the bulk was in the USA. The 2008 survey estimates anything between 30,000 and 50,000 coaches operating worldwide. The survey draws on respondents from outside the mainly US-based ICF membership. The report, conducted with PricewaterhouseCoopers (PwC) consulting, suggests that half of all respondents without a recognised coaching qualification or 'credential' are working towards one (ICF/PWC Global Coaching Study 2008). This is a response to the fact that, as we outlined in Part 1, HR has got smarter and more savvy about coach selection.

Here are some of the areas that HR practitioners should consider when selecting coaches:

- **Appropriate level of coaching experience.** Different levels of coaching experience may be required, depending on the complexity of the issues

being addressed, as well as the seniority of the individual. The coach needs to be 'fit for purpose'. For example, the level of experience and skill set of a coach needed to provide career coaching for a junior manager would be different from those needed when an executive is being coached. To ascertain their level of experience, the coach should be questioned about how many hours of coaching they have delivered, how many coaching assignments they have delivered, what kinds of issues they have coached individuals for, and at what level of seniority they usually work.

- **Relevant business/industry experience.** An interesting, and debatable, criterion when selecting a coach is whether to look for candidates with relevant business experience (for example of a particular job, organisation or industry sector). Opinions differ as to whether this is a necessary requirement. Most people would agree that coaches do need strong understanding of organisational dynamics and the business world to be effective. However, direct experience of a particular industry or organisation is unlikely to be a necessary requirement for a person to be an effective coach. It is important to remember that, while the coach should have a sound knowledge of business, their real contribution is their ability to help individuals learn and develop. In some cases, though, industry

experience may be desirable. In particular, relevant experience can be useful in establishing the 'face validity' of the coach (that is, for coaches to have credibility with the individuals being coached). The competence and credibility of the coach is a major part in the process of winning over the individual and creating a good working relationship.

Some commentators point out that hiring a coach on the basis of specific experience can be counterproductive. One of the main benefits of using external coaches is their neutrality and objectivity. They can uncover limiting beliefs, values and assumptions that may be obstructing the strategic objectives of the individual and the organisation. Coaches should be hired for their ability to help someone see opportunities for improvements in performance as well as practical ways to help them make changes. It should also be noted that, if necessary, HR (working with the coach) can bring in other experts to give specific technical advice or skills coaching.

- **References.** Talking to previous clients of the coach is a good way of finding out about their style and skills, as well as how effective they were in producing the desired results. A good coach should always be able to supply references and it's important for HR practitioners to check them early on in the process to accurately establish their credentials, experience and ability to deliver.
- **Background of the coach.** Coaches come from a variety of different professional backgrounds. Examples include HR, occupational psychology, training and development, sports psychology and management development. Naturally, these different backgrounds will mean that the coaches will bring some very different experience and skills to the coaching relationship. One of the most contentious debates is whether or not a coach should have a background in psychology. This is covered in further detail in the section on qualifications and training (page 35). There are no right and wrong answers here – the key is to find a good fit with your organisation and the needs and purpose of the coaching intervention.

- **Supervision.** Supervision is a formal, independent process of reflection and review to enable the practitioner to increase their self-awareness, develop their competence and critique their work with their client (Lane 2002). Professor Mike van Oudtshoorn and Professor David Lane from the International Centre for the Study of Coaching (ICSC)/ Professional Development Foundation suggest a number of benefits that supervision can deliver. The CIPD and Bath Consulting, in an extensive study of supervision summarised in Arney (2006), explained the context for supervision. As investment in coaching has grown, so too has the need to find ways of quality assuring the services being provided, to develop and sustain the coaches who are delivering them, and to find ways of drawing out the organisational learning from the many coaching conversations taking place in the organisation.

As Hawkins and Schwenk (2006), the report authors, explain, supervision is critical to effective coaching:

- It offers protection to clients – cases are discussed with trained professionals who are able to identify areas of potential concern and offer advice or referral to specialist support if appropriate.
- It offers coaches the opportunity to reflect on their work and gain insights to improve their interventions.
- It offers coaches the opportunity to identify their own personal strengths and weaknesses as a coach in order to realistically judge what limitations to set with respect to the type of work they undertake.
- It offers coaches the opportunity to learn from peers who have had similar cases and experiences to further develop their skills as a coach.
- It offers coaches the opportunity to keep up to date with professional developments in the field and to continually work to increase their competency as a coach.

Because of these benefits, many in the coaching world believe that supervision is an important part of a coach's continuing professional development. There is less agreement, however, about what exactly constitutes 'supervision' and whether it is necessary throughout a coach's career or just while they are being trained. During selection,

HR practitioners can question coaches about their supervision arrangements so that they feel comfortable with how they review their coaching relationships and keep their skills up to date.

- **Breadth of tools, techniques, models.** Coaches should have an extensive 'kit bag' of tools and techniques that they use in different situations and with different clients. Coaches should be able to clearly describe their favoured approaches, but we should watch out for coaches who push particular models and are unable or unwilling to flex their approach to suit a particular individual/organisation. Good coaches will use models, techniques and frameworks from a wide range of theoretical backgrounds, including organisational theory, occupational psychology, psychometrics, learning and counselling.

HR people should not be overawed by the array of different models, frameworks or techniques. As with many things, the simplest tools/techniques are often the most effective. Coaches should use tools that are 'fit for purpose' to encourage reflective learning and change, and they should be able to describe these clearly and concisely during selection. Coaching tools and techniques are discussed in detail in a book by Clutterbuck and Megginson (2005). Starr (2007) also discusses a range of coaching techniques and skills, especially around the theme of rapport-building and questioning techniques.

- **Understanding of boundaries and approach to referral.** Coaches should understand the boundaries of their expertise. This means that coaches should not knowingly accept an individual into a coaching programme if they need specialist support beyond the competence of the coach or the resources available. In this situation, the coach should encourage the individual to seek appropriate support from a qualified professional. It is essential that coaches understand their own limitations and can see when their methods/techniques are not able to address an individual's needs. In this situation, the coach, in conjunction with HR, should follow a process to identify an appropriate practitioner to refer the individual on to. Buckley has advised and consulted extensively on this sensitive topic. For a summary of his approach, see Buckley (2006).

- **Relevant qualifications and training.** Coaches should be able to demonstrate that they are competent in the provision of coaching services. One way of proving this is to demonstrate that they possess a relevant qualification. A considerable debate surrounds what is considered a suitable 'relevant qualification'. A key debate is whether or not coaches need to be fully qualified as chartered psychologists with the British Psychological Society (BPS). Advocates suggest that these individuals will have a solid understanding of how people work, covering topics such as personality, learning, behaviour, motivation and so on. Berglas (2002) argued: 'I believe that in an alarming number of situations, executive coaches who lack rigorous psychological training do more harm than good. By dint of their backgrounds and biases, they downplay or simply ignore deep-seated psychological problems they don't understand.' However, other parties argue that although coaches need a good understanding of relevant psychological principles and theories, it is not necessary for them to be formally qualified as a chartered psychologist. This is because coaching qualifications should cover relevant psychological theories in enough depth to provide individuals with a necessary grounding for them to operate as a coach.

ENTO, the qualifications provider, is currently developing standards for the psychological elements of coaching, with input from the coaching bodies and the CIPD. However many, notably Parsloe (a leading coach and provider of coaching services), question whether such a focus is necessary. He suggests coaches and those undertaking coaching should have awareness of a whole range of issues, from the psychological through the physiological to the environmental, but the idea that psychological skills are crucial, is he believes, 'wrong headed'. This debate will no doubt run and run!

The training of coaches should be fit for purpose. There is definitely a place for short introductory courses, but, as with any discipline, expertise will vary depending on the length of the course, level of qualification, depth of study, practical experience of delivery and extent of supervision and support received while studying.

There are now a number of different training routes for coaches, and new professionals have a wide range of options to choose from. Specific coaching qualifications, ranging from master's level to short courses, are being offered by institutions across the UK and across the world. Understandably, a qualification that is specific to 'coaching' would seem like the most relevant qualification for a coach to have. However, people should remember that these qualifications have only been available relatively recently and therefore the majority of professionals delivering coaching services will not possess one of these newer qualifications. In such cases you should examine their other formal qualifications and experience.

It is also worth noting that if you are employing a coach for the specific transfer of skills (for example skills-based coaching on presentation skills), you should look for any further 'skills-based' qualifications they might need.

There are a large number of providers involved in training and accreditation in the fields of coaching. The useful sources of information on page 58 provides information about some of the different coaching providers, including their contact details and details of the courses offered.

- **Membership of professional bodies.** Buyers of coaching services should certainly consider membership of professional bodies as part of their selection criteria. Professor Stephen Palmer, Past Chair of the Coaching Psychology Forum, believes: 'the good practitioners are likely to be a member of coaching-related professional bodies, have relevant qualifications and take part in ongoing continuing professional development.' All the main professional bodies demand that members adhere to codes of conduct and ethics with associated complaints procedures. While this is not a watertight guarantee, it does offer some avenue for complaint if the services delivered are unsatisfactory.
- **Professional indemnity insurance.** Coaches can be asked whether they subscribe to professional indemnity insurance. Holders of professional indemnity insurance may be understood to take their professional services more seriously

by preparing for any situations where they unintentionally have a negative impact on their clients. In order to be clear, HR practitioners can ask coaches whether or not they hold professional indemnity insurance, with whom and for how much. This also provides the organisation (and HR practitioner) with some legal protection if problems arise as a result of a coaching intervention introduced by them. Before a coach is formally hired, the HR practitioner should ask to see their certificate of insurance.

- **Other qualities/personal characteristics.** The best coaches are those who give honest, realistic, challenging feedback, are good listeners and suggest good ideas for action. Beyond looking for specific qualifications, experience and knowledge, it is important to look for coaches who have certain qualities, skills or personal characteristics that are critical to successful coaching. Different qualities may be needed depending on the specific individual, the problems being tackled and the organisational context. However, it is widely agreed that there are some general skills that characterise effective coaches. These include:

- self-awareness and self-knowledge
- clear and effective communication skills (verbal and non-verbal)
- relationship-building skills (including ability to establish rapport)
- flexibility of approach
- listening and questioning skills
- ability to design an effective coaching process
- ability to assist goal development and setting, including giving feedback
- ability to motivate
- ability to encourage new perspectives
- ability to assist in making sense of a situation
- ability to identify significant patterns of thinking and behaving
- ability to challenge and give feedback
- ability to establish trust and respect
- ability to facilitate depth of understanding
- ability to promote action
- ability to build resilience

The European Mentoring and Coaching Council (EMCC) has drawn together an extensive map of the specific knowledge, skills, behaviours and personal attributes of coaches and mentors that relate to the general abilities described above. This important initiative has engaged participants from the UK, mainland Europe and Australia and is the most comprehensive review of coaching and mentoring professional standards and their associated behavioural indicators.

Building on this work, a key output will be the publication of a set of coach and mentor standards. These standards will be an important future resource for organisations in supporting the decisions associated with selecting coaches and mentors as well as the design and evaluation of coach and mentor training programmes. More information about this project can be found on the EMCC website at www.emccouncil.org.uk Dieck (2007), a leading coaching assessor, provides an inside perspective into the process required to attain this award. This award and others have contributed to the rigour, relevance and reputation of coaching. We look at how to ensure you select rigorous, relevant and reputable coaches in the next section.

Part 7: Coach selection and matching

Because of their knowledge and experience of recruitment, HR practitioners are well placed to undertake a thorough coach selection process. Many of the processes used in general recruitment can be adapted to fit the coach-selection process, as the same general principles apply. Nevertheless, you should still take time over the selection process to make sure you find the right match for both the organisation and individual concerned. Even if just a single coach is being hired, it's still worth using a rigorous, carefully thought-out process.

The CIPD produced a guide to managing external coaches in 2005 which has a section on coach selection. This is available to CIPD members and provides an excellent practical resource to assist in coach selection. More recently, the CIPD's *Coaching at Work* magazine carried a special section on coach selection (Hilpern 2008).

The details of the selection process to be used when recruiting a coach will depend on whether you are seeking to recruit a single coach to work with an individual, or a pool of suitable coaches that you can

then 'match' to individuals in the organisation as and when coaching is identified as a suitable development intervention. If you are selecting a coach to work with an individual, the first step will be to look at the particular needs of that individual and draw this into a desired coach profile. An example of a coach selection process in this instance is shown in Figure 10. However, it is important to make sure that the process you adopt will suit the particular needs and culture of your organisation.

When an organisation is implementing coaching for a series of individuals in the organisation, it is often sensible for the organisation to identify a number of suitable coaches (a 'pool') who fit the desired requirements of the organisation. This allows the organisation to recruit a series of practitioners who fulfil the organisation's basic requirements, but who may also have different specialisms or approaches to coaching. Developing a pool of coaches in this way also allows the possibility of offering individuals a choice about who they work with, in the knowledge that all the coaches have been assessed to ensure they fulfil the organisation's criteria. An example of a coach selection

Figure 10: Example of a coach selection process when recruiting a single coach

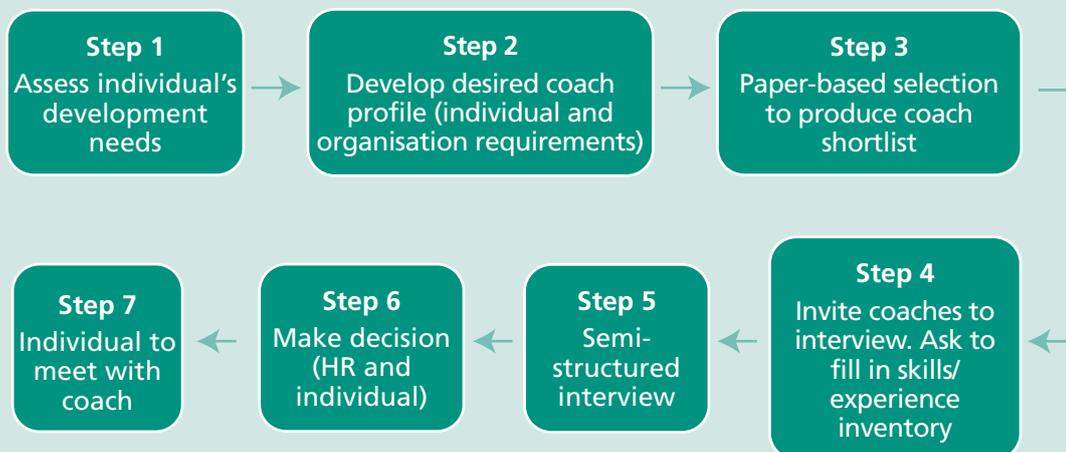
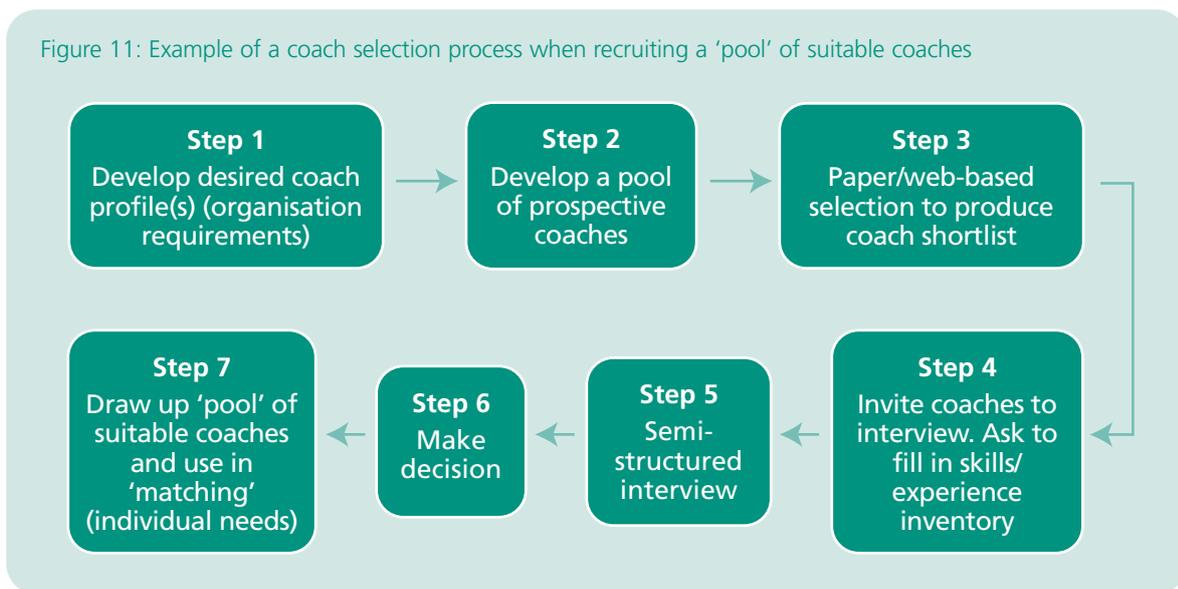


Figure 11: Example of a coach selection process when recruiting a 'pool' of suitable coaches



process using the pool approach is shown in Figure 11, and more detail on each step follows. HSBC, the global financial services company, has developed a pool of coaches based upon a rigorous assessment process, including one-to-one interviews and observed coaching sessions (HSBC internal document 2008).

Step 1: Develop desired coach profile

The first step in the selection process is to spend time drawing up a profile of the coach(es) you are looking to recruit. All of the factors discussed in 'What does the profile of a good external coach look like?', on page 33, should be considered. It's important to make sure that the coach profile is appropriate for the level of the individual and the budget you have. The coach profile form opposite may be useful in thinking through these issues.

Step 2: Develop a pool of prospective coaches

Once you have decided on the profile of the coach, there are several sources you can use to help you find a suitable coach. Many professional coaches are self-employed, although there are some coaching organisations that employ a number of coaches. A good way to find coaches is to contact relevant professional bodies (CIPD, ICF, AC, CPF – see 'Useful sources of information' at the end of the guide), which can refer you to people who have graduated from their programmes or who are members of their organisation. All of these bodies have codes of ethics/conduct, so hiring a coach from these organisations

will at least help to ensure your coach's professional conduct and standards are of a high level. Another alternative is to simply use word of mouth. Ask colleagues in other organisations for recommendations of coaches who have been effective. Ask prospective coaches to provide you with their CVs and references from previous clients to aid the first step of the selection process. Another useful source of information is the Coaching and Mentoring Network website, where there is a searchable coach referral system (see 'Useful sources of information' at the end of the guide). Every coach on their system has had their qualifications checked and verified.

Step 3: Paper/web-based selection to produce coach shortlist

There are several levels of selection for coaches. The first round should involve a paper/web-based exercise of looking through the CVs of prospective coaches to identify a shortlist of suitable coaches. They should then be invited for an interview so that you can meet them and ask more questions to determine whether they are the kind of coach you are seeking.

Step 4: Invite coaches to interview. Ask them to fill in skills/experience/qualities inventory

Organisations hiring coaches need to check coaches' references and credentials thoroughly as well as assess both their coaching skills and industry knowledge. One idea is to use a questionnaire or checklist to get coaches to clarify their style and approach to coaching

Example of coach profile form

Area	Desired requirements
Previous coaching experience	
Relevant business/industry experience	
References	
Membership of professional bodies	
Qualifications/training	
Relevant experience	
Professional indemnity insurance	
Supervision	
Qualities/personal attributes	
Tools/techniques/models	

and provide information about their skills, experience and qualifications (including which assessment instruments they are qualified to use).

Step 5: Interview

The interview should be used to establish how well the candidate matches your desired coach profile, and to explore any particular areas that you would like more information on. The interview can take place face to face or by telephone. Some example questions are provided in Table 12.

Asking the coaches how they would approach a certain situation or problem is another useful technique for gaining a more in-depth understanding of their coaching style and approach. During the interview, you should also discuss with the coaches preferred methods of working. For example, do they deliver coaching face to face, by telephone, by email or a combination? Fees, payment, terms, frequency and estimated duration of the coaching sessions should also be discussed.

Beware of coaches who:

- can't explain the model they use
- name individual clients
- can't say what they can do, and what they can't
- don't know who they would not coach
- have no experience in organisational settings (for example only a therapeutic background)
- insist on using their own coaching model, assessment instruments and so forth, instead of using yours or integrating it with theirs
- have only done outplacement work
- take credit for past coaching results – 'I fixed this guy'
- see coaching as a 'power trip'
- use a strictly counselling approach (coaching is not counselling)

Table 12: Questions to ask the coach during the selection process

Areas	Possible questions to ask if information has not been gathered from CVs
Previous coaching experience	<ul style="list-style-type: none"> • How long have you worked as a coach? • In what kinds of organisations and industry sectors have you worked? • At what levels in an organisation have you worked? • How many hours of coaching have you delivered? • How many coaching assignments have you delivered? • What kinds of issues/problems have you coached individuals on?
References	<ul style="list-style-type: none"> • Are you able to provide us with references from previous clients?
Membership of professional bodies	<ul style="list-style-type: none"> • Are you a member of any professional bodies? If yes, at what level? • Do you adhere to a code of ethics/conduct as part of your membership of a professional body?
Qualifications/training	<ul style="list-style-type: none"> • What training/qualifications have you undertaken relating to your coaching practice? • Please describe any development activities you have undertaken in the past year as continuing professional development. • Are you qualified to use any psychometric tests?
Relevant experience	<ul style="list-style-type: none"> • Please describe your business experience. • What experience/understanding do you have of the [specific organisation/industry] environment?
Professional indemnity insurance	<ul style="list-style-type: none"> • Do you hold professional indemnity insurance? • If yes, with whom and to what level?
Supervision	<ul style="list-style-type: none"> • How do you maintain your objectivity and perspective during coaching assignments? • What activities do you undertake to keep your skills up to date and ensure you are keeping abreast of professional developments in the field of coaching? • Do you think supervision is important for coaching professionals? What formal supervision arrangements do you currently have in place? • Do you have your own coach or supervisor? What are their credentials?
Establishing the coaching framework/process	<ul style="list-style-type: none"> • How do you suggest we should evaluate the success/impact of the coaching? • Can you describe the theoretical framework you use for the coaching you deliver? • What tools/techniques/models do you like to use?

Decision checklist	Yes/No/ Unsure
--------------------	-------------------

- | | |
|---|--|
| • Did the coach have the experience, training and/or qualifications that are relevant to your needs? | |
| • Is the coach a member of a professional body that has a code of conduct and a complaints procedure? | |
| • Is the coach able to articulate, simply, the coaching model they use and the process that they typically follow? Is it appropriate to your needs? | |
| • Is the coach able to provide examples of the impact of previous coaching assignments? | |
| • Does the coach understand the purpose and boundaries of coaching? | |
| • Is the coach willing to work with HR and the manager in the coaching engagement? | |
| • Has the coach undergone formal, independently accredited training? | |
| • Is the coach able to provide evidence of continuing professional development? | |
| • What is the coach's background? Are they familiar with how business works? Do they have experience at the right level? | |
| • Would the coach inspire trust and motivation in the individual? | |
| • Is the coach's style aligned with organisational culture? Is it too flamboyant or conservative? | |
| • Are they credible? Would individuals take them seriously? | |
| • Does the coach have a coaching supervisor? How regularly do they meet? | |
| • Do they demonstrate flexibility in responding to your needs, and the needs of individuals? | |
| • Do their fees represent value for money and fit in with the agreed budget? | |
| • Are they available to do the work in your planned timescale? | |
| • Are they located for easy access to your organisation? If no, is this an issue? | |
| • Do they broadly fit the coach profile you drew up? | |
| • Are there any areas for concern? Do you need to ask other questions? | |

Step 6: Making your decision

When making your decision, you should go back to the original coach profile you drew up and assess each candidate against it. The decision checklist on page 42 may help with this process.

Step 7: Draw up pool of suitable coaches and use in 'matching' (individual needs)

After you have decided which coaches are most suitable for working in your organisation, their details can be drawn up to form a pool of coaches.

Individual-coach matching

Research has demonstrated that the single most important factor for successful outcomes in one-to-one relationships such as coaching is the quality of the relationship between coach and client. For example, Assay and Lambert (1999) examined the relative importance of key factors in therapeutic relationships and found that the largest contributing factor is the existence of a positive relationship. This is why the 'matching' of individuals to coaches is so critical. This 'chemistry' issue is a major factor in coaching and is identified by Passmore (2008). A comprehensive but concise discussion of coach matching criteria and techniques is available in *Coaching at Work* (2006). With articles by leading coaching consultants such as Sam Humphrey, then head of Global Coaching at Unilever, Zulfi Hussain of the EMCC and Philip Whiteley, this provides an excellent, accessible in-depth guide to key issues around this often neglected but crucial area. Different individuals will prefer different styles of coaching relationship based on a supportive approach, whereas a few benefit from a rather more

confrontational dialogue. Hay (2003) suggests that there is a continuum of coaching styles based on how directive the coach is in working with the individual (Figure 12). This is a very broad model of coaching styles and includes styles used by internal coaches and managers who coach, as well as external coaches. The vast majority of external coaches will work using a style of coaching that is closer to the 'pull' end of the continuum. Considering an individual's personality and preferred learning style may give an indication of which of these styles may work best.

Hall et al (1999) suggest, 'it is an art to match temperament and learning styles for coaches and clients.' HR should use information provided by the individual about their specific development needs and preferred learning styles, alongside information about the coaches' expertise and style to try to make a good 'match'.

The matching process

Via the coach selection process outlined above, a shortlist of coaches who meet the minimum requirements of the organisation will have been identified. Following on, HR must determine appropriate matches between the coach's expertise and the individual's needs. Figure 13 illustrates an example of a matching process.

Having identified the specific needs of the individual, HR should identify two or three coaches who have an appropriate skillset, experience and personality that the individual will find credible and supportive. Information about the coaches can then be passed to the individual for them to choose who they would like to meet. Some

Figure 12: Continuum of coaching styles



larger organisations have developed searchable coach databases that individuals can browse through to select a coach. In this way, HR have established the coach's track record, but allow the individual an element of choice so that the final selection decision can be based on a degree of 'chemistry' between the individual and coach. This will be essential to ensuring the coaching relationship works.

It is important that the individual selects the most appropriate coach for their needs, and not just the one they like the most. To educate the individuals, the kinds of things they should be looking for in a coach need to be explained (see Part 6).

Contracting

Establishing a contract for the coaching services is very important as it sets out clearly what services have been agreed for the fees, and what outcomes and deliverables you are entitled to expect. A contract sets the ground rules for the coaching relationship so that both parties know their obligations. It is essential to avoid misunderstandings and provides a firm basis for dealing with any disagreements if any issues arise.

The contract in coaching is often more complicated than those used in counselling/therapy. Normally the goal of coaching is defined in terms of the client's professional life rather than their personal life. As a result, the coaching contract may well include levels of complexity (due to the third party – the organisation)

Figure 13: Example of a matching process



that are not present in a therapeutic contract. Conflicts may concern issues such as objectives for the coaching (individual vs organisation) and confidentiality. These areas need careful and explicit explanation in the contract, particularly when the organisation is providing funding.

The coaching contract represents both its scope and its boundaries and should therefore include:

- the parties to the contract
- how termination by either party will be handled, any alternative arrangement if the coach–individual relationship doesn't work out, for any reason, and what monies will owe if the programme is cancelled at any point
- expected outcomes/deliverables
- etiquette/expected behaviours
- timing, frequency, duration and location of coaching sessions
- confidentiality, feedback and information flow
- use of external resources
- a schedule of payments, with clear indications of when monies are due and precisely what fees include
- arrangements for dealing with additional fees (expenses and so on)
- how the work will be controlled and monitored – how regular are reviews?
- criteria for evaluating the results
- if coaching organisations are being used, the coaches providing the services will be identified in the contract and any subsequent changes will take place only in consultation with the client
- agreement on the nature of the coach–client relationship (for example roles, responsibilities, boundaries, timeframes)
- dealing with further requests for business by individuals that should be cleared by HR
- any variations to the contract being discussed in full and agreed in writing.

It is important that the expectations of client and coach are spelled out clearly so that they do not give rise to disappointment or disagreement. The coach should be provided with a copy of the contract for their records.

A more detailed note on confidentiality and information flow

While coaches need to develop trust with the individuals they are working with, HR and top management also need to be kept abreast of progress. Thus, coaches and HR have to come up with some workable agreements about the degree and type of confidentiality they can promise the individuals. The nature and extent of confidentiality should be clarified and explained from the start to all the parties involved in the coaching assignment. Coaches should respect the confidentiality of both the client organisation and the individual and no information from either party should be disclosed without prior agreement. Any circumstances in which confidentiality may be breached should be identified and explained.

Coaches should provide the organisation with regular updates on the progress of services and sufficient information to enable them to monitor the quality and effectiveness of services provided and the satisfaction of individuals with services. Individuals should be made aware of what information is being fed back to the organisation. Individuals can be encouraged to feed back their views about the effectiveness of the coaching as and when they feel ready to do so.

Having examined the selection and matching of coaches in this section we go on in the final section to examine how we manage the coaches we have chosen.

Part 8: Managing the onward coaching engagement

After a coach or coaches have been selected to work with the organisation, there are a number of activities that HR can undertake to build the coach's understanding of the organisation and make the coaching engagement run as smoothly as possible. These areas are illustrated in Figure 14 and are discussed in turn below.

Initial orientation of the coach

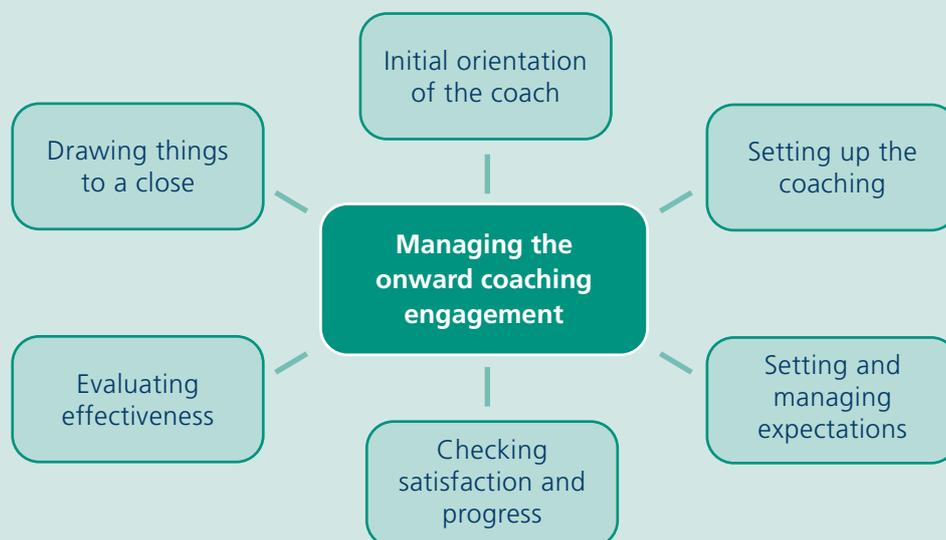
The first step should be to arrange a briefing meeting with the coach(es). It is important that the coach is clear about the objectives and desired outcomes for the coaching, as well as having a good understanding of the broader organisational context. Before the meeting, prepare some background material on your organisation and a detailed brief for the coach. Some of this may have been covered during selection, but it is worth spending time going over it again. During the meeting you could usefully consider covering:

- organisation vision, mission, strategy, values, locations, products, customers, competitors and other important organisational issues

- strategy and context of why you're conducting coaching
- organisational objectives for the coaching initiative or programme
- how it fits into overall HR/training strategy and activities
- the coaching process and model, including the organisation's leadership and competency models
- the outcomes/benefits you expect to achieve
- the estimated timescale for the coaching programme
- clear information about roles and responsibilities (coach/HR)
- evaluation of progress and attainment of goals
- confidentiality arrangements
- administration – time and expense records, notice of cancellation, updates on progress, and so on
- who will be the company contact person.

If you are providing the coach with any sensitive information about the organisation, make sure they have signed a confidentiality agreement. It may also

Figure 14: Areas to consider when managing the onward coaching engagement



be useful to have a discussion about how the coach should handle typical coaching dilemmas so that potential problems can be considered and are well thought through.

A confidential session should take place to brief the coach about the initial perceptions of the person's interpersonal strengths and weaknesses. Information from development centres, appraisals and 360-degree feedback exercises can be used to illustrate some of the issues identified.

Setting up the coaching

Many coaching relationships start with a three-way meeting between the coach, line manager and the individual to discuss how the coaching intervention will work. Occasionally, HR may also be involved in this meeting if it's considered helpful. Issues that need to be discussed up front include confidentiality, the reporting of information, the structure of coaching sessions and how the manager and HR will receive information about the effectiveness of the coaching.

There are also logistical topics to be covered. How many sessions will there be? How often should they take place, and how long will they last? Where will they take place? Will they be face to face or by telephone? Will there be any contact between sessions? Average coaching interventions are relatively short term, lasting between six and eight weeks, but some executive coaching programmes can last for a year or more. The length of the coaching contract will depend on the coaching aims, the individual's specific needs and the breadth of issues to be covered. Myles Downey (1999) suggests the following structure: four sessions, followed by a six-month break, then a check-up session, with the option of reverting to further sessions if the need arises. He suggests that this approach prevents the quasi-counselling pattern of regular fortnightly or weekly sessions running on until the individual wants it to end. It also helps to control costs and reduces the likelihood of the individual becoming dependent on the coach. Starr (2007) considers a period of six sessions followed by a review as a good way forward. For a more general discussion of coaching assignments within an organisation see Tulpa (2006).

The coaching sessions themselves should be frequent enough for momentum on the development plan to be maintained, but should also allow the individual enough time to undertake any agreed activities and to reflect on the previous session. Fortnightly or monthly sessions may be a sensible approach. There are differing opinions about the actual length of a coaching session, but many coaches recommend one to two hours as being appropriate. Janice Caplan (2003) suggests, 'Some points to bear in mind are that coaching can be intense, and an hour might well be as much as a learner can take. There are also some situations where learners need to work in a sustained fashion on issues that require a lot of thinking through, and these may require a longer session. On the other hand, some sessions may be more action-based and the coaching may be shorter.'

There is also the question of how the sessions themselves will be structured. It may be that all the sessions will follow the same format or they will vary according to different needs at different times. The proposed structure of the sessions should be discussed so that the individual can put forward their views on the appropriateness and usefulness of the process used. Although coaches tailor their coaching in different ways depending on the specific individual's needs, many coaching relationships follow a relatively simple structure. For example:

- setting the initial goals for the proposed coaching intervention
- pre-coaching diagnostic work (for example, psychometrics, 360-degree feedback) (Passmore (2008) provides a state-of-the-art discussion of the various psychometric tools used in coaching)
- providing feedback to the individual on any diagnostic work
- developing more specific action and learning plans and discussion of a variety of approaches for improving job effectiveness
- regular coaching sessions to implement new approaches and to review progress towards goals
- periodic follow-up and monitoring after the regular coaching sessions have ended.

The individual coaching sessions should have a fairly simple structure that allows flexibility while retaining a consistent approach. An example of some questions to structure the discussion are:

- How do you feel about your progress with the action points from the last session?
- What issues would you like to discuss in this session?
- What would you like to achieve?
- What factors are stopping you?
- What do you need to change to achieve your goal(s)?
- What are your action points to work on before the next session?

After the initial three-way meeting where the broad parameters are discussed and agreed, the coach and the individual should then meet. In their first meeting it will be important to set realistic expectations of the coaching relationship, discuss any initial concerns, establish trust and define the parameters of the issues to be discussed during the coaching sessions.

Setting and managing expectations

At the outset, it's essential to have an open discussion about expectations to make sure any differences are cleared up early on. The coach is not there to take responsibility away from the individual – they must take responsibility for driving their own learning and development. The role of the coach is to help the individual identify goals/development areas (in line with the organisation's goals for the coaching) and plan appropriate actions to help them build self-awareness and make sustained changes in their behaviour. It's important to establish clear objectives alongside measures to evaluate the success of the coaching intervention. This can be difficult, particularly when the changes involve people's attitudes and behaviour. However, as far as possible the objectives should be SMART:

- specific – so people know exactly what's expected
- measurable – so results can be evaluated
- achievable – within people's capabilities
- realistic – so there is a good chance of success
- timebound – with clear milestones of progress.

If the organisation doesn't have any specific objectives for the coaching – for example, if the coaching is being used to enhance retention or to help people better manage their work–life balance – it's appropriate to let the coach and individual agree an

agenda and objectives without input from HR. The line manager, however, should still be involved.

Checking satisfaction and progress

During the coaching intervention, HR should monitor satisfaction and progress by gaining feedback from the individual, the line manager and the coach. The coach and the organisational representative (HR) should conduct regular updates and briefings, discuss broad areas that surface in the coaching (without breaching agreed confidentiality guidelines) and get a sense of how people are progressing towards their goals. The HR person should also keep the coach abreast of key developments and changes in the organisation that may have an impact on the individual or the coaching intervention.

Near the end of the programme, it will be useful to review progress with those who attended the original meeting. This ensures the evaluation process is started, while allowing the coach to address with the individual any outstanding issues.

Not all coaching relationships work out. This can happen for a variety of reasons and, in these instances, HR needs to have a mechanism in place for either party (coach or individual) to come out of the relationship. This process should be covered in the contractual arrangements with the external coach and should be discussed at the initial three-way meeting so that all parties are aware of it. If the coaching is terminated, the individual may choose to select an alternative coach to work with or an alternative development approach may be discussed.

Evaluating effectiveness

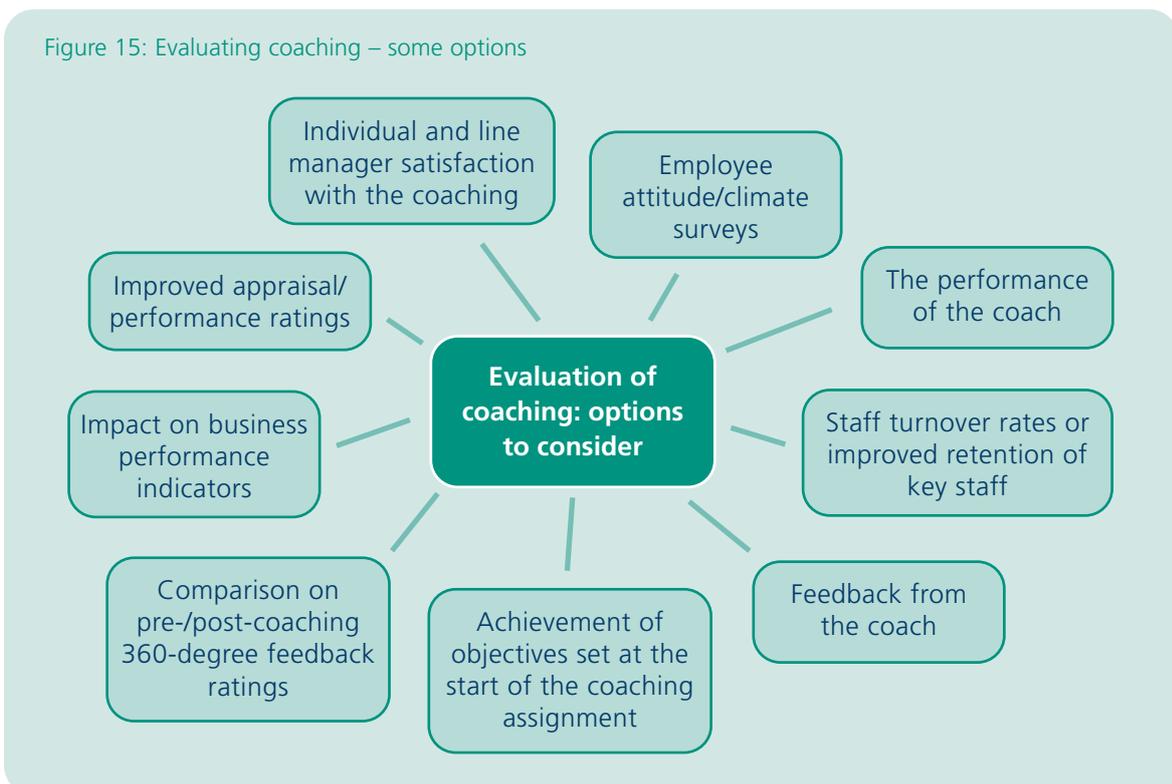
Assessment of the tangible benefits of coaching is critical. There should be accountability on the part of the coach, data to prove the value of the initiative for HR and closure on the part of the individual. However, formal evaluation of coaching initiatives is often lacking, with a large proportion of organisations relying on little more than anecdotal evidence to measure effectiveness. This was illustrated in the 2004 CIPD *Training and Development* survey report, which found that feedback from participants was the most common form of evaluation used in coaching. Worryingly, as leading internal coach Martin Howe commented in the CIPD *Reflections on Learning and Development* (2008), 'an alarming one in five organisations are not even evaluating effectiveness at all'.

This issue is addressed by Martin Howe in his provocative piece on coaching within organisations in 'Coaching at the crossroads' at the end of this report. Effective evaluation is however critical to coaching. If we don't value it enough to evaluate it, coaching will be seen as a soft and fluffy nice to have. Those who believe evaluation is difficult and complex, or even worse who believe it is unnecessary because the 'magic' of coaching will somehow become apparent to all and sundry, need to take a reality check.

Evaluation is as fundamental to coaching as the notion of a one-to-one conversation about goals and performance. Evaluation should be the foundation of coaching assignments.

Before the coaching assignment begins, it's important to plan how you intend to evaluate the coaching. HR should work with the line manager and the coach early on to establish realistic ways of monitoring progress and success. Evaluation should focus on a number of different areas – the performance of the coach, feedback to improve the organisation's management/administration of the coaching processes, the individual's and line manager's satisfaction with the coaching intervention, the degree of behaviour change/development achieved by the individual and the impact on business results. Establishing the return on investment (ROI) on coaching – as with many other HR activities – is difficult, as it is hard to isolate the impact of a coaching intervention on business indicators such as productivity and turnover. However, it is possible to identify a number of measures that can be used to assess overall effectiveness and satisfaction with the coaching intervention. There is a variety of different options and choices, but which to use will depend on the exact nature of the coaching relationship. These are illustrated in Figure 15.

Figure 15: Evaluating coaching – some options



Feedback from HR, the individual, the line manager and top management are all important when assessing the effectiveness of the coaching intervention. But it's essential to consider the higher-level criteria in line with Kirkpatrick's four-tier model of evaluation (Kirkpatrick 1967). In particular, HR should look at criteria to measure the degree of learning by the individual, the degree of behavioural change and the degree of improvement in business unit effectiveness. Feedback on the coach should also be recorded for use in future matching decisions.

The CIPD/Portsmouth Business School, building upon work originally conducted by the American Society for Training and Development (ASTD), has questioned the Kirkpatrick model of evaluation. The research suggests that the valuation of learning will be driven by:

- senior management trust in the learning contribution
- organisational requirements for measurement, which gauges the contribution of learning
- the strategic significance of short-term capability requirements
- the strategic significance of long-term capability requirements.

In the context of coaching the research suggests, as with other learning and development interventions, that there should be much more focus on an appropriate measurement and evaluation, such as:

- learning function efficiency measures
- key performance indicators and benchmark measures
- return on investment measures
- return on expectation measures.

These return on expectation measures suggest providing a more fruitful method of evaluating training and development, including coaching.

Drawing things to a close

As the coaching assignment draws to a close, the coach should discuss any further development or actions that may be appropriate to continue progress and growth, and to maintain and reinforce any new learned skills or behaviours. The coach also needs to discuss with the individual and the line manager/HR any further development actions that may have been raised during the coaching:

- What other forms of ongoing development can be put in place (for example action learning groups, mentors)?
- How will onward progress continue to be monitored?
- How can the individual continue to receive feedback on their performance/development?
- What other areas for development have been identified?

Once the coaching relationship concludes, HR may follow up with individuals and their managers periodically to assess progress and results. It may be that, at a later stage, further coaching may be appropriate to help the individual fine-tune behaviour and to reinforce the changes they have made.

Summary and conclusions

Coaching has rapidly become a significant part of many organisations' learning and development strategy. However, due to its relatively recent emergence, few HR professionals have in-depth expertise of managing coaching activities, and in particular selecting and supervising external coaches. So, many practitioners are struggling with a variety of issues preventing them from gaining full value from their current coaching activities. Among the challenges reported in the first version of this report are confusion around the terminology in use, a lack of agreement about what a good coach looks like, engaging different stakeholders in coaching relationships, drawing up contractual arrangements and evaluating the impact of activities. All of these were identified as significant challenges for HR professionals as they work to draw up a framework to ensure value for money and alignment with the organisation's strategic goals.

It's clear from our subsequent surveys and detailed research that these issues are being resolved. Coaching is no longer an unknown quantity, professionals know what to look for and they know how to manage the partnership between expert external coaches and grounded internal resource. Indeed, when we look at coaching four years on from the publication of the first version of this report, we can see that much has changed and that much value has been added. Perhaps as we enter more constrained economic times the value of coaching as a continuous improvement process, which helps people to lead, change and adapt, will come into its own. For coaching is ultimately about building resilience in organisations and individuals and helping them to meet the real and difficult challenges they face.

The coaching industry was also identified as being at a critical stage. Future success was likely to be determined by the quality and professionalism of coaches and their ability to deliver demonstrable value to their clients. This is now being taken seriously and both suppliers and buyers are pushing for greater professionalism, quality standards and more ethical practice. The round table, the EMCC standards and a range of other initiatives show that the coaching profession is raising its game. On the demand side, organisations are becoming ever more sophisticated about their use of coaching services. Evidence of the effectiveness of coaching interventions is being sought

and more questions are being asked about accountability and what returns are being seen. HR practitioners continue to exert pressure in terms of minimum expected standards, qualifications and outcomes, so that practitioners who operate unethically are weeded out and the potential benefits of coaching interventions are realised.

Hopefully this revised guide provides CIPD members with advice and guidance to help them navigate through the complex coaching marketplace, by demystifying many of the concepts and terminology in use and providing clear advice and guidance on some of the processes. We have tried not to set out a single 'best practice' set of processes, but rather discussed the options and offered some suggestions of ways to think through the issues. The challenge for HR is to take forward some of these ideas and adapt them to fit their organisation's culture and strategy, so that they have an informed, tailored and proactive approach to selecting coaches and managing coaching activities effectively.

Conclusion

Since the first version of this report was written, coaching and mentoring has evolved and matured as a critical aspect of learning and development. Coaching is used right across industry in all types of organisation and in all contexts. The growth of coaching has brought with it an appreciation of the need for standards and stability. The HR profession has played a big role in setting the standards threshold for coaching, ensuring that coaches add value and deliver real and lasting impact. The coaching businesses have also ensured through the development of standards frameworks that coaching will continue to develop. The drive towards professionalisation is a key aspect of this, although there is enough diversity and difference of view about coaching, its purpose and even its techniques, to frustrate attempts to organise the area through a single professional voice.

That said, when we look at coaching four years on from the publication of the first version of this report, we can see that much has changed and that much value has been added. Perhaps as we enter more constrained economic times, the value of coaching as a continuous improvement process, which helps people to lead, change and adapt, will come into its own.

Coaching at the crossroads – is it enough to position coaching activities with line managers?

Martin Howe

The results of the 2008 CIPD *Learning and Development* survey suggest that coaching may be at a crossroads. A strategic choice is emerging between leaving coaching activity positioned with line managers and their direct reports, or using designated internal coaches and fully trained peer coaches to embed a 'coaching culture' that, fully aligned with organisational objectives, pervades every aspect of corporate life.

...workplace based coaching has moved beyond being 'the latest fad' and is here to stay.

Surely, over the last ten years, workplace-based coaching has moved beyond being 'the latest fad' and is here to stay. The decline reported in 2007 has been reversed, with 71% of organisations now claiming to be using coaching in some form – but what does this really mean? It would seem that coaching is still the least understood learning intervention. This may explain the discrepancies in reporting coaching activity in recent years as organisations grapple with the central issue of what actually constitutes coaching. Of more concern is the murky picture painted by organisations undertaking coaching. There is still no great clarity emerging around the purpose of coaching.

The easier choice of pathway at this crossroads is to remain in relative confusion, by tacking coaching on to an ever-growing list of line manager responsibilities, as if it were just another devolved HR function. The harder road leads to a clear, embedded, fully aligned strategy that deploys dedicated coaches to impregnate the entire organisational culture. It is the more difficult option because it involves engagement at every level and the commitment of resources to training internal coaches. It is sad, but hardly surprising then, that only a quarter of

respondents formally write coaching into their learning and development strategy.

The total number of organisations using coaching is bolstered by the high number of respondents (80%) who report that line managers are using 'coaching' methods, in some form, with the staff they have responsibility for. The highest percentage of respondents (36%) reported that the *main* responsibility for delivering coaching within their organisation lies with their line managers. While some organisations are prepared to give at least some basic coaching training to line managers, there is less evidence of a commitment to develop staff whose only job is coaching. Specialist internal coaches have the main responsibility for delivering coaching in only 14% of organisations. Can you build a coaching culture without dedicated internal coaches?

At a time of unprecedented, exponential change, coaching can help to deliver significant transformation.

At a time of unprecedented, exponential change, coaching can help to deliver significant transformation. Vakola, Soderquist and Prastacos (2007) argue for a change of emphasis from 'what managers currently do' to what is needed for effective performance in the future by 'defining the right mix of skills and behaviours individuals would need to possess' to deliver the business strategy. The tackling of underachievement and 'acquisitional' skills development provided by 'operational' coaching is certainly helpful, but if the strategic imperative is driven by change and differentiation, then consistent 'transformational coaching' needs to be in place (CIPD 2007b). While the operational coaching provided by line managers may produce a number of performance-related benefits, it

is the transformation delivered by dedicated internal coaches that will add value through lasting behavioural change. With the emphasis on line managers conducting 'operational' coaching, is there a danger of missing out on 'transformational coaching'?

It is now accepted that 'the quality of the coaching relationship is the single most important determinant of success in coaching' (CIPD 2007a). Is it really possible for line managers to create the environment in which a credible transformational coaching relationship can thrive? There are a number of reasons why line managers – coaching staff they have responsibility for – may find it difficult to deliver transformational coaching:

- *Developing deep rapport.* Ideally, teams are carefully put together to ensure a healthy balance of qualities and personalities. However, the reality is that, on many occasions, managers inherit a team, whose replenishment is driven by organisational necessity. Even where the coaching training for line managers has been excellent, the level of rapport required for transformational behavioural change may not always be possible with every team member.
- *Boundary issues.* There is an understandable reluctance to share personal issues with a line manager who has influence over future roles. This does not, on the whole, allow the exploration of limiting beliefs, or barriers to behavioural change, that lie outside work.
- *Emotional awareness.* Line managers are not best placed to harness the power of emotion. This is because it is harder to explore the link between emotion and motivation with a direct report, where an 'emotional' response may be interpreted as weakness. This link is particularly relevant to coaching because 'its success is often attributed to client motivation' (Backirova and Cox 2007).
- *Quality time.* Even where coaching is being facilitated successfully, do line managers really have the time? 'With flattened pyramids, increased spans of control and just the general pace of organizational life... many managers now have over ten direct reports' (Cunningham 2007, p4) to

coach. Clutterbuck and Megginson (2005) found that 'coaching behaviours tend to be abandoned in the face of more urgent, if less important, demands on (top) managers' time' (p232).

- *Mixed motives.* Ten years ago Leat and Lovell (1997) demonstrated the difficulty of combining a number of objectives within the line management relationship, arguing that combining remedial, maintenance, development and reward outcomes is just too challenging. While dealing with underachievement or disappointing performance issues it may not be possible to also address individual developmental aspirations. These variant objectives can lead to a real tension that occurs when a supervisor has to simultaneously be 'coach' and 'judge'. Can a line manager really be both a developmental coach, looking to the future, and a dispassionate assessor of past performance, especially where there is a performance-related element to the reward package?

A surprisingly high number (44%) of organisations offer coaching to all employees, but if this is through their own line manager, largely for remedial purposes (74%, rising to 80% in the private sector), how effectively is this contributing towards achieving visionary organisational

Should organisations be more honest about the temptation to wrap up corrective action in a sugary coating of coaching vocabulary?

objectives? Should organisations be more honest about the temptation to wrap up corrective action in a sugary coating of coaching vocabulary? No wonder only 12% of participants think coaching is 'very effective'. An alarming one in five organisations using coaching are not even evaluating its effectiveness at all!

Why is there an apparent unwillingness to evaluate coaching? Is it because what some organisations seem to be doing – encouraging line managers to exhibit coach-like behaviour – is not actually coaching at all? It may be unfair to declare that the 'emperor has no clothes', but there is massive potential in many organisations to do so much more to create a coaching culture where dedicated transformational relationships are bringing distinctive competitive advantage and organisational success.

The choice at this crossroads appears to be between, on the one hand, using line managers as part of a blended learning approach, as one weapon in the performance enhancement armoury – 61% of respondents reported using coaching as part of a wider management development programme. This tends to isolate the coaching offering from the organisational culture. On the other hand, the use of dedicated internal coaches can help to establish coaching as part of the mainstream organisational change agenda, as a distinctive new Unwritten Ground Rule (UGR®) (Simpson 2007). This equates to Clutterbuck and Megginson's 'embedded stage' of measuring progress towards a coaching culture, where 'people at all levels are engaged in coaching, both formal and informal, with colleagues both within the same function and across functions and levels' (2005, p233). Changing to a 'coaching and collaboration' culture at Vodafone meant that the 'coaching approach' to management was integral. One of the key discoveries was 'the importance of building a coaching ethos from the top-down' (Eaton and Brown 2002).

The danger, if nothing changes, is that a reliance on line managers attempting to coach, as one of many responsibilities, will take coaching down a path away from a coherent, aligned strategy to a fog of blurred boundaries.

The danger, if nothing changes, is that a reliance on line managers attempting to coach, as one of many responsibilities, will take coaching down a path away from a coherent, aligned strategy to a fog of blurred boundaries. The reality is, of course, that most organisations are on a journey, deploying a whole mix of strategies including 'systematic', 'emergent' and 'tailored middle ground' (CIPD 2007a). The direction of the journey depends on the quality of response to a number of key challenges faced by the coaching community at a time of unprecedented change and increasing demands for flexibility, where only the versatile survive. The challenge is to create the case for dedicated internal coaches creating relationships that radically change attitudes and behaviour throughout the organisation to produce an atmosphere where coaching is truly 'the way we do things around here'.

Implications for practitioners

Challenges for the next ten years

- To clarify what coaching is and, more importantly, what it is not!
- To have a clearer understanding of 'how' coaching works. Insights from the world of neuroscience may provide further evidence for the benefits of coaching, helping to construct a sound business case for dedicated internal coaches. (See, for example, the work of David Rock (2006).)
- To harness the power of emotion. Emotions are proving to be very powerful drivers for positive change.
- To establish a clearer correlation between coaching interventions, performance improvements and key organisational targets, by evidencing the impact of coaching.
- To develop strategies aimed at increasing the number of dedicated internal coaches, including those who are peers of the coachees. This can avoid some of the pitfalls associated with the limiting line manager relationship. However, the training of internal coaches to secure deeper impact needs to involve a 'spaced learning approach over a number of weeks (which) provides better results than short, intensive programmes' (Grant 2007).

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Useful sources of information

Professional coaching bodies (non-profit, independent)

Association for Coaching

66 Church Road, London W7 1LB
Tel: +44 (0)20 7389 0746
Email: enquiries@associationforcoaching.com
Website: www.associationforcoaching.com

Coaching Psychology Forum (CPF)

Email: sgcpcomm@bps.org.uk
Website: www.sgcp.org.uk

European Mentoring and Coaching Council

Sherwood House, 7 Oxhey Road, Watford WD19 4QF
Tel: +44 (0)70 0023 4683
Email: info@emccouncil.org
Website: www.emccouncil.org

International Coach Federation

Tel: +44 (0)87 0751 8823
Email: info@coachfederation.org.uk
Website: www.coachfederation.org

Coaching-related organisations

Association of Business Psychologists

211/212 Piccadilly, London W1J 9HG
Tel: +44 (0)20 7917 1733
Email: admin@theabp.org
Website: www.theabp.org.uk

Association of Career Professionals International

World Headquarters, 204 E Street, NE, Washington DC 20002, United States of America
Tel: 1-202-547-6377
Email: info@acpinternational.org
Website: www.acpinternational.org

Association for Professional Executive Coaching and Supervision (APECS)

Tel: 01892 864038
Email: pam.atkinson@apecs.org

British Psychological Society

St Andrews House, 48 Princess Road East, Leicester LE1 7DR
Tel: +44 (0)11 6254 9568
Email: enquiry@bps.org.uk
Website: www.bps.org.uk

Chartered Institute of Personnel and Development (CIPD)

151 The Broadway, London SW19 1JQ
Tel: 020 8612 6200
Fax: 020 8612 6201
Email: training.hotline@cipd.co.uk
Website: www.cipd.co.uk

Coaching and Mentoring Network

PO Box 5551, Newbury, Berkshire, RG20 7WB
Tel: +44 (0)87 0733 3313
Email: info@coachingnetwork.org.uk
Website: www.coachingnetwork.org.uk

International Centre of the Study of Coaching (ICSC), Middlesex University

Tel: +44 (0)20 8411 6118
Email: wbl@mdx.ac.uk
Website: www.mdx.ac.uk/wbl/research/icsc.asp

International Stress Management Association

PO Box 491, Bradley Stoke, Bristol BS34 9AH
Tel: 01179 679284
Email: stress@isma.org.uk
Website: www.isma.org.uk

Mentoring and Befriending Foundation

First Floor, Charles House, Albert Street, Eccles,
Manchester M30 0PW
Tel: +44 (0)16 1787 8600
Email: info@mandbf.org.uk
Website: www.nmn.org.uk

Worldwide Association of Business Coaches

c/o WABC Coaches Inc, 8578 Echo Place West, Sidney
BC V8L 5E2, Canada
Email: membersupport@wabccoaches.com
Website: www.wabccoaches.com

Organisations offering coaching qualifications/ training courses

AAA coaching partners

Tel: +44 (0)61 75591 2403
Email: michelle@aaa-coaching-partners.com
Website: www.aaa-coaching-partners.com

Academy of Executive Coaching

64 Warwick Road, St Albans, Herts AL1 4DL
Tel: +44 (0)17 2786 4806
Email: info@aoec.com
Website: www.aoec.com

Centre for Coaching

Broadway House, 3 High Street, Bromley BR1 1LF
Tel: +44 (0)20 8228 1185
Email: dawncope.cfsm@btconnect.com
Website: www.centreforcoaching.com

Chartered Institute of Personnel and Development (CIPD)

151 The Broadway, London SW19 1JQ
Tel: 020 8612 6200
Fax: 020 8612 6201
Email: training.hotline@cipd.co.uk
Website: www.cipd.co.uk/training

City University

Northampton Square, London EC1V 0HB
Tel: +44 (0)20 7040 5060
Email: conted@city.ac.uk
Website: www.city.ac.uk/conted

Clutterbuck Associates

Genville Court, Britwell Road, Burnham SL1 8DF
Tel: +44 (0)16 2866 1667
Email: info@clutterbuckassociates.co.uk
Website: www.clutterbuckassociates.co.uk

Coach Training Alliance

885 Arapahoe Avenue, Boulder, CO 80302, United
States of America
Tel: 1-303-464-0110
Email: ideas@CoachTrainingAlliance.com
Website: www.coachtrainingalliance.com

Coach Training Institute

4000 Civic Centre Drive, Suite 500, San Rafael,
CA 94903
Tel: 1-415-451-6000
Website: www.thecoaches.com

Coach U Europe

284 Walsall Road, Bridgtown, Cannock, Staffordshire
WS11 0JL
Tel: +44 (0)80 0085 4317
Email: info@coacheurope.com
Website: www.coachueurope.com

Coaching Futures

37 Grays Inn Road, London SW1X 8PQ
Tel: +44 (0)20 7242 4030
Email: info@coachingfutures.co.uk
Website: www.coachingfutures.co.uk

The Coaching Academy

39–43 Putney High Street, London SW15 1SP
Tel: +44 (0)20 8789 5715
Email: info@the-coaching-academy.com
Website: www.coec.co.uk

Corporate Coach U

11523 Palm Brush Trail, Bradenton, FL 34202, United
States of America
Tel: 1-406-543-2772
Email: admissions@coachinc.com
Website: www.coachu.com

Duncan MacQuarrie Limited

Tel: +44 (0)87 0751 8822

Email: info@DuncanMacQuarrie.com

Website: www.DuncanMacQuarrie.com

European Coaching Foundation

23 Blackwell Business Park, Blackwell, Shipston-on-Stour, Warwickshire CV36 4PE

Tel: +44 (0)87 0010 6270

i-coach academy

Suite 5, 56 Queen Anne Street, London W1G 8LA

Tel: +44 (0)20 7317 1882

Email: london@i-coachacademy.com

Website: www.i-coachacademy.com

Newcastle College

FREEPOST NT920, Scotswood Road, Newcastle-upon-Tyne NE4 5BR

Tel: +44 (0)19 1200 4000

Email: enquiries@ncl-coll.ac.uk

Website: www.ncl-coll.ac.uk

Newfield Network Inc

Tel: +1 303 449 6117

Email: carolyn.carstens@newfieldnetwork.com

Website: www.newfieldnetwork.com

Oxford Executive Coaching

19 Norham Road, Oxford OX2 6SF

Tel: +44 (0)18 6531 0320

Email: bebrilliant@ox-ec.co.uk

Website: www.ox-exec.co.uk

Oxford Brookes University

Headington Campus, Gipsy Lane, Oxford OX3 0BP

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Email: query@brookes.ac.uk

Website: www.brookes.ac.uk

The Oxford School of Coaching and Mentoring

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