

# Coaching in the NSW Public Sector

*Coaching is a process involving a coach and coaching counterpart (sometimes called a coachee) in which they work together in a confidential interaction designed to change (and often improve) an identified aspect of the coaching counterpart's work or life.* Duncan Sutherland



Duncan Sutherland

## ABSTRACT

Coaching is in widespread use across the NSW public sector. This paper provides results of a survey of NSW public sector agencies conducted by IPAA. The paper also gives details of a case study of the use of coaching by NSW Department of Corrective Services as part of its Career Development Program. Evaluations of that program indicate that coaching is being successfully used to improve leadership skills, enhance career progress, and increase work and life satisfaction.

## WHAT IS COACHING?

Coaching is a process involving a coach and coaching counterpart (sometimes called a coachee) in which they work together in a confidential interaction designed to change (and often improve) an identified aspect of the coaching counterpart's work or life. This process involves the development of goals, comparison of these goals to the reality of what is actually going on in the coaching counterpart's life, consideration of options and commitment by the coaching counterpart to a course of action.

Skiffington and Zeus (2006) define behavioural coaching as a structured process driven relationship between a trained professional coach and an individual or team, which includes:

- Assessment
- Examining values and motivation
- Setting measurable goals
- Defining focused action plans; and
- Using validated tools and techniques to help coachees develop competencies and remove blocks to achieve valuable and sustainable changes in their professional or personal lives.

Cavanagh et. al. (2005) from Sydney University define coaching as follows:

...the core constructs of professional coaching include a helping, collaborative and egalitarian rather than authoritarian relationship between coach and client; a focus on finding solutions in preference to analysing problems; the assumption that clients are from a population without significant levels of psychopathology or emotional stress; an emphasis on collaborative goal setting; and a recognition that although the coach needs expertise in facilitating learning through coaching, the coach does not necessarily need a high degree of personal experience in the client's chosen area of learning.

Duncan Sutherland is Director, Academic Studies with the NSW Department of Corrective Services located at Brush Farm Corrective Services Academy. His responsibilities are in leadership and management development, international programs, library and research services. He is a trained executive coach and has extensive experience in senior roles within the NSW Public Sector.

Coaching often has a particular emphasis such as skills coaching, performance coaching or developmental coaching, although in reality these types often become blurred when the coaching counterpart's goals are being developed.

Broadly, coaching is about change. Coaching counterparts who are resistant to change, or who believe that there is nothing in their work or life that they want to change, will benefit little from the coaching process unless the coach is able to demonstrate a need to change to them.

## HOW IS COACHING DIFFERENT FROM MENTORING?

Whereas coaching involves a relationship between equals in which the coach facilitates goal achievement through reflection by the coaching counterpart around the gap between desired goal and current reality, mentoring typically involves a more experienced mentor guiding the development of the less experienced mentee through the sharing of knowledge, advice and wise counsel. Unlike coaching, it is usual for the mentor to have a great deal of experience in the area of interest or study being considered by the mentee.

## COACHING IN THE NSW PUBLIC SECTOR

The Institute of Public Administration of Australia (IPAA) Organisational Capacity Building Special Interest Group (OCBSIG) has identified a high level of interest amongst IPAA members in capacity building in general and in coaching in particular. To this end, the OCBSIG undertook a short survey of NSW public sector agencies to determine the extent to which coaching is currently being used in the NSW public sector.

In all, the Human Resources executives in the 83 Public Sector agencies were surveyed, with 15 providing responses. Full details of the survey are provided in the Appendix 1.

The results show that 73 per cent of NSW public sector agencies that responded are currently using coaching, and that it is typically being provided to senior and middle executives. Only 20 per cent of respondents reported not using coaching. The remaining 7 per cent are not currently using coaching, but did so in the past.

The responses indicated that the purposes for choosing coaching included leadership development, performance development, career development, skills development and, to a lesser extent, remediation of poor performance. Most agencies were using a combination of internal and external coaches. Where internal coaches were being used, they had been formally trained by the coaching industry.

Respondents identified expertise as a coach (92 per cent) as an extremely important consideration in selecting a coach, with expertise in the industry, and costs involved as being least important.

Usually, coaches are engaged for a fixed number of hours (50 per cent), or on a needs basis (33 per cent). No agencies reported using the monthly retainer method to engage coaches.

Fees being paid by agencies to engage coaches appeared to either be in the \$1,000 to \$1,500 range (27 per cent) or in the range more than \$4,000 (27 per cent).

Most agencies rated coaching as 'valuable' (58 per cent) as distinct from 'of great and obvious benefit' (16 per cent) or 'indispensable, essential for our development' (16 per cent).

## Case Study: NSW Department of Corrective Services

NSW Department of Corrective Services (DCS) is an agency of some 6700 staff operating from 33 correctional centres and 62 Community Offender Services offices across the State. The Department's headquarters is in Sydney.

*The DCS provides an extensive range of developmental opportunities for its staff.*

The DCS provides an extensive range of developmental opportunities for its staff including a series of leadership development programs, including the Australian Correctional Leadership Program, the Executive Leadership Program, the Action Management Program, and the Supervisor Development Program. A talent development program is also offered called the Career Development Program (CDP). Underpinning these leadership development programs and the CDP is the DCS leadership capabilities framework. Within the DCS, leadership is defined as a set of six inter-related skills and competencies, which, when taken together, describe the leadership function. The skills and competencies are:

### Exemplifies integrity and professionalism

- Integrity
- Flexibility
- Continual Learning
- Resilience

### Plans for the future

- Strategic view
- Action orientation
- Thinking skills and judgement

### Provides leadership and direction

- Leadership
- Team management

### Facilitates cooperation and partnerships

- Communication
- Influencing skills

### Achieves results

- Results focus
- Business acumen
- Technical competence

### Manages the external environment

- Political awareness
- Representation of the Department.

A full description of the leadership capabilities framework for executive level staff is available from [Duncan.sutherland@dcs.nsw.gov.au](mailto:Duncan.sutherland@dcs.nsw.gov.au). DCS also uses similar frameworks for middle managers and managers in supervisory levels (frontline managers).

Participants in the Career Development Program are assessed against the leadership capabilities framework and provided with a comprehensive profile of leadership strengths and areas for further development. This process involves the use of an in-house assessment centre in which participants undertake seven different scenarios involving actors and observers. The observers use an analysis tool designed around the leadership capabilities framework. Participants also undertake the Team Management Profile designed by Margerison and McCann (2008).

The comprehensive profile of leadership strengths and areas for further development is used by the participant, in collaboration with their supervisor, to devise development goals as part of their professional development plan. The strength of this approach is that these goals are based on external assessments of each participant's current leadership capabilities. Experience shows that most members of staff do not have access to such a rich source of feedback, so the CDP provides an outstanding basis on which to develop enhanced leadership skills, which would not otherwise be available.

Another component of the support provided to participants in the CDP is a \$1,500 grant that they can access on a recoup basis to support the achievement of the development goals set out in their professional development plan. Participants are offered coaching as an option for investment of this grant. For \$1,500 (including GST) they are offered the equivalent of

seven hours of coaching, which can be taken in 60 or 90 minute blocks.

*Experience shows that most members of staff do not have access to such a rich source of feedback . . .*

DCS has engaged a panel of three external coaches who are available for CDP participants to choose from. Participants generally have the opportunity to listen to presentations from each of the coaches before making their selections. Interestingly, although free choice is available, the number of coaching counterparts selecting each coach is roughly equal. The coaches were selected following interview based on their coaching skills and experience. The organisers also looked for a range of personality types so the coaching counterparts would have clear choices according to their own preferences.

The conditions under which the coaching is made available are:

### Coaching Rules for Participants

1. Unless otherwise agreed with the Program Coordinator, participants must undertake all 420 minutes of coaching sessions.
2. A minimum of 24 hours notice must be given by participants to their coach if they are unable to participate in a session (phone or face-to-face), otherwise the session will be forfeited and the program charged for the coach's time. The coach is required to advise the Program Coordinator if they intend to charge for a forfeited session.
3. Participants must select their coach at the commencement of the program and must complete all sessions with that coach.
4. Participants who choose to undertake coaching will invest their \$1,500 Career Development Program grant in coaching.
5. Participants must share their Career Development Program analysis and debriefing with their coach.
6. The scope of the coaching process will necessarily cover a range of developmental goals, but must include the business-related issues identified in the Career Development Program.
7. Under the guidance of their coach, participants are required to prepare a report on their coaching experience and resulting achievements. This report should be prepared at the end of the program on the report form provided.
8. Participants are required to arrange for their supervisor to prepare a report on their perceptions of the effectiveness of the coaching. This report should be prepared at the end of the program on the form provided.

9. The coach will prepare a summary report on each participant, providing more general guidance for the benefit of the participant's professional growth. With the participant's agreement, a copy of this report will go to the Program Coordinator. The coach's report should be prepared at the end of the program on the form provided.
10. Participants are required to advise the Program Coordinator on a monthly basis of the name of their coach, dates, times duration and modes of each coaching session undertaken.
11. Participants must advise the Program Coordinator immediately if they become concerned that the coaching is not being delivered in a professional manner by the coach.

The coaching sessions may be a balance of face-to-face and telephone delivery, with the majority of the sessions being face-to-face, including the initial and final sessions. The provision of the coaching sessions are spaced to meet the individual's needs, but must be completed within 12 months of the commencement of the coaching.

## EVALUATION

The effectiveness of the coaching is evaluated as the extent to which the coaching assists participants to plan for and achieve their developmental goals as described in their personal Career Development Program report, or other business or personal goals that are appropriate to the individual. If other business goals are identified outside those included in the CDP report, these must be included in the report provided to the Academy by the coach.

At the completion of the coaching, a report on the business goals addressed will be provided by the coach to the Program Coordinator giving information about the issues discussed with each participant. This report will need to be worded so as to ensure that any confidential matters are not included, and will be subject to the approval of the participant before it is forwarded to the Program Coordinator. The format of the coach's report is shown at Appendix 2: *Coach's Report on a Coaching Participant*.

With the coach's encouragement, each participant will prepare a report, setting out development goals, the extent that the goals were achieved, and strategies to maintain them. The format for the participant's report is shown at Appendix 2: *Participant Report of Effectiveness of Career Development Program Coaching*.

In addition, each participant is asked to arrange for their supervisor to provide feedback to the Academy

about their perceptions of the effectiveness of the coaching program. The format for the supervisor's report is shown at Appendix 2: *Supervisor's Survey of Effectiveness of Career Development Program Coaching*.

## COUNSELLING SUPPORT FOR PARTICIPANTS

Coaches who identify participants with emotional needs that fall outside the scope of coaching should immediately refer these participants to the Department's Employee Assistance Program, which is provided by OSA Group on 1300 363 202. Depending on the circumstances the coach may give this number to the coaching participant or make contact on the participant's behalf.

## EVALUATION RESULTS

To date, 41 Career Development Program participants have elected to take up coaching as an option since it was introduced in 2007, with 22 now having completed the program. Evaluation reports from those who have completed the program indicate that success in achieving stated goals was between 70 and 100 per cent.

*None of the supervisors agreed with the proposition that the money spent on coaching could be better spent elsewhere.*

Supervisors of coaching counterparts agreed or strongly agreed that coaching had helped their staff member's career development, improved the staff member's leadership skills and helped their staff member to show increased enthusiasm at work. None of the supervisors agreed with the proposition that the money spent on coaching could be better spent elsewhere.

Analysis of the participant surveys showed that 100 per cent agreed or strongly agreed that coaching had helped them to change, and had helped them to develop their careers. Participants were asked to comment on their overall experience with coaching. One typical testimonial from Rodney stated:

It was a positive experience that I would recommend to anyone wishing to further their career. I found my coach to be highly professional in many ways, particularly in attitude and also through her ability to highlight the real issues for me personally and professionally.

The coaches' evaluations revealed that they strongly agreed in 83 per cent of cases that the changes that they had observed in their coaching counterparts would have a strong chance of 'sticking' over the long term. The remaining 17 per cent of cases agreed to this proposition.

Some sample goals that coaching counterparts set for themselves included:

1. Acknowledgement
2. Better able to motivate staff to enable greater efficiency, save time and reduce stress
3. Build my leadership skills – understand my strengths and bridge gaps
4. Clarify my future career path
5. Commitment to business partnerships
6. Creative communication
7. Dealing with difficult staff – getting others to take ownership
8. Develop my influencing and collaboration skills to improve my effectiveness
9. Developing a broader perspective on leadership within the DCS
10. Easy guide to continual learning
11. Iceberg: Understanding, empowering, achieving
12. Improve my communication and influencing skills so that I can be more effective in the work place and when being interviewed
13. Improve my conflict resolution skills
14. Increase flexibility – decrease my desire to control.
15. Managing recent move and new role
16. Plan and strive and achieve
17. Understand how I am perceived in the workplace and how I can change this.

What is clear from these evaluations is that coaching is proving successful under this model being used by DCS. It is important to note that not all CDP participants choose to undertake coaching. Anecdotal observations by the program coordinators suggest that participants are only taking coaching if they are ready for change. If coaching was compulsory it would be very likely that the success rate would be lower.

## DISCUSSION

The survey of coaching across the NSW public sector has revealed a number of interesting outcomes. The first of these is cost. It is clear that public sector agencies are able to access coaching as an intervention at rates as low as \$1,500. The market research undertaken by DCS suggested that this is on the low end of what is being expected, but does put coaching within reach as an option for large numbers of participants. It is hoped that the cost per individual participant can be managed downwards by encouraging larger numbers of staff to

take coaching as an option. This would give access to staff at lower levels than is currently the practice.

It is also interesting to note that the main considerations for engaging a coach are expertise and experience as a coach rather than qualifications or expertise in a particular industry sector.

*It is clear that public sector agencies are able to access coaching as an intervention at rates as low as \$1,500.*

In 2009 DCS will introduce a new succession program for senior executives, which will also include coaching, but the coaching will be compulsory. The participants for this program will be selected using a 360° multi-rater feedback process followed by telephone interviews using a tool developed by the Corporate Leadership Council (2008) called the HIPO Identification tool. This tool uses questionnaires of both participants and their managers to assess engagement, aspiration and ability of the participants. It is expected that the selected participants will skew towards the high end of potential for performance in higher roles and, as such, will likely gain a great deal from coaching. Their progress will be carefully evaluated during, and immediately after the implementation of their program.

## CONCLUSION

Coaching is being used by the majority of public sector agencies in NSW. In one case study, coaches, coaching counterparts and their supervisors all reported that coaching was effective in helping participants with career development and satisfaction at work. The implications of this report are that coaching need not be excessively expensive, and should best be regarded as another tool available to assist staff with the changes that are needed to further their careers.

## APPENDIX 1

## IPAA Coaching Survey Responses

## 1. WHAT IS YOUR AGENCY NAME?

(15 respondees, names withheld)

2. HAS YOUR AGENCY USED COACHING FOR ANY OF YOUR STAFF? (IF YES, PLEASE CONTINUE WITH SURVEY. IF NO, PLEASE SUBMIT SURVEY)		
	73.3%	11
Yes, and currently using coaching	6.7%	1
Yes, in the past but not currently using coaching	20.0%	3
No		

3. IF YOU ARE USING COACHING, WHO IS PROVIDING THE COACHING SERVICES?		
	41.7%	5
External coaches only	0.0%	0
Internal coaches only	58.3%	7
A combination of external and internal coaches	0.0%	0
Other arrangement (please specify)		

4. IF YOU ARE USING INTERNAL COACHES, ARE THEY FORMALLY TRAINED AS COACHES?		
	87.5%	7
Yes	12.5%	1
No		

## IF TRAINED, BY WHOM?

Range of coaching solutions – buddying, task coaching, behavioural coaching, mentoring, Institute of Executive Coaching.

Australian Growth Coaching

5. WHICH OF YOUR STAFF HAVE ACCESS TO COACHING? (PLEASE SELECT ALL THAT APPLY)		
	66.7%	8
CEO	91.7%	11
Senior executives	83.3%	10
Middle managers	58.3%	7
Supervisors	33.3%	4
Frontline staff		

6. WHY IS COACHING PROVIDED FOR YOUR STAFF? (PLEASE SELECT ALL THAT APPLY)			
	58.3%		7
Leadership development		33.3%	4
Performance development		33.3%	4
Career development		25%	3
Skills development		16.7%	2
Remediation of poor performance		58.3%	7
All the above			
Other (please specify)	Retention of knowledge, succession development	11.1%	1

**7. WHEN YOU SELECT AN EXTERNAL COACH WHAT ARE THE MOST IMPORTANT CONSIDERATIONS?**

	Extremely important	Very important	Somewhat important	Not important	Rating Average	Response Count
Expertise in your industry	8.3% (1)	25.0% (3)	<b>50.0% (6)</b>	16.7% (2)	2.25	12
Qualifications as a coach	33.3% (4)	<b>41.7% (5)</b>	25.0% (3)	0.0% (0)	3.08	12
Accreditation as a coach	23.1% (3)	<b>53.8% (7)</b>	15.4% (2)	7.7% (1)	2.92	13
Experience as a coach	<b>61.5% (8)</b>	38.5% (5)	0.0% (0)	0.0% (0)	3.62	13
Expertise as a coach	<b>92.3% (12)</b>	7.7% (1)	0.0% (0)	0.0% (0)	3.92	13
Cost involved	15.4% (2)	<b>69.2% (9)</b>	15.4% (2)	0.0% (0)	3.00	13
Other selection criteria (please specify) 1. Match to need 2. Must be qualified psychologist 3. Some coaches have coaching qualifications and others have other qualifications and expertise relevant to the objectives of coaching 4. Recommendations from other clients						4

**8. IF YOU ARE USING EXTERNAL COACHES, ON WHAT TERMS ARE THEY ENGAGED?**

<b>Pre-determined number of hours</b>	<b>50.0%</b>	<b>6</b>
By the month with no limit on hours	0.0%	0
<b>Needs basis (no fixed arrangement)</b>	<b>33.3%</b>	<b>4</b>
Other arrangement (please specify)	16.7%	2
<ul style="list-style-type: none"> <li>Combination at present we have some with fixed hours and other on needs basis.</li> <li>For external coaches . . . following application and matching to available coach, 1-2 sessions to establish plan, negotiated plan, then if need arises renegotiated plan.</li> </ul>		

**9. OVERALL, HOW SATISFIED HAVE YOU BEEN ABOUT THE VALUE OF COACHING FOR YOUR STAFF?**

No apparent benefit	0.0%	0
Some benefit but hard to demonstrate	8.3%	1
<b>Valuable</b>	<b>58.3%</b>	<b>7</b>
Of great and obvious benefit	16.7%	2
Indispensable, essential for our development	16.7%	2

**10. IF YOU ARE USING EXTERNAL COACHES, APPROXIMATELY HOW MUCH DOES YOUR AGENCY PAY FOR A TYPICAL COACHING ENGAGEMENT FOR A MEMBER OF YOUR STAFF?**

Less than \$1,000	0.0%	0
<b>\$1,000 to \$1,500</b>	<b>27.3%</b>	<b>3</b>
\$1,501 to \$2,000	9.1%	1
\$2,001 to \$2,500	0.0%	0
\$2,501 to \$3,000	18.2%	2
\$3,001 to \$3,500	9.1%	1
\$3,501 to \$4,000	9.1%	1
<b>More than \$4,000</b>	<b>27.3%</b>	<b>3</b>
Don't know	0.0%	0

## APPENDIX 2

Brush Farm Corrective Services Academy  
Professional Development Unit

## Supervisor Survey of Effectiveness of Coaching

I am seeking your help in a review of the effectiveness of the Career Development Program (CDP) Coaching initiative, which one of your staff has just completed. It would be appreciated if you could complete this questionnaire and return it to the academy. Your responses will help us to make improvements to the existing coaching program in the CDP.

Completed surveys can be returned either by fax or email to:

Margret Dornan  
Manager, Professional Development Unit  
Fax: 9804 7688  
Email: margret.dornan@dcs.nsw.gov.au

## 1. WHAT IS YOUR STAFF MEMBER'S NAME?

## 2. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS WHICH CHARACTERISE THE VALUE OF COACHING.

	Strongly Agree	Agree	Disagree	Strongly disagree	Don't know
Coaching has helped my staff member's career development					
Coaching should be essential for all senior staff					
Coaching has stimulated my staff member to undertake more study					
Coaching has stimulated my staff member to undertake more training					
I think coaching has improved my staff member's performance					
Coaching has improved my staff member's leadership skills					
The funding for coaching could be better spent elsewhere					
My staff member is showing increased enthusiasm because of coaching					

## 3. WHAT WERE THE MAIN REASONS THAT YOUR STAFF MEMBER PARTICIPATED IN THE CDP?

To improve their leadership skills		Renewed interest in study	
Networking		Interest in self development	
Performance needed boosting		Renewed interest in training	
Interest in seeking promotion		Opportunity to reflect on career and performance	
Other (please specify)			

## 4. HOW HAS YOUR STAFF MEMBER'S CAREER DEVELOPED SINCE UNDERTAKING THE COACHING?

Promotion		Work placement to widen experience	
Improved feedback on effectiveness in role		New challenging project(s)	
Secondment to widen experience		Better able to manage staff	
Increased interest in current role		Improved work/life balance	
Other (please specify)			

*Coaching in the Public Sector—Continued from previous page*

#### 5. IN WHICH YEAR DID YOU COMMENCE THE CDP?

	2008		2007		2006		Earlier	
--	------	--	------	--	------	--	---------	--

#### 6. HAVE YOU NOW SUCCESSFULLY COMPLETED YOUR PROFESSIONAL DEVELOPMENT PROGRAM AS PART OF THE CDP?

	Yes		No	
--	-----	--	----	--

#### 7. IF YOU HAVE NOT YET COMPLETED THE CDP, WHAT IS THE MAIN REASON?

Insufficient time		The PDP was too difficult/demanding	
Lost interest/motivation		Undertook another study program or course	
Could not see the relevance		Not enough support from supervisor	
Not enough support from Department		The PDP was not sufficiently challenging	
Other (please specify)			

#### 8. WHAT WERE THE MAIN BENEFITS THAT YOU GAINED FROM PARTICIPATING IN THE CDP?

Improved my leadership skills		Renewed interest in study	
Networking		Renewed interest in self development	
Renewed interest in seeking promotion		Opportunity to reflect	
Other (please specify)			

#### 9. HOW WOULD YOU RATE THE IMPORTANCE OF COACHING IN IMPROVING YOUR PERFORMANCE IN EACH OF THE FOLLOWING?

	Essential	Important	Some use	No use	Not addressed
Leadership					
Leading teams					
Financial management					
Political awareness					
Change management					
Performance management of staff					
Operating as a role model					
Interpersonal skills development					
Operating across business streams					
Project management skills					
Influencing skills					
Managing "difficult" staff					
Listening skills					
Presentation skills					
Strategic thinking skills					
Career path planning					
Continual learning skills					
Flexibility					
Resilience					
Business acumen					
Conflict management skills					
Writing skills					
Business planning skills					
Networking					
Other (please specify)					

*Coaching in the Public Sector—Continued from previous page*

#### 5. IN WHICH YEAR DID YOU COMMENCE THE CDP?

	2008		2007		2006		Earlier	
--	------	--	------	--	------	--	---------	--

#### 6. HAVE YOU NOW SUCCESSFULLY COMPLETED YOUR PROFESSIONAL DEVELOPMENT PROGRAM AS PART OF THE CDP?

	Yes		No	
--	-----	--	----	--

#### 7. IF YOU HAVE NOT YET COMPLETED THE CDP, WHAT IS THE MAIN REASON?

Insufficient time		The PDP was too difficult/demanding	
Lost interest/motivation		Undertook another study program or course	
Could not see the relevance		Not enough support from supervisor	
Not enough support from Department		The PDP was not sufficiently challenging	
Other (please specify)			

#### 8. WHAT WERE THE MAIN BENEFITS THAT YOU GAINED FROM PARTICIPATING IN THE CDP?

Improved my leadership skills		Renewed interest in study	
Networking		Renewed interest in self development	
Renewed interest in seeking promotion		Opportunity to reflect	
Other (please specify)			

#### 9. HOW WOULD YOU RATE THE IMPORTANCE OF COACHING IN IMPROVING YOUR PERFORMANCE IN EACH OF THE FOLLOWING?

	Essential	Important	Some use	No use	Not addressed
Leadership					
Leading teams					
Financial management					
Political awareness					
Change management					
Performance management of staff					
Operating as a role model					
Interpersonal skills development					
Operating across business streams					
Project management skills					
Influencing skills					
Managing "difficult" staff					
Listening skills					
Presentation skills					
Strategic thinking skills					
Career path planning					
Continual learning skills					
Flexibility					
Resilience					
Business acumen					
Conflict management skills					
Writing skills					
Business planning skills					
Networking					
Other (please specify)					

**10. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS WHICH CHARACTERISE THE VALUE OF COACHING.**

	Strongly Agree	Agree	Disagree	Strongly disagree	Not applicable
Coaching has helped my career development					
Coaching should be essential for all senior staff					
Coaching has stimulated me to undertake more study					
Coaching has stimulated me to undertake more training					
My supervisor thinks the coaching has improved me					
I think coaching has improved my performance					
Coaching has stimulated me to use the library more					
Coaching has improved my leadership skills					
I find my role more interesting after undertaking coaching					
I have increased enthusiasm for my job because of coaching					

**11. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS CONCERNING YOUR COACH.**

	Strongly Agree	Agree	Disagree	Strongly disagree	Not applicable
My coach got to my real issues in a reasonable time					
The coach helped me to change					
The coach helped me with strategies to sustain my changes over the long term					
I found the coaching very confronting					
The coach was accessible					
The coach and I developed strong trust					
The coach communicated well					
The coach was supportive and encouraging					
The overall quality of the coaching was excellent					
I had difficulties understanding my coach					
I would recommend coaching to my colleagues					
Coaching in CDP should be compulsory					
I would recommend CDP to my colleagues					

**12. HOW HAS YOUR CAREER DEVELOPED SINCE UNDERTAKING THE COACHING?**

Promotion		Work placement to widen experience	
Improved feedback on effectiveness in role		New challenging project(s)	
Secondment to widen experience		Better able to manage staff	
Increased interest in current role		Improved work/life balance	
Other (please specify)			

**13. IN WHAT WAYS COULD THE CAREER DEVELOPMENT PROGRAM COACHING BE IMPROVED?**


Many thanks for taking the time to complete this survey.

Please return it by fax to 9804 7688 when your staff member has completed their coaching program.

## Brush Farm Corrective Services Academy Professional Development Unit

## Coach's Report on a Coaching Participant

Please use the following report form to provide feedback on the coachee. This information will be used to assess the extent to which the coaching has assisted the participant to plan for and achieve their developmental goals as identified through the Career Development Program. The information will also be used to identify generic issues for staff training and development. All information supplied is confidential and will only be accessed by approved staff for the purposes stated above.

Completed surveys can be returned either by fax or email to:

Margret Dornan  
Manager, Professional Development Unit  
Fax: 9804 7688  
Email: margret.dornan@dcs.nsw.gov.au

1. WHAT IS YOUR NAME?

2. WHAT IS THE COACHING PARTICIPANT'S NAME?

3. HOW MANY HOURS OF COACHING WERE COMPLETED (FACE-TO-FACE VS. PHONE)?

4. WERE THERE ANY 'NO SHOWS', IF YES HOW MANY?

5. WHAT TECHNIQUES OR METHODS DID YOU USE TO GATHER DATA ABOUT THE COACHING PARTICIPANT'S CURRENT REALITY?

CDP 360° feedback report		Interview of others	
CDP development report		Team Management Profile report	
Self analysis tool that you provided		Documents provided by coachee	
Interview of coachee		Site visit	
Other (please specify)			

6. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS WHICH CHARACTERISE THE COACHING PARTICIPANT'S APPROACH TO COACHING.

	Strongly Agree	Agree	Disagree	Strongly disagree
The coaching participant's level of engagement was very high				
The coaching participant completed all homework assignments				
The coaching participant has addressed an issue of real importance				
The coaching participant has developed strategies to change their performance				
There is a strong chance that this coaching participant's change will "stick" over the long term				
The coaching participant requires on-going coaching support				
I felt I really got somewhere with this coaching participant				
The funding for coaching for this coaching participant could be better spent elsewhere				
This coaching participant is showing increased enthusiasm because of coaching				

**7. WHICH OF THE FOLLOWING DEVELOPMENT AREAS DID YOU COVER DURING THE COACHING (PLEASE INDICATE WITH A TICK )?**

Leadership		Listening skills	
Leading teams		Presentation skills	
Financial management		Strategic thinking skills	
Political awareness		Career path planning	
Change management		Continual learning skills	
Performance management of staff		Flexibility	
Operating as a role model		Resilience	
Interpersonal skills development		Business acumen	
Operating across business streams		Conflict management skills	
Project management skills		Writing skills	
Influencing skills		Business planning skills	
Managing "difficult" staff		Networking	
Other (please specify)			

**8. PLEASE COMPLETE THE FOLLOWING FOR THE GOALS ADDRESSED BY THE COACHING PARTICIPANT:**

## Instructions:

1. Please state the goal or describe it in general terms
2. Relate the goal to the developmental areas in Q7 (if appropriate). (Personal goals can simply be described as "Personal Goal").
3. Assess the extent the goal was achieved on a scale of 0-10.
4. What initiatives will the coaching participant take to maintain the goal's changes?

## Goal 1

Developmental Area											
Extend Achieved	1	2	3	4	5	6	7	8	9	10	
Maintenance strategies											

## Goal 2

Developmental Area											
Extend Achieved	1	2	3	4	5	6	7	8	9	10	
Maintenance strategies											

## Goal 3

Developmental Area											
Extend Achieved	1	2	3	4	5	6	7	8	9	10	
Maintenance strategies											

**9. WHAT OTHER COMMENTS WOULD YOU WISH TO MAKE ABOUT THIS PARTICIPANT?****10. HAS THIS REPORT BEEN APPROVED FOR DISTRIBUTION BY THE COACHEE? YES**

Many thanks for taking the time to complete this survey.

Please return it by fax to 9804 7688 when your staff member has completed their coaching program.

**REFERENCES**

Cavanagh M, Grant, A and Kemp, T 2005, *Evidence-Based Coaching*, Vol 1, Australian Academic Press, Queensland.

Corporate Leadership Council 2008, *HIPO Identification Diagnostic*, available at

[www.clc.executiveboard.com](http://www.clc.executiveboard.com) [accessed on 4 February 2009].

Margerison C and McCann R, 2008, *Team Management Profile*, Team Management Systems, Queensland.

Skiffington S and Zeus P 2006, *Behavioural Coaching*, McGraw Hill, Sydney.