AIM Member Breakfast Pre-reading
Standards Australia Coaching Guidelines

13 October 2010

Introduction

This Pre-reading contains:

(a)   A summary of the content of each chapter contained in the Standards Australia Coaching Guideline;

(b)   A brief overview of the purpose/context of the Standards Australia Coaching Guideline

(c)   A brief overview of the journey and the engagement process of the working group [Standards Australia Coaching Committee]

(a) What does the Standards Australia Coaching Guideline cover?

A Summary of each Chapter is outlined below:

1.   Chapter 1: Scope of the Guideline

This section defines organisational coaching as any coaching that is provided by a formally designated coach and conducted within organisational settings for the purpose of improving clients' job- related skills, job performance or work-related personal development.

This handbook does not cover:

- The use of generic coaching skills by other managers or other professions

- Mentoring

- Team and group coaching

2.   Chapter 2: Key terms and definitions

This section defines the key terms and language conventions adopted by the handbook.

Important definitions and conventions include:

- Coaching and its many subtypes

- The use of terms such as Profession and Professional

- Types of evidence

- Consulting, training and mentor

Chapter 3: The Coaching Context

This sections seeks to set coaching in its context. This includes:

- History

- Use in organisations

- Background and training of coaches

- Who receives coaching and why

- Who is involved in coaching relationships

3.   Chapter 4: Defining coaching in organisations

This important section defines coaching and its relationship to other types of organisational change methodologies. Eg. training, mentoring, counselling, consulting. There are many ways of identifying different types of coaching. Each carries different implications for how skills and knowledge should be identified. This section defines the taxonomy of coaching used in this handbook to identify knowledge bases and competencies of coaches. It describes; skills, performance, developmental and remedial coaching.

4.   Chapter 5: Coaching knowledge and competencies

This section seeks to outline:

- The generic skills and knowledge common to all types of coaching

- The knowledge and competencies required for coaching aimed at specific types of outcomes

- Principles for assessing appropriateness of skills and competency in specialist areas of coaching.

Importantly this section also lays out the principles we believe are important in identifying, creating and testing knowledge and skills distinguishes between belief based and evidence based practice. It

acknowledges the importance of practical experience, critical reflection and research.

5.   Chapter 6: Training and CPD

This section discusses what basic coach training should include and covers:

- Understanding and using the evidence base.

- Basic communication and professional helping skills.

- Case conceptualisation and intervention development.

- Reflective practice.

- Ethical practice and boundary management.

- Ongoing professional development is critical

- Regular structured reflective practice including:

- Formal and informal education

- Supervision

6.   Chapter 7: The client-coach relationship

This section emphasises the importance of the client-coach relationship. While recognising the multiple responsibilities and relationships in coaching engagements, the coach's primary focus must be on the needs and wellbeing of the coachee.

Topics covered in this section include:

- Contracting
- Importance and limits of confidentiality
- Logistical processes
- The use of assessment and evaluation instruments
- Mental health and referral

7.   Chapter 8: Evaluating the coaching engagement

Evaluation efficacy is an important part of evidence based practice. This section outlines:

Principles for designing and implementing evaluations including:

- Common models of evaluation
- Selection and use of instruments.
- Ethical implications of evaluation (including intended and unintended consequences)

8.   Chapter 9: Ethics

This section outlines the key areas that should be included in coaches codes of ethical practice.

A comparison of common codes of coaching ethics is provided in Appendix A

9.   Chapter 10: Purchasing coaching

This section was written by purchasers for purchaser of coaching. It focuses on the establishment and management of coaching programmes from a corporate perspective.

Topics covered include.

- Setting up coaching for an individual and or an organisation
- Selecting coaches
- Matching the individual with the coach
- Stakeholder roles and responsibilities
- Contracting

A case study is provided in Appendix B

10. Chapter 11: Providers of coaching

This section is written by organisation based providers of coaching services. It seeks to provide practical advise about common issues in the establishment and management of coaching engagements in organisations, including:

- Range of providers

- The importance of the coachee, organisation and coach relationship

- Contracting and confidentiality

- Multi-stakeholder conversations

- Recruitment and ongoing professional development of coaches

- The coach-coachee working alliance

- Delivery, reporting and evaluation

- Account and project management

- Referral fees and written endorsements

11. Chapter 12: Conclusion

The conclusion and reprises of some of the key interpretive principles are contained in this section.

12. Appendices

The Appendices includes:

- Summary of ethical codes relevant to coaching

- Coaching in Energy Australia—a case study

- Sample coaching contracts—comparison of elements

- References

(b) A brief overview of the purpose/context of the Standards Australia Coaching Guidelines

Key stakeholders have expressed a need for clarity regarding qualifications, processes and standards of practice. These stakeholders include:
- Major purchasers
- Coaches and coaching industry bodies
- Coach training organisations

The Coaching Guideline is designed to be used by all stakeholders:

- For purchasers of coaching services it identifies issues to take into account when setting up, running and evaluating coaching programs.
- For coaches and coaching organisations it identifies issues regarding selection and on-going professional development of coaches and the delivery and evaluation of coaching
- For organisations involved in coach training, it charts the route from belief-based to evidence-based practices and can be used in developing curricula, targeting and assessing competencies, and the development of professional development programmes and supervision
- For universities it identifies emerging issues relevant to teaching and research
- For professional associations and other regulatory bodies it identifies issues pertinent to governance, ethics and continuing professional development of coaches

(c) **A brief overview of the journey and the engagement process of the working group [Standards Australia Coaching Committee]**

Late 2008, twenty key stakeholders from relevant organisations completed a questionnaire to assist Standards Australia to make a decision regarding the net benefit to stakeholders of producing a handbook on executive coaching.

The Standards Australia Coaching Committee was formed in 2009 and included a diverse group of stakeholders including:
- Purchasers (non-government and government)
- Providers of coaching (coaching organisations)
- Universities
- Member organisations

The committee met monthly and utilised a main writer in Michael Cavanagh to ensure continuity of style throughout the document. The editing process ensured that this writing reflected the consensus of the committee as well as reflecting the current state of the industry vs. improving standards of practice