
Coaching in organizations

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Coaching in organizations



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**Committee MB-009—Public Safety, Public Administration and Business
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DRAFT

Handbook

Coaching in organizations

(To be HB 332—201X)

PREFACE

This handbook offers guidelines for the practice of coaching in organizations. As a guideline it is somewhat unusual among standards documents. This is because it has been conceived and developed at a time when the nature of professional practice is undergoing significant change. Rather than seeking to identify and claim a distinct body of professional knowledge as its base, coaching draws upon knowledge from multiple disciplines including psychology, business, education and the physical sciences.

The cross-disciplinary nature of coaching is one of its major strengths. As a newly emerging area of practice, it can draw from a range of sources in order to meet the changing and complex needs of a post-professional world. However, this flexibility and nimbleness also requires discipline if it is to be effective. This handbook seeks to articulate guidelines that assist readers in identifying some of the boundaries and processes involved in rigorous reflective practice. Consistent with the status of coaching as an emerging area of practice, this handbook is necessarily often more aspirational than prescriptive.

This handbook is designed to be used by all key stakeholders.

- (a) For purchasers of coaching services it identifies issues to take into account when setting up, running and evaluating coaching programs.
- (b) For coaches and coaching organizations it identifies issues regarding selection and ongoing professional development of coaches and the delivery and evaluation of coaching
- (c) For organizations 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 programs and supervision.
- (d) For universities it identifies emerging issues relevant to teaching and research.
- (e) For professional associations it identifies issues pertinent to governance, ethics and continuing professional development of coaches.

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FOREWORD

This handbook captures emerging guidelines for the practice of coaching in organizations. Coaching is a rapidly growing area of professional practice and the key stakeholders; purchasers, suppliers, professional associations, training organizations, researchers, universities and government have come together to pool their experiences to put this 'stake in the ground' to guide continuing improvement and development. While it does provide guidelines, the handbook is written more as an aspirational document for an emerging discipline. It does not seek to prescribe how coaching must be conducted. Rather, it seeks to capture emerging practices and processes that many (and sometimes all) stakeholders see as valuable.

During the exciting journey we have been on to create the handbook it became clear to us that coaching in organizations is, and needs to remain:

- (a) Multidisciplinary—drawing from underpinning theories, practices and insights in business, education and psychology and the sciences.
- (b) Nimble and flexible so that it can address the emergent needs of clients and their organizations.

There are many to thank for this remarkable project and the organizations they have ably represented are listed 'in the front of the hand book 'or 'follow'. However one person in particular should be named and that is our principal author, Professor Michael Cavanagh. With a large working party he has mind-mapped each chapter, produced initial drafts, listened to feedback and re-worked each Section to capture the essence of each issue. It has been a remarkable experience and we have all learned much along the way. The group became genuinely self-managing with members taking responsibility for their contributions and for appreciating the contributions of others. The soap boxes we brought to early discussions quickly flattened as we listened to the diverse views and good sense in the room.

As a group we have also faced (and still do) some big unresolved issues. For example much coach training is still belief-based as distinct from being built from a body of evidence. This does not mean it is bad training but this does have implications for seeing coaching as an area of professional practice. Another example concerns ethics. One of the characteristics of a profession is that its members are bound by a code of ethics. Coaching has many codes. Again what are the implications? Raising these issues enables us to make informed choices about the continuing development of standards for coaching in organizations. We also believe the handbook will be useful in distinguishing between other areas of coaching practice such as life coaching and career coaching.

Ann Whyte

Chair Standards Australia HR and Employment Committee MB-009

Chair of the Coaching Handbook Working Party 009 06

STANDARDS AUSTRALIA

Handbook

Coaching in organizations

SECTION 1 THE SCOPE OF THIS HANDBOOK

1.1 INTRODUCTION

Intended audience.

This handbook offers guidelines for the professional practice of coaching in organizations and for the training of professional coaches who work in organizations. The intended audience of this handbook includes:

- (a) providers and purchasers of coaching in organizations.
- (b) those involved in the training and education of coaches.
- (c) professional bodies concerned with organizational coaching.

What is organizational coaching?

The type of coaching considered by this handbook is any coaching that is provided by a formally designated coach and conducted within organizational settings for the purpose of improving clients' job related skills, job performance or work-related personal development.

1.2 WHO ARE ORGANIZATIONAL COACHES?

Organizational coaching goes beyond the manager's role.

Organizational coaching is offered under many names. These commonly include Executive Coaching, Leadership Coaching and Workplace Coaching. This handbook understands an organizational coach to be a person who is engaged to provide coaching services to a coachee, distinct from other roles or relationships that person may have with the coachee. These coaching services are aimed at improving the skills, performance or personal capacities of the coachee. Hence, organizational coaches may be employed in the same organization as the coachee (internal coaches), or may be engaged as an external provider by the coachee or the coachee's organization (external coaches).

1.3 HOW WILL THIS HANDBOOK BE HELPFUL?

For coaches.

It is hoped that this handbook will be useful to current and aspiring professional organizational coaches in:

- (a) assessing and selecting initial and ongoing professional development and supervision.
- (b) determining when coaching is the most suitable intervention to meet a potential client's need.
- (c) guiding and evaluating the coach's own practice.

For purchasers of coaching. Similarly, it is hoped that this handbook will be a useful to purchasers of coaching in assisting them in:

- (a) Determining whether coaching is an appropriate intervention for their needs.
- (b) The assessment and selection of workplace coaches.
- (c) Evaluating the success of coaching interventions.

For coach educators, supervisors and professional bodies.

Finally, this handbook may be informative for those involved in the education, training and ongoing development of workplace coaches. These include both coach training organizations, professional coaching bodies and coach supervisors. In particular it is hoped that these guidelines are likely to be helpful in:

- (a) Developing curricula for coach training.
- (b) Identifying and assessing coaching competencies.
- (c) The development of ongoing professional development programs and supervision.
- (d) Understanding the significance of ethics to an emerging area of professional practice.

1.4 WHAT IS NOT COVERED BY THIS HANDBOOK?

This handbook does not cover the use of generic coaching skills by other professions.

This handbook is not intended to address the competencies, training or selection of life coaches or mentors, or for the use of generic coaching skills by consultants, counsellors, trainers, health care workers or other professionals in the normal pursuit of their professional duties. Similarly this handbook is not aimed at managers, Human Resources (HR) and Learning and Development (L&D) professionals and others who use coaching skills in the course of their work. Finally, this handbook is not meant to address types of consulting that are primarily aimed at working *on* a business or organization, such as consulting aimed at aimed at improving organizational systems.

Team and group coaching.

Team and group coaching is an emerging area of coaching practice in organizations. Given its newness and the sparse nature of its description in the literature, this handbook does not deal directly with team or group level coaching. Nevertheless, many of the guidelines articulated throughout will apply to team and group coaching.

Those engaged in other types of coaching might find it useful.

While this handbook is targeted specifically toward formal coaching in organizations, individuals engaged in life coaching, consulting and the general use of coaching skills in the workplace may find this handbook of interest.

SECTION 2 KEY TERMS AND DEFINITIONS

2.1 INTRODUCTION

The task of definition is difficult and definitions evolve and change over time. This is particularly so for an emergent field such as coaching. Many of the terms used in this handbook are defined and understood differently by different groups in the coaching community, not to mention the wider community. With this in mind, this handbook has sought to follow the most common meanings given to terms in the coaching literature. So while usage may differ across the coaching and wider communities, unless otherwise stated, the following conventions and definitions are employed within this handbook.

2.2 LANGUAGE CONVENTIONS USED IN THIS HANDBOOK

2.2.1 The terms coaching and organizational coaching

As stated in Section 1, this handbook is specifically written to cover one-to-one coaching within organizations, whether conducted by a coach external to the organization or by an employee of the organization empowered to develop formal coaching relationships within the organization.

A range of terms are used in the literature to refer to coaching in organizations. These include; workplace coaching, executive coaching, leadership coaching, performance coaching, skills coaching, and developmental coaching. While all these terms are often used interchangeably, skills, performance, developmental and leadership coaching are most properly understood as implying specific types of coaching goals or particular areas of specialist skill.

The most common terms used to describe the full range of one-to-one coaching in organizations are workplace and executive coaching. However, using these two terms may give the impression that this guideline refers only to coaching in workplaces (and not volunteer or social organizations) or with executives only (rather than other members of an organization). Hence, we have chosen the term organizational coaching as the more inclusive (though less commonly used) term.

Hereafter, in this handbook, when the term coaching is used, unless explicitly stated or clearly implied otherwise, it should be interpreted as referring to organizational coaching. Once again, the guidelines and statements made here are not meant to refer to the types of coaching that fall outside the scope of this handbook as outlined in Section 1.

2.2.2 The terms profession and professional

The terms profession and professional have both common and technical meanings which are easily confused. The technical meaning of these terms refers to a body of practitioners who meet the formal criteria of a profession, as outlined in Section 4, Section 4.3. (e.g., medicine, law, psychology, etc.). For the purposes of this handbook the noun profession is used in its technical sense. Coaching does not currently meet these criteria and is therefore not considered a formal profession in this handbook.

In common parlance, however, the adjective professional is used to describe a person who goes about their work in a competent and ethical manner. Unless explicitly indicated otherwise, this common meaning of the term professional is employed in this handbook. It is not meant to indicate that a person so described is a member of a formal profession.

2.3 DEFINITIONS USED IN THIS HANDBOOK

Belief-based practice	Belief-based practice is practice supported by unstructured, subjective beliefs about ‘what works’ (Rushall, 2003). These beliefs typically incorporate personal experience, received wisdom, ‘common sense’ and a mix of tested and untested assumptions, assertions and opinions. While an important element in the development of professional practice, belief-based practice is a weak form of evidence upon which to make claims about the efficacy of interventions.
Business coaching	. Business coaching is a term commonly used to denote both the type of organizational coaching covered by this guideline (i.e. coaching that is focused specifically on the skills, performance or personal capacities of the executive, employee or team-members being coached) and/or the provision of consulting services focused on the performance of the business as an entity (such as the design of business systems, and business financial and marketing strategies etc). The latter is not addressed by this guideline (see section 4.1.1.4).
Capability	The capacity and ability of an individual, organization, system or process to consistently provide a service or product that will fulfil requirements and achieve the outcomes intended.
Coachee	The term coachee refers to the individual or group/team directly receiving the coaching services.
Coaching	Coaching here is defined as a collaborative endeavour between a coach and a client (an individual or group) for the purpose of enhancing the life experience, skills, performance, capacities or wellbeing of the client. This is achieved through the systematic application of theory and practice to facilitate the attainment of the coachee’s goals in the coachee’s context.
Competence	The demonstrated performance and application of knowledge to perform a required skill or activity to a specific, predetermined standard.
Consulting	Consulting is a wide term, used to cover a range of activities from the provision of expert assessment and advice to process consulting. For the purpose of this handbook, consulting is the provision of advice based on problem identification and the application of domain specific knowledge.

Developmental coaching	Developmental coaching refers to coaching aimed at enhancing a coachee's ability to meet current and future challenges more effectively via the development of increasingly complex understanding of the self, others and the systems in which the coachee is involved. This is sometimes called transformational coaching.
External coach/external coaching	External coaching is coaching sourced from a provider external to the organization in which the coaching will be delivered. An external coach is a coach who provides external coaching. An external coach may work as a sole practitioner, or as part of a consortium of coaches, or a coaching house that provides coaches to organizations.
Evidence-based practice	Evidence-based practice is practice informed by knowledge that has been subject to systematic and rigorous testing in order to understand the limits of the claims that may be made about that practice. Thus evidence for practice falls along a continuum of weak to strong.
Executive coaching	Executive Coaching refers to coaching services provided to executives and line managers for the purpose of improving skills, performance or work-related professional and personal development.
External coach	An external coach is a coaching service provider engaged by an organization to provide coaching services to that organization. They are not employees of the organization sponsoring the coaching.
Formal learning	Formal learning is learning that takes place through schools, universities, or other training organizations through a structured program of instruction that has been formally approved through accreditation or endorsement and leads to the full or partial attainment of a State recognised qualification (e.g. a certificate, diploma or degree or other award).
Internal coach	In this handbook an internal coach is a person authorised by their organization to establish formal coaching relationships with other members of the organization. The role of internal coach may be a full-time role or a part-time role. Where an internal coach has supervisory or managerial responsibility in the organization, their coaching role is seen as distinct from the normal activities of management. Internal coaching is usually conducted with coachees for whom the coach does not have managerial responsibility.
Informal learning	Informal learning is acquired through experience of work-related, social, family, hobby or leisure activities, as a natural consequence of everyday life.
Leadership coaching	Coaching which aims at developing the skills, abilities and capacities of leaders for the purpose of enhancing leadership.
Life coaching	Life coaching refers to one-to-one coaching provided to an individual for the purpose of development. It may incorporate skills, performance, developmental or remedial coaching. It tends to adopt a 'whole of life approach' and as such may impact work and non-work-related development.

Mentoring	‘Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)’ (Bozeman, Feeney, 2007).
Non-formal learning	Non-formal learning is learning that takes place through a structured program of instruction, but does not lead to the attainment of a formal qualification or award. Non-formal learning includes, company induction programs, in-house professional development programs conducted by a business, product courses, unaccredited structured training, and some continuing professional development (CPD) programs conducted by professional associations. Non-formal learning may not necessarily be evaluated or lead to certification.
Organizational coaching	Organizational coaching is defined in this guideline as coaching that is provided by a formally designated coach and conducted within organizational settings. Its focus is on improving clients’ work-related skills, performance or personal development in a way that is personally and professionally beneficial to the client.
Performance coaching	Performance coaching refers to coaching that is aimed at improving the coachee’s ability to achieve work-related goals such as specific metric-based organizational outcomes. It is not so much interested in the acquisition or establishment of skills as it is in assisting the coachee to use established skills more effectively. Performance coaching typically involves the articulation of desired levels of performance and pathways to achieve those goals. It may also involve the identification of current and potential cognitive, behavioural and environmental blocks to performance. Whilst often conducted as a stand-alone intervention (e.g. targeted goal-focused coaching), it is often a subset of a wider coaching intervention involving skills coaching, developmental and remedial coaching strategies. Coaches engaged in performance coaching can be expected to have knowledge and skills associated with goal-setting, motivation and change management.
Profession	In this handbook the technical meaning of the term profession is used. The Merriam-Webster dictionary which defines a profession as ‘A vocation requiring specialized knowledge and often long and intensive preparation including instruction in skills and methods as well as in the scientific, historical, or scholarly principles underlying such skills’ (Merriam-Webster, 2002). A ‘profession maintains high standards of achievement and conduct via professional organizations and collegial sharing of knowledge and practice, committing its members to continued study and the undertaking of a kind of work which has as its prime purpose the rendering of a public service’ (Merriam-Webster, 2002).
Professional (adj)	In this handbook the common meaning of the term professional is used. It refers to a person who shows a high degree of skill or competence, and ethical conduct, in their following of an occupation as paid work.
Purchaser	In this handbook, the term purchaser refers to the person or organization paying for the coaching service. This may be the coachee or the coachee’s organization.

Remedial coaching	Remedial coaching is coaching aimed at the remediation of problematic attitudes or behaviours that interfere with the coachee's organizational performance. It may involve a combination of skills, performance or developmental coaching, and is most often conducted in response to the identification of behaviours perceived as needing to change if desired performance and career opportunities are to be realised. In addition to knowledge and skills associated with skills, performance and developmental coaching, a coach engaging in remedial coaching is expected to have competencies and understanding of the psychological and behavioural processes associated with the attitudes and behaviours inhibiting progress.
Skills coaching	Skills coaching refers to coaching that is aimed at acquiring or improving work-related skills. Examples of such skills include (but are not limited to) delegation, time management, active listening, questioning, feedback and performance management skills. The purpose of skills coaching is to build capability, rather than achieve particular work-related targets. While skills coaching can be conducted as a stand-alone intervention (e.g. following a skills training course), it is often a subset of a wider coaching intervention involving performance and developmental coaching strategies. Coaches engaged in skills coaching can be expected to have knowledge of the process of skills acquisition, and competencies in supporting the coachee to acquire and develop the particular skills targeted in the coaching.
Sponsor	The term sponsor refers to the individual or organization authorising the coaching services. In some cases they may also be the purchaser and or the coachee.
Supervision	Coaching supervision is a formal, mutually agreed arrangement for coaches to discuss their work regularly with another person or persons who are normally experienced and competent coaching practitioners (or other relevant professionals) familiar with the process of supervision. While models of supervision vary, supervision typically has three major functions: (i) the professional development of the practitioner, (ii) practical and psychological support for the coach in carrying out their role, and (iii) the promotion and maintenance of acceptable standards of work and good practice. Supervision differs from 'coaching the coach' in that the needs of both the coach (supervisee) and their coach's clients are equally important focal points of attention.
Team coaching	In team coaching the coaching client is the whole team as a system rather than one person. In team coaching sessions, the team works on group goals. The focus of the team coaching process is usually on improving operational interfaces between team members while they work on achieving their objectives, rather than focusing on developing people individually.
Transformational coaching	The meaning of this term, though often used, is unclear. It appears to refer to coaching in which some form of personal transformation takes place. It is sometimes used to refer to developmental coaching.
Workplace counselling	Workplace counselling refers to the provision of supportive or therapeutic psychological services to employees, usually in response to stress or organizational and/or personal crises.

**Workplace
coaching**

Formal coaching that take place in workplace settings.

**Workplace
training**

Training is a term used to cover a multitude of activities. For the purpose of this handbook, training refers to the structured teaching of skills, processes and competencies, and typically involves the structured provision of procedural knowledge by a trainer to the trainee. This is usually done in small groups or workshops but may also take place in one-to-one settings.

SECTION 3 THE COACHING CONTEXT

3.1 INTRODUCTION

Coaching: an important organizational development tool.

In the last 20 years coaching in organizations has grown from a little known methodology to support executives to a key plank in many organizations learning and development platforms. Today it is an increasingly important method of change used by businesses, governments and non-governmental organizations and agencies alike.

Little research exists on coaching in Australia.

Given the relative youth of the coaching industry, little research has been conducted into the industry as a whole, particularly in Australia. This Section seeks to provide a broad overview of the industry based on current understanding of the shape of the industry. This Section is intended to assist someone new to the area to understand the common ways in which coaching is conducted across industry, by whom and to what purposes.

3.2 WHO COACHES?

Coaches come from many backgrounds.

Coaching services are provided by a wide range of people with very varied backgrounds, experience and training. Some research has been conducted in Australia and internationally attempting to describe the qualifications and approaches of those providing coaching services. This is usually small scale and based on samples of convenience, and so must be interpreted with caution.

3.2.1 Education, training and background

In a study conducted for this handbook, (see Appendix A) 229 coaches responded to a range of questions aimed at describing their general education, coach specific training and practice. Of these coaches, 219 describing their educational background, as follows:

- (a) 9% didn't have a university awarded degree.
- (b) 40% reported a bachelor's degree as their highest qualification.
- (c) 44% reported a master's degree as their highest qualification.
- (d) 7% had a doctorate (see Figure 3.1).

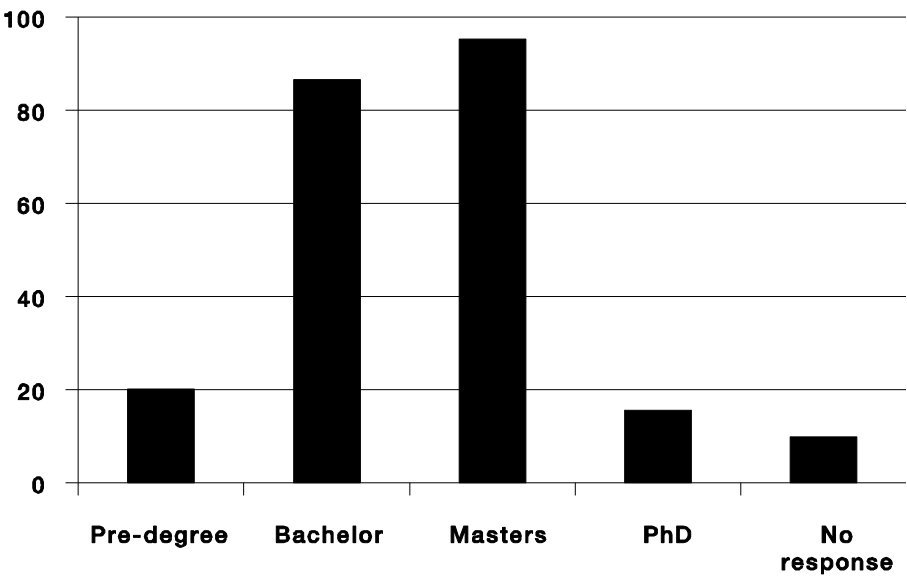


FIGURE 3.1 ACADEMIC QUALIFICATIONS
(NO. OF RESPONDENTS BY CATEGORY)

Coach Specific Training is highly varied in its extent.

In terms of coach specific training the picture remained mixed. In the study conducted for this handbook, 197 people indicated their level of coach specific training as follows.

- (a) 6% had a master’s degree in coaching.
- (b) 3% were studying for a master’s degree in coaching.
- (c) 6% said they have no coaching qualifications.
- (d) 84% said they had some form of coaching qualification other than a master’s degree (see Figure 3.2).

More than 40 organisations were cited as providers of some form of coaching accreditation, including universities, training providers and in-house accreditation schemes. Qualifications cited ranged from coaching specific qualifications, psychology, neuroscience, psychometric tool accreditation, counselling/psychotherapy and sport.

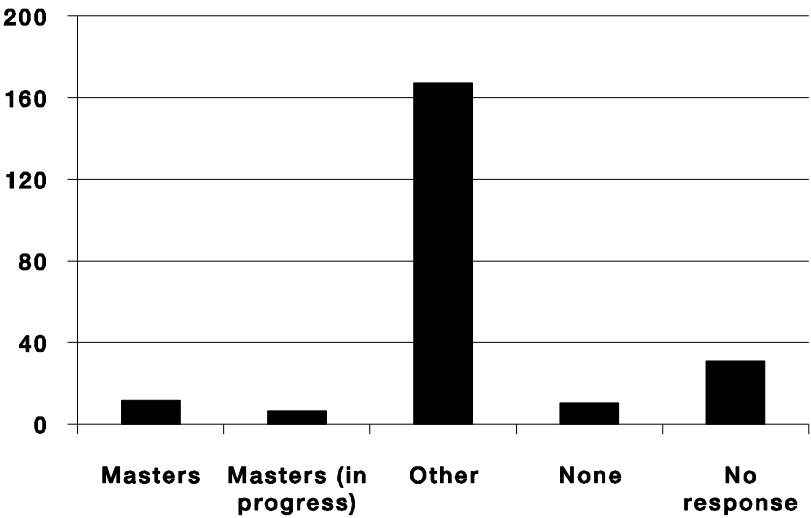


FIGURE 3.2 COACHING SPECIFIC QUALIFICATIONS
(NO. OF RESPONDENTS BY CATEGORY)

Levels of coach specific training varies from 1–2 days, to months or years.

What is clear is that the qualifications, experience and professional affiliations of executive coaches vary greatly. One small scale study of coaches in Australia (n = 28—all of whom had 5 or more years of experience) found that 86% of these coaches reported having undergone coach specific training ranging from internet based courses, short professional development courses to Masters and PhD level qualifications in coaching (Binstead and Grant 2008). In this sample 14% of the coaches reported having no coach training whatsoever.

3.2.2 Background and management experience

The background of coaches varies considerably

41% of coaches are new to the industry.

In another study 148 executive, business and life coaches attending an Australian International Coach Federation conference were asked about their experience, qualifications and training. Of the 87 respondents who identified coaching as their main occupation, 41% had been coaching for less than one year, and only 12% for more than five years. (Spence, Cavanagh and Grant, 2006) (see Table 3.1).

In terms of training this same study found that the majority of respondents had received coach training via commercial coach training schools. The duration and content of that training varied from very short (1–2 day courses) to more extensive courses across months or years.

TABLE 3.1
BACKGROUND EXPERIENCE AND COACH TRAINING IN A
SAMPLE OF AUSTRALIAN COACHES (n = 148)

Industry sector	%	Type of coach training	%
Consulting	24	Coach training schools	62
Human resources	14	Tertiary institution	20
Counselling/Psychology	14	Neuro-linguistic programming (NLP)	11
Training	13	No formal training	5
Education	11	Other	2
Marketing	8		
Finance	5		
Social work	4		
Others	7		

Source: Spence, Cavanagh and Grant (2006)

In the study conducted for this handbook 221 people reported their management experience, (see Figure 3.3). Respondents reported the following levels of experience:

- (a) 17% cited experience as CEO or Managing Director.
- (b) 19% cited experience as a 'Director'.
- (c) 20% cited experience as a 'Senior Level Leader'.
- (d) 22% cited experience as a 'Mid-Level Leader'.
- (e) 6% cited experience as a 'Front Line Leader'.

It should be noted that in this study no data on the size of respondents' organisations were collected. Therefore the analysis should be regarded only as an approximation of respondents' management experience,

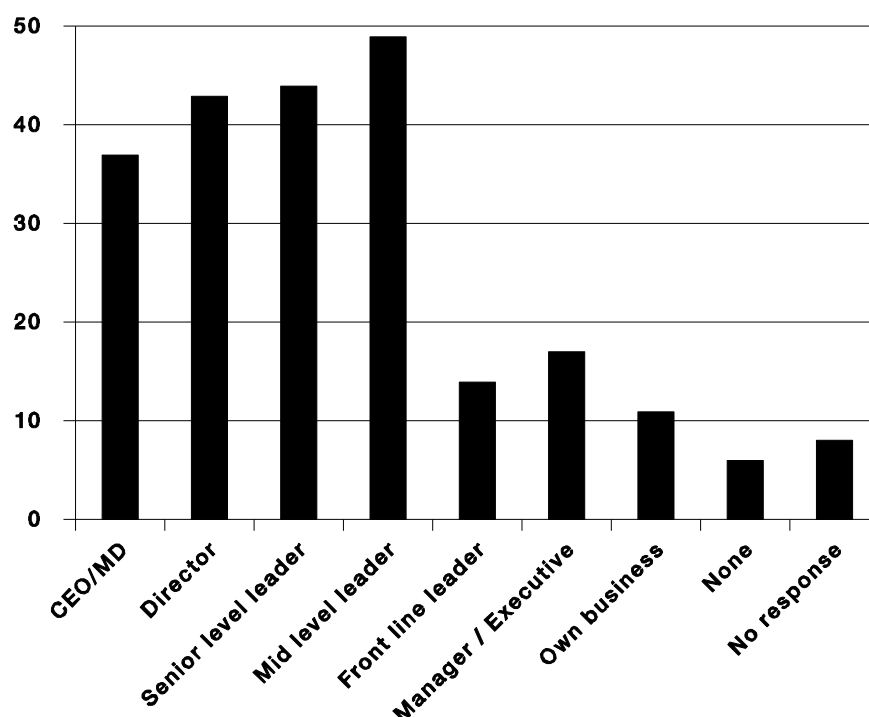


FIGURE 3.3 MANAGEMENT EXPERIENCE
(NO. OF RESPONDENTS BY CATEGORY)

3.2.3 Coaching experience

Respondents for this study were also asked how many years experience they had coaching both informally (e.g. as a manager who coached) and formally (as an internal or external coach). Results showed that:

- (a) The majority of respondents had significant informal coaching experience. Of the 205 people who responded to this question, the average was 13 years.
- (b) Respondents had significantly less experience in a formal coaching role within an organisation. Of the 210 coaches who responded to this question, the average was 3 years.
- (c) Of the 228 people who responded to the question average experience as a coach providing external coaching services was 6 years, with 25% having 0–2 years experience, 27% 3–5 years experience and 32% 6–10 years experience. 16% had 11 years experience or more (see Figure 3.4).

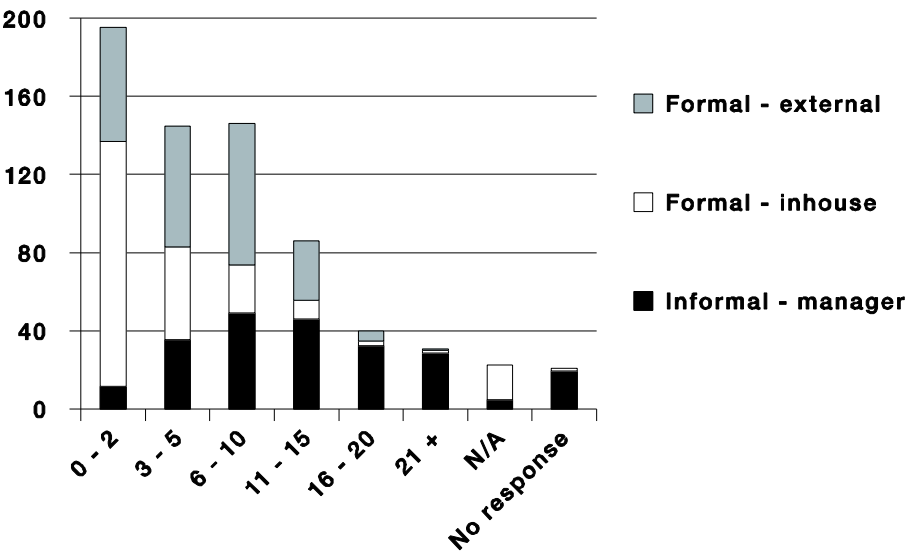


FIGURE 3.4 years OF COACHING EXPERIENCE
(NO. RESPONDENTS BY YEARS EXPERIENCE)

3.2.4 Coaching approach/Theoretical perspectives

In our study, coaches were asked how often they used specific theories. The most popular theories, as measured by the percentage of respondents who said they used the theory ‘very frequently’ or ‘always’ were:

- (a) Adult learning 76%.
- (b) Solutions focussed 76%.
- (c) Positive psychology 73%.
- (d) Behavioural theory 66%.
- (e) Cognitive behavioural 60%.
- (f) Appreciative inquiry 57%.
- (g) Systems theory 47%.

When respondents were invited to list other theories they used, the most popular were:

- (i) Acceptance and commitment therapy (ACT)..... 8 respondents.
- (ii) Transactional analysis 8 respondents.
- (iii) Mindfulness..... 7 respondents.
- (iv) Emotional intelligence 5 respondents.
- (v) Integral..... 5 respondents.
- (vi) Rogerian therapy 5 respondents.

It should be noted that no definition of these theories were provided to respondents. This survey should not be taken to imply a common understanding of these approaches or fidelity in their use.

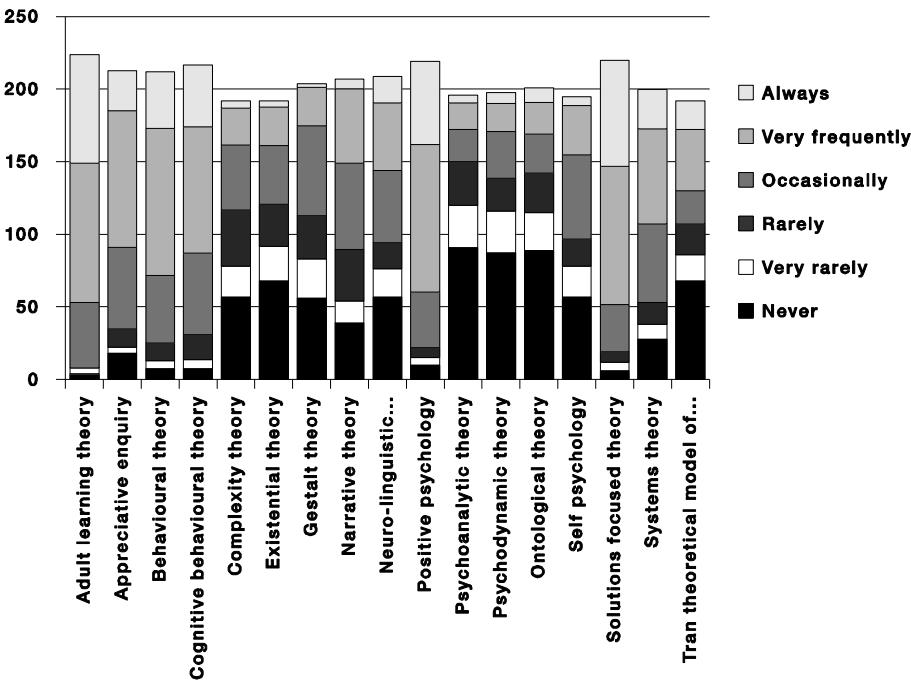


FIGURE 3.5 THEORETICAL APPROACH
(NO. RESPONDENTS BY CATEGORY)

3.2.5 Ongoing professional development

In our survey, coaches were asked to what extent they engaged in seven forms of professional development (see Figure 3.6). As measured by the percentage of respondents who said they engaged in these forms ‘very frequently’ or ‘always’, these ranked:

- (a) Self reflection after a session 95%.
- (b) Reading coaching books and journals 83%.
- (c) Seminars and conferences 57%.
- (d) Short courses and workshops 54%.
- (e) Peer review 45%.
- (f) Formal supervision 44%.
- (g) Formal academic courses 35%.

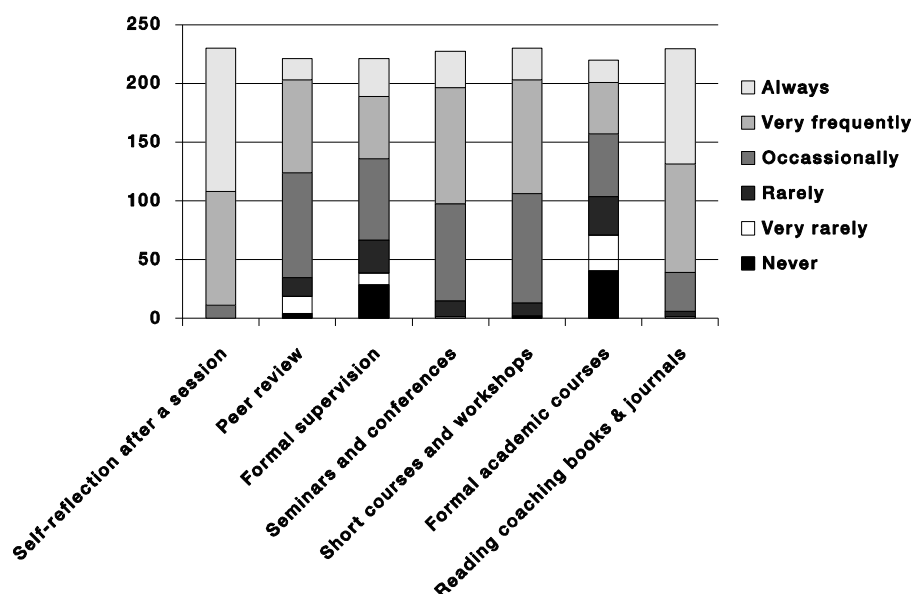


FIGURE 3.6 FORMS OF PROFESSIONAL DEVELOPMENT
(NO. OF RESPONDENTS BY CATEGORY)

Respondents were also asked how many hours of professional development they undergo every year. The average number of hours reported was 134 hours pa (or 17 days pa). However, answers to this question suggested that:

- (i) Different respondents used different definitions of professional development. Some included activities such as the work itself, lecturing, research etc. while others used much tighter definitions.
- (ii) Some respondents counted coaching specific professional development only, while others included professional development in related areas (e.g. general psychology).

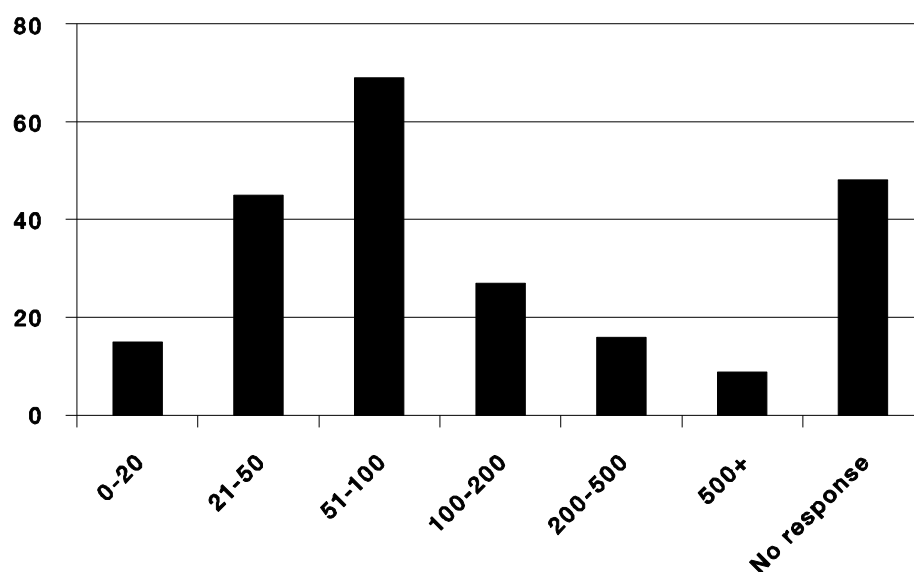


FIGURE 3.7 HOURS OF PROFESSIONAL DEVELOPMENT PA
(NO. OF RESPONDENTS BY TIME BAND)

3.2.6 Professional associations

Respondents were asked which professional associations they were members of, with reference to six specific associations. Of the 197 people who responded to this question:

- (a) 38% said they were members of the ICF.
- (b) 21% said they were members of the APS/IGCP.
- (c) 13% said they were members of AHRI.

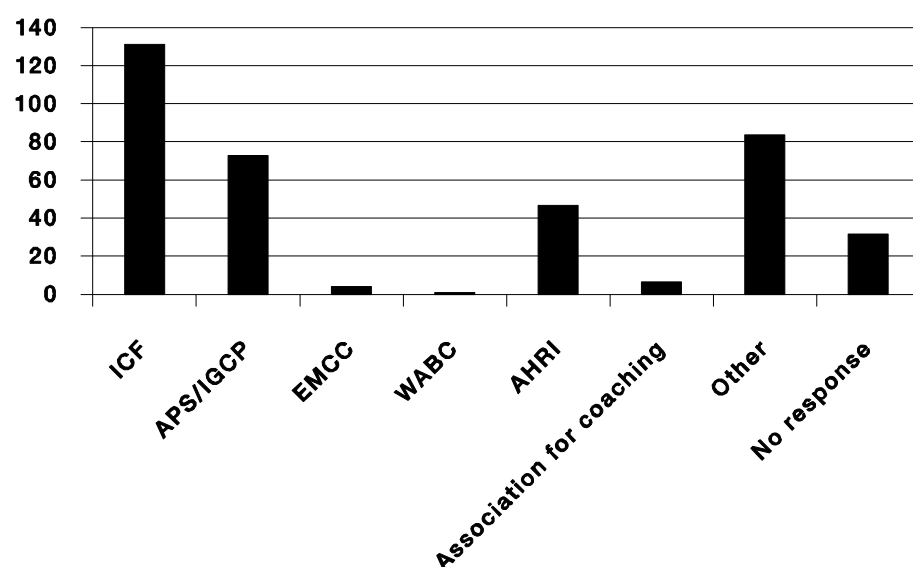


FIGURE 3.8 PROFESSIONAL ASSOCIATIONS
(NO. OF RESPONDENTS BY CATEGORY)

In the other category, the following organisations were mentioned:

- (i) Australian Institute of Company Directors (AICD)..... 10 responses.
- (ii) Australian Institute of Management (AIM) 8 responses.
- (iii) International Positive Psychology Association (IPPA) 8 responses.
- (iv) The Australian and New Zealand Coaching Institute (ANZI) 6 responses.
- (v) Career Development Association of Australia (CDAA) 6 responses.
- (vi) Meta-Coach Foundation (MCF) 5 responses.
- (vii) University of Sydney Coaching and Mentoring Association (USCMA) 5 responses.

3.3 HOW ARE COACHING SERVICES SOURCED?

Many ways to source coaching.

While there are a multitude of ways in which coaching is conducted both in Australia and around the world, there are three major ways in which coaching is sourced by organizations.

3.3.1 External coaching

External coaching is most common.

Most coaches are sole practitioners or part of small companies.

The most common source of coaching in the market is the provision of formal coaching services by professional coaches external to the organization. These coaches may provide coaching services as a full-time occupation or as part of a portfolio career involving coaching, consulting and training or other specialist roles. The majority of coaches practice either as sole practitioners or in small (2–3 people) companies. While there are some larger coaching service providers, both they and smaller operators typically have networks of associates who come together when a project calls for multiple coaches. Typically these arrangements are entered into in a non-exclusive, job by job basis. Hence it is common to find individual coaches working with a range of coaching firms and as a sole practitioner (Binstead and Grant 2008).

3.3.1.1 Selecting external coaches

There is both difference and similarity in what coaches believe are important criteria in coach selection. Table 3.2 shows responses from a small group of US based coaches to the question of what is most important in coach selection. The absence of criteria such as the ability to listen, question, challenge and display empathy may be explained by coaches assuming these to be baseline skills in coaching, and therefore not key differentiators in coach selection.

TABLE 3.2
PERCENTAGE OF A SAMPLE OF US BASED COACHES
(n = 241) RATING CRITERIA AS IMPORTANT OR
EXTREMELY IMPORTANT IN SELECTING COACHES

Criteria	Percentage
Experience coaching in similar setting	65%
Clear methodology	61%
Quality of client list	50%
Experience as a coachee	36%
Background in organizational development	35%
Ability to measure return on investment	32%
Certification in a proven coaching method	29%
Experience working in similar setting	27%
Status as thought leader in the field	25%
Experience as psychological therapist	13%
Background in executive search	2%

Source: Coutu and Kauffman (2009) HBR Research Reports

3.3.2 Formal internal coaching

Some organizations use internal or in-house coaching.

This type of coaching arrangement in organizations involves the use of internally employed, formally designated executive coaches. This role may be a full-time role within the organization, or part of a more diverse set of roles for the individual. Many internal coaches, for example, are HR practitioners with a remit to enter into coaching arrangements with executives in other functions across the business.

Training for internal coaches is mixed in the industry.

The standard of training and support for people coaching in this way varies widely. Some organizations have well resourced full-time teams devoted to coaching others within the organization. Such coaches operate in a way that is analogous to a lawyer employed by a company to work within an in-house legal function. However, most firms who utilise internal coaches have coaching as part of a wider job description. In these cases training of coaches varies widely and support structures for coaching are often less clear.

3.3.3 The line manager as coach

Manager as coach programs are popular.

Often organizations seek to enhance their internal coaching capability through training managers in coaching skills. The use of general coaching skills as a style of management by line managers has been found to be effective in enhancing workplace satisfaction and productivity.

They employ a coaching style of managing but do not constitute a formal coaching relationship.

However, experience and research has shown that the effective use of line managers as formally designated coaches is problematic (Chartered Institute of Personnel Development, 2009; hereafter CIPD). Issues of confidentiality and role differentiation arise particularly where managers are expected to coach in their reporting line. The managerial role is often in conflict with the dynamics needed for an effective coaching relationship. Indeed, CIPD research (2009) states *Even if organizations begin with the intention of having ‘coaching’ as a separate activity for line managers with their teams, we haven’t yet found any organizations that have done it successfully.*

Greater success has been found where managers are selected and specifically trained and supported to develop explicit coaching relationships with coachees outside of their line of reporting. This sort of arrangement begins to resemble the formal internal coaching mentioned above. Such programs need strong clarity of purpose and process, and need also to be closely managed. The use of line managers as coaches in this way has the advantage of increased knowledge of the organization and the coachee.

Coaching is a complex skill set requiring significant training and experience.

Coaching is a complex skill set, requiring significant training and experience for mastery. There is a growing awareness that short, ‘manager as coach training courses’ cannot impart these skills with the level of complexity and sophistication needed to provide an organization with a complete internal coaching capability. Rather, ‘manager as coach’ type programs are more properly understood as a form of professional development for leaders and managers, assisting them in developing a more effective ‘coaching style’ of communication, thereby enhancing their performance in their primary roles. The reader is reminded that while this handbook may be useful for organizations in planning training for managers, it is not designed to address this type of coaching in the workplace.

3.4 WHO RECEIVES COACHING IN ORGANIZATIONS AND WHY?

Coaching is most often used with leaders and managers.

Individuals and teams at all levels of the organization from the board to frontline employees can be the recipients of coaching. However, most coaching is conducted with individuals at the senior and middle management level. In one small Australian study, 54% of coaches reported working mainly with senior executives (Binstead and Grant 2008)

Coaching is often associated with formal development and training programs. Coaching following participation in training has been found to significantly enhance transfer of learning back into the workplace.

Organisational coaching can be used at all levels of the organisation.

Coaching is often offered to people who do not have managerial roles. In these cases its purpose is usually to support an employee identified as a high potential, or to develop and retain talent as part of the organization’s strategic objectives. Coaching is also used as a means of addressing potential derailment or as a remedial intervention for employees who are experiencing performance issues.

3.4.1 Common goals are found in coaching in organizations?

Coaching can be used to address many different types of goals.

The goals addressed in coaching range from personal issues in the coachee’s non-work life through to the development of work related skills and improving performance in their role. Both Australian and international research reflect the wide range of purposes and goals applied to coaching (See Figure 3.8 and Tables 3.3 and 3.4).

In the study conducted for this handbook, coaches were asked the frequency with which they undertook different types of coaching. The percentage of coaches who reported delivering each type of coaching ‘very frequently’ or ‘always’ was:

- (a) Leadership coaching 87%
- (b) Developmental coaching 81%
- (c) Executive coaching 80%
- (d) Performance coaching 65%
- (e) Skills coaching 43%
- (f) Career coaching 42%
- (g) Team coaching 41%
- (h) Remedial coaching 13%

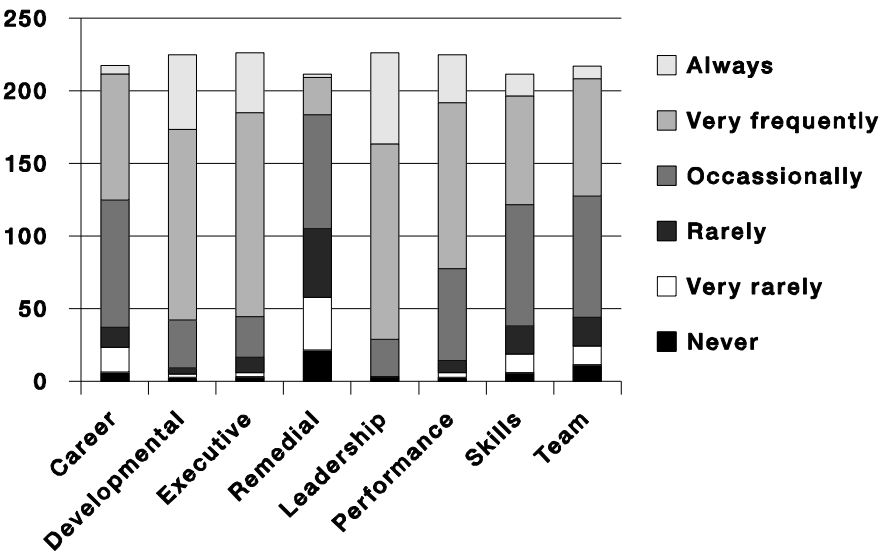


FIGURE 3.9 TYPES OF COACHING
(NO. OF RESPONDENTS BY CATEGORY)

TABLE 3.3
MOST COMMON ISSUES RAISED WITHIN COACHING

Coaching Issue	Description	Frequency (n = 136)
Career/Business	Includes career management and transitions, business generation, time management, professional development and strategic development issues	43
Relationships/ Interpersonal	Includes leadership and interpersonal skills development, team building and conflict management	40
Life direction/ Goal setting	Includes need to find direction, life purpose, goal clarification, resolving ambivalence, exploring options and assistance setting goals	40
Work/Life Balance	Includes developing stress reduction strategies, more family time, exploring new interests, finding hobbies and reduced hours in office	25
Mental health	Includes issues related to developing self-esteem, negative life events, social isolation and distress	15
Financial	Includes debt reduction, increasing savings, financial and retirement planning	12
Health and fitness	Includes increasing exercise levels, improved dietary habits, more sleep, weight reduction and more holiday time	11

Source, Spence, Cavanagh and Grant (2006)

TABLE 3.4
**PURPOSES FOR WHICH COACHING SERVICES ARE MOST
FREQUENTLY ENGAGED (n = 140, US Based Study)**

Purpose	Percentage of responses
Developed capabilities of a high-potential manager	28.1%
Facilitated a transition (in or up)	19.4%
Acted as sounding board on organizational dynamics	13.0%
Acted as sounding board on strategic matters	12.8%
Addressed a 'derailing' behaviour	12.4%
Enhanced the interactions of a team	10.8%
Addressed issues in a coachee's non-work life	2.6%
Assisted in outplacement or 'counselling out	0.9%

Source: Coutu and Kauffman (2009) HBR Research Reports, (US Based Research)

3.5 COSTS AND BENEFITS

3.5.1 Time commitment

Duration of coaching engagements vary according to need.

The amount of time needed to complete a coaching engagement will depend largely on the nature and extent of change required. Very little research exists as to the length of coaching engagements. Most coaching is contracted for a fixed number of sessions typically ranging from 3–12 sessions, with overall duration of coaching relationships typically averaging 8 months, but ranging from 3 to 12 months or longer.

Frequency of sessions is usually between fortnightly and monthly.

Frequency of sessions varies according to the nature of the issues addressed in coaching. Most coaching is conducted on a fortnightly basis, with sessions typically lasting between 1 and 1.5 hours. However, weekly or monthly sessions are also common. Coaching is also often conducted on an ‘as needs’ basis, with sessions being requested in response to particular events or developmental needs.

3.5.2 Fees

Fees vary according to the experience and qualifications of the coach.

According to Binstead and Grant (2008), three payment structures tend to be most commonly used in engaging external providers:

- (a) Per hour: Typically these range from \$200 to in excess of \$800 per hour.
- (b) Per set of sessions: the rates here range from \$5 000–\$13 000 per ten sessions.
- (c) Per program: here a program of coaching is provided over a defined period of time. The average 6 month program in the sample cost \$11 000 and the average 12 month program cost \$17 000.

Other payment regimes found in the sample included monthly fees or payment determined as a percentage of coachee’s salary.

3.5.3 Benefits of coaching

HR Professionals report multiple benefits from coaching in their organizations.

One of the more robust observations in the coaching industry is that coaching provides real benefits to coachees and organizations. Dagley (2006), in a survey conducted among 17 HR professionals responsible for over 15 million dollars of spend in coaching, found they observed a range of benefits for both the coachee and the organization. Tables 3.5 and 3.6 outline these benefits.

TABLE 3.5
OBSERVED BENEFITS OF COACHING FOR THE COACHEE

Gain observed by HR professional	Strong gains frequency	Some gains frequency	Total points (See Note)
Clearer understanding of own style, automatic responses and the issues arising from these	16	1	33
Improved communication and engagement skills	7	9	23
Improved coping with stress/robustness	6	7	19
Clearer understanding of own professional performance	7	4	18
Clearer understanding of organizational issues and how to resolve or overcome them	3	11	17
Improved ability to deliver feedback	2	13	17
Improved professional relationships—with directors/managers	4	9	17
Improved professional relationships—with subordinates	2	13	17
Improved decision-making skills	2	12	16
Improved assertiveness/self-assurance/leadership strength	5	6	16
Improved professional relationships—with peers	3	10	16
Improved motivation in role	2	10	14
Clearer career plans and actions	4	6	14
Improved work/life balance	2	9	13
Clearer strategic perspective	1	10	12
Quicker to move to action in dealing with issues	3	6	12
Improved change agent skills	2	7	11
Improved measured personal performance	2	7	11
Improved delegation abilities	0	8	8
Improved work throughput	2	4	8

NOTE: Calculated by allocating 2 points for ‘strong gain’ and 1 point for ‘some gain’.

Source: Dagley (2006)

TABLE 3.6
ORGANIZATIONAL BENEFITS FROM EXECUTIVE COACHING

Gain observed by HR professional	Strong gains frequency	Some gains frequency	Total points (See Note)
Professional development of talent pool / building capability	8	8	24
Talent retention and morale	6	6	18
Effective leadership	4	7	15
Team cohesion	3	6	12
Cultural change	3	6	12
Conflict resolution	1	9	11
Performance management and remediation	3	5	11

NOTE: Calculated by allocating 2 points for strong gain and 1 point for some gain.

Source: Dagley (2006)

3.6 STAKEHOLDERS AND THEIR ROLES: WHO'S INVOLVED IN THE COACHING ENGAGEMENT?

Key stakeholders. There are typically five key stakeholders centrally involved in coaching engagements:

- (a) The coachee.
- (b) The coach.
- (c) The coachee's manager.
- (d) Human Resources/Learning and Development/other organizational sponsor.
- (e) The sponsoring organization.

There are different ways to set up coaching and different roles for key stakeholders.

A variety of models for setting up the coaching engagement are used to meet the needs of each of these key stakeholders, and to maximize positive contribution each can make to the success of the coaching engagement. These include:

- (f) Strict one-to-one coaching.
- (g) Three cornered coaching (involving the coach, coachee and the coachee's manager or other organizational representative).
- (h) Four cornered coaching (or coaching that involves coach, coachee, line manager and HR). See Figure 3.5.

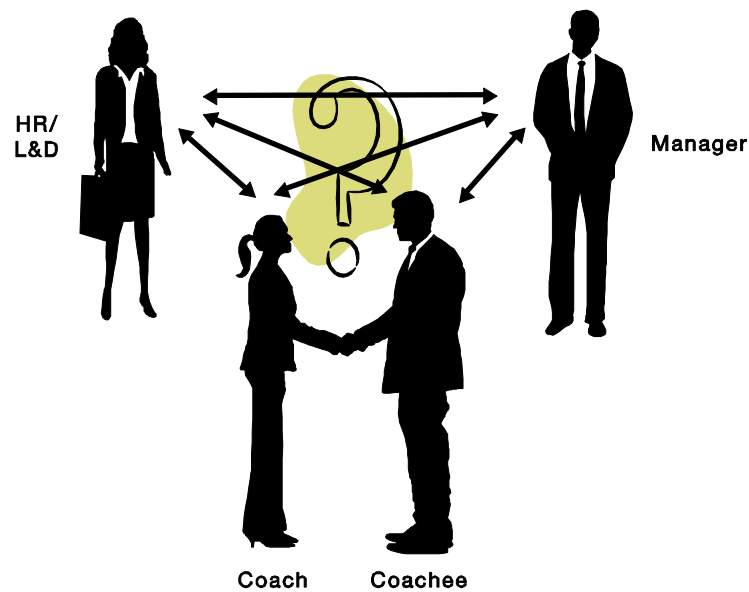


FIGURE 3.10 FOUR CORNERED CACHING

Both the coachee and the organization need to buy into the goals for coaching.

Successful coaching engages the coachee in the process of goal setting and goal striving. The coachee must own the goals of coaching. Nevertheless, organizational goals and imperatives typically form the backdrop against which coaching is undertaken. This is particularly true where coaching is undertaken as part of organization wide development programs, talent management and succession planning. No matter which model of coaching is utilised there seems broad consensus amongst all parties concerning the importance of aligning the coaching with the strategic needs of the organization.

However, organizations do differ on what they consider counts as aligned with organizational needs. For example, some organizations are happy for coachees to set goals such as health and fitness, or other aspects of personal development, reasoning that goal attainment in these areas will have a positive impact on performance at work. Other organizations require closer adherence to organizational level objectives.

3.6.1 Strict one-to-one coaching

Strict One-to-one coaching—a helping relationship between coach and coachee.

In this model a coach is engaged to work solely with the coachee. The initial engagement may originate with the executive him/herself, or via the coachee's manager or a member of HR or the L&D team. Following an initial briefing, introduction and 'chemistry check', the coach and coachee meet confidentially to work on goals set by the coachee. There may be little or no formal feedback from the coach to the organization or the originating person. Rather, in this model coaching effectiveness is assessed via:

- (a) Communication between the coachee and the organization.
- (b) Observation of the coachee's behaviour or other key outcome variables.

In this model the content of the coaching session is kept strictly confidential, and there is usually explicit agreement among parties that the coach will not divulge the content of the coaching to any other person within the organization. Most often, process issues, or broad judgements of progress may be discussed with the sponsor.

The benefits of this model are that it maintains confidentiality in the coaching relationship, and provides a safe space for the coachee to discuss any issues that may be important to their goals for the coaching.

3.6.2 Three and four cornered coaching

Some coaching involves third parties—HR, L&D and line managers.

In the three cornered model, the line manager or another appropriate representative of the organization (e.g. HR or L&D) is actively involved at regular intervals in the coaching relationship, to provide input and feedback to the coachee. Similarly in four cornered coaching both the line manager and HR or L&D professional are involved. The input of these parties into the coaching engagement can be powerful sources of support for the coachee and assist in assessing the impact of coaching in delivering benefits to the business

The role of third parties is ultimately to support goal attainment.

The role of the HR professional or manager in such arrangements includes:

- (a) Supporting the setting of organizationally aligned objectives.
- (b) Evaluating the ongoing effectiveness of the coaching relationship.
- (c) Providing feedback on progress.
- (d) Reality checking understanding.
- (e) A liaison between the organization and the coaching engagement.
- (f) Ensuring coaching remains consistent with other organizational activities such as wider development programs.

Three and four cornered coaching has benefits and drawbacks.

There are some significant benefits to coaching organised in this way. Firstly, it ensures coaching is aligned to organizational needs. It also provides an ongoing source of evaluation into the effectiveness of coaching. Perhaps most importantly, it enables organizational support for the coachee in the attainment of their goals.

The drawbacks in these models are that they may reduce the perceived confidentiality of the coaching engagement, and lead to a sense of non-alignment between the coachee and the goals upon which they are working. These models tend to work best where both the manager and HR/L&D professional understands and respects the coaching process.

3.6.3 Measuring effectiveness

Lots of measures for success can be used.

In the study conducted for this handbook, coaches were asked how they measured coaching outcomes with reference to four pre-defined categories—Satisfaction, behavioural change, others perceptions and organisational outcomes (see Figure 3.9). As measured by the percentage of respondents who said they used the method ‘very frequently’ or ‘always’, these ranked:

- (a) Coachee satisfaction 89%.
- (b) Coachee behaviour..... 89%.
- (c) Team/colleague perceptions 54%.
- (d) Organisational results/KPIs 54%.

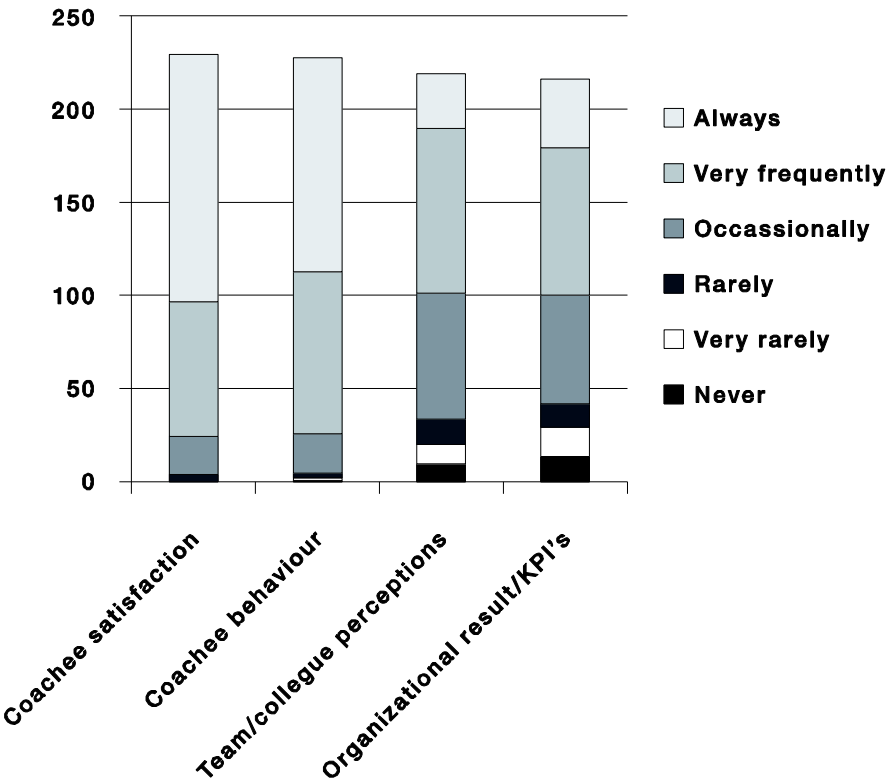


FIGURE 3.11 MEASURING COACHING OUTCOMES (NO. OF RESPONDENTS BY CATEGORY)

Other stakeholders are important to consider.

3.6.4 Impacts on other stakeholders

Several other groups not directly involved in coaching engagements also have a stake in the way coaching is conducted and its outcomes over time. These include other employees, family members, shareholders/customers/members professional bodies and the wider community and environment. The impacts of coaching on these groups should also be borne in mind in both the conduct of the coaching and in the selection of goals for coaching

SECTION 4 DEFINING COACHING IN ORGANIZATIONS

4.1 INTRODUCTION

Coaching is defined in multiple ways across the industry.

Coaching is a complex, multifaceted and evolving activity that can be applied to many contexts and purposes. This has led to a huge range of definitions being put forward for coaching. In order to encompass the diversity of the field many of the current working definitions of coaching are very general in nature. Most definitions tend to describe coaching in terms of both the processes undertaken within the coaching intervention and the outcomes of that intervention. For example, coaching has been defined as ‘partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential’. This relationship becomes a formal coaching relationship when “coaching includes a business agreement or contract that defines the responsibilities of each party.” (See ICF, 2009, <http://www.coachfederation.org/Ethics/>)

Definitions of coaching in organizations are often equally general in nature. For example, executive coaching has been defined as a personalised form of assistance for learning, which involves building the individual’s strengths and recognising or overcoming weaknesses (Zeus and Skiffington, 2000). Others have suggested that coaching is really a form of sense-making, allowing senior managers to explore and make sense of an ever changing environment (Du Toit 2007).

General definitions struggle to differential coaching from other interventions.

Definitions such as those above have the benefit of being maximally inclusive of different coaching processes and models. However, this means they also struggle to effectively differentiate coaching from other forms of change facilitation, such as training, counselling, consulting or mentoring.

Almost all definitions of coaching see coaching as a collaborative, results-targeted and customised activity. Many seek to differentiate coaching from other ways of creating personal and group change—in particular counselling or therapy. This handbook holds the view that coaching in organizations as a professional activity, needs to be informed by ongoing reflective practice and empirical research. With this in mind we offer the following general definition of coaching:

This handbook’s definition of coaching.

Coaching can be understood as a collaborative endeavour between a coach and a client (an individual or group) for the purpose of enhancing the life experience, skills, performance, capacities or wellbeing of the client. This is achieved through the systematic application of theory and practice to facilitate the attainment of the coachee’s goals in the coachee’s context.

This handbook’s definition of organization coaching.

Within this general definition of coaching, *Organizational Coaching* is defined as coaching that is provided by a formally designated coach and conducted within organizational settings. Its focus is on improving clients’ work-related skills, work performance or work-related personal development in a way that is personally and professionally beneficial to the client.

4.1.1 Exploring the boundaries: organizational coaching and other change processes

Coaching shares core microskills with many other types of helping skill.

Coaching shares many similarities with other common workplace change interventions, namely, mentoring, counselling, consulting and training. Core skills such as advanced listening skills, the ability to ask questions that raise awareness and an understanding of the learning and change processes are common to all forms of organizational intervention. This is not surprising since all see their role as in some way enhancing performance and learning. However each of these interventions does differ in important respects.

4.1.1.1 Coaching and mentoring

Mentoring requires domain specific experience and knowledge.

Like coaching, mentoring seeks increased performance and behavioural change in the mentee. However, in contrast to coaching, mentoring primarily relies on the experience and advice of a more senior or experienced person to assist the mentee in their movement through the organization. Here the experience, domain specific knowledge and networks of the mentor are key elements of the mentoring relationship.

‘Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)’ (Bozeman, Feeney, 2007).

Coaching seeks new solutions to the client’s unique circumstances. Subject matter expertise should be used cautiously.

Coaching does not rely on the coach having detailed domain specific knowledge, experience and networks for its success. Indeed, while some contextual knowledge is often useful, and an understanding of past solutions helpful, coaching often seeks to develop innovative and bespoke solutions that meet the client’s unique situation. In this process knowledge transfer often takes place. However, the coach’s role remains more facilitative than didactic. Unthinking reliance on the coach’s domain-specific expertise may be counterproductive, particularly when the coach and coachee share domain-based knowledge and assumptions that obscure new possibilities and innovative solutions.

Mentoring is often a longer term relationship than coaching.

The timescale of coaching and mentoring are another point of differentiation. While some coaching relationships may extend over years, coaching is typically shorter than that of mentoring, and usually conducted over weeks and months. The mentor’s horizon usually encompasses several years. Indeed this longer term commitment is taken by some authors to be a defining marker of mentoring (e.g. Law, Ireland and Hussain, 2007).

4.1.1.2 Coaching and counselling/therapy

Coaching and counselling may overlap.

Despite much attention in the literature, the relationship between coaching and counselling remains difficult to define. This is not surprising given they often share similar objectives and deal with the impact of patterns of thinking, behaviour and emotion on performance and satisfaction in the workplace (Bluckert, 2005).

Counselling is a supportive response to psychological difficulties.

Workplace counselling can be described as the provision of supportive or therapeutic psychological services to employees, usually in response to stress or organizational and/or personal crises. As such workplace counselling tends to be implemented as a response to performance difficulties or crises that appear to stem from psychologically-based causes. Unlike coaching, counselling is rarely used as a proactive means of forestalling such difficulties or to enhance performance in those who are functioning normally. Restoring the individual's health, wellbeing and capacity to perform in the workplace is seen as the primary goals of counselling.

Coaching seeks to develop new skills and capacities.

The organization has a more active role in coaching.

Coaching and counselling also place different emphasis on the role of the organization in the change relationship. While the outcome of both coaching and counselling may be important to the organization, in counselling the role taken by the organization tends to be relatively minor, and often limited to financially sponsoring the counselling. In coaching, organizational goals and expectations typically play a more formative role in the development of coaching goals. This is the case even when the coaching is conducted in a strict one-to-one fashion.

4.1.1.3 Coaching and workplace training

Training teaches skills via transfer of knowledge.

Once again, training is a term used to cover a multitude of activities. For the purpose of this handbook, training refers to the structured teaching of skills, processes and competencies, and typically involves the structured transfer of procedural knowledge by a trainer to the trainee.

In training the trainer sets the agenda.

In coaching goals and processes are emergent.

Both coaches and trainers draw on adult learning techniques in creating change. However, unlike training, coaching is typically a bespoke, one-to-one intervention that may seek a range of outcomes beyond skills development. These include behavioural and attitudinal change, relationship management and personal transformation. In training, the process and desired outcomes used in the training session are typically set prior to training, (and may or may not involve significant consultation with the trainee). The trainer is expected to have specific knowledge and expertise in the area. In coaching, both the goals and processes used typically emerge in the interaction between coach and coachee. It is not necessary for a coach to be an expert in the business area of the coachee.

4.1.1.4 Coaching and consulting

Consulting provides advice.

Consulting is a wide term, used to cover a range of activities from the provision of expert assessment and advice to process consulting. For the purpose of this handbook, consulting is the provision of advice based on problem identification and the application of domain specific knowledge.

Opinions vary as to whether coaches should be considered organizational consultants or not (Laske, 2006). An answer to this question relies on what is meant by consulting. Like coaching, consulting is not a monolithic enterprise. Edgar Schein (1988) identified three basic models of consultation practice: the Purchase Model, the Doctor-Patient Model, and Process Consultation.

The purchase and doctor-patient models of consulting.

In the Purchase Model, the purchaser or client has an explicit need for the expertise which they purchase in the form of a subject matter expert; the consultant. The consultant's role is to provide the identified service for the client. The Doctor-Patient model sees diagnosis as the first aim of consultation. In this model the client is unaware of the precise nature of the problem they face and how they might overcome it. The role of the expert is to diagnose the problem and prescribe a solution.

Coaching seeks to create new understanding via an emergent and facilitative process.

The above two forms of organizational intervention, while having some elements in common with coaching, differ from coaching as it is commonly understood. The role of the coach is not primarily seen as defining the client's reality or prescribing solutions. Rather, the primary expertise of the coach is the facilitation of understanding and the collaborative discovery of solutions. The coaching relationship is a complex adaptive system in which knowledge, understanding and solutions are co-created. In this process, expertise, or the finding of effective pathways of action, is an emergent property of the coaching engagement itself, not something supplied by the coach (Cavanagh, 2006).

However coaches often do have areas of subject matter expertise that are brought into the coaching engagement. From time to time, coaches may even venture diagnostic opinions or prescribe various courses of action for the coachee. However, if these activities begin to colonise the coaching engagement, the engagement moves away from coaching and into consultation.

Process consultation and coaching share much in common.

The third type of consultation model (Process Consultation) developed by Schein has much more in common with coaching as defined above, and in particular with solutions-focused approaches to coaching. Indeed there appears little substantial difference between them in terms of process. Both are fundamentally collaborative in nature. Process consultation involves the 'creation of a relationship with the client that permits the client to perceive, understand, and act on the process events that occur in the client's internal and external environment in order to improve the situation as defined by the client' Schein (1999, p.20).

The knowledge, understanding and perspective of both coach and client are critically important.

In both methodologies, solutions emerge from the interaction between clients and the coach or consultant. While neither is the 'expert' in the conversation, both parties hold expertise—understandings, knowledge and perspectives that are important to the coaching conversation. These understandings, knowledge and perspectives ultimately shape the direction, depth and outcome of the coaching conversation. The knowledge, understanding and perspective of the coach are important in as much as they shape the use of models, theories and practices in the coaching conversation.

4.2 TYPES OF COACHING

There are different ways of describing coaching.

Purchasers and coaches alike are confronted with a bewildering array of different ways of describing coaching services and the types of coaching that are conducted within them. To assist in understanding this diversity, we have listed some of the different ways coaching is described.

4.2.1 Domain of focus

Descriptions that focus on the domain of action.

Perhaps the most common way of describing the coaching field is by reference to the area of special focus or domain of change within which coaching takes place. Some commonly cited areas of focus include (but are not limited to):

- (a) Workplace coaching.
- (b) Executive coaching.
- (c) Leadership coaching.
- (d) Career coaching.
- (e) Business coaching.
- (f) Health coaching.
- (g) Life coaching.
- (h) Relationship coaching.

Great overlap between these types of coaching.

Of course, some of these terms are used interchangeably and there is great overlap between these different coaching ‘specialty areas’. Many of the techniques and models used are common across areas, and many of the issues dealt with in one area, are also important in another.

Some aspects of business coaching are not addressed by this handbook.

As mentioned in the opening Section on the scope of this handbook, the focus of this guideline is on coaching in organizations. As such, it includes the majority of activities undertaken under the titles of executive, workplace and leadership coaching. Business coaching is a special case in that it is a term that refers to a range of activities. To the extent that it refers to coaching aimed at enhancing the performance of individuals within a business or organisation it is covered by this handbook. However, the term business coaching is often used to refer to the provision of process consulting services aimed at improving the business as an entity (e.g. establishing or improving organisational systems, business, planning, financial and marketing strategies). We have not sought to provide guidelines for the conduct of business coaching that focuses on this latter type of process consulting.

Types of coaching requiring specialised domain knowledge.

Career coaching is focused on assisting clients address issues of career selection and employment. As such it is often conducted outside of organizational settings and requires extensive domain specific knowledge and is not specifically addressed by this guideline.

Similarly, health, life and relationship coaching are primarily conducted outside of organizational settings and are not considered by this handbook.

4.2.2 Descriptions that focus on methodological approach

Coaching defined by theoretical approach.

A second type of coaching taxonomy is constructed by reference to the theoretical model or approach employed by the coach. Some common approaches include (but are not limited to):

- (a) Behavioural coaching.
- (b) Cognitive-behavioural coaching.
- (c) Solution focused coaching.
- (d) Ontological coaching.
- (e) Psychodynamic coaching.
- (f) Neuro-linguistic programming.

A wide array of proprietary coaching models also fall into this category of description.

Matching approach with coaching need can be useful in selecting coaches.

Identifying coaching in terms of approach can be useful in several ways. Firstly, different approaches may lend themselves to different types of coaching goals. Secondly, different clients may be more engaged by one approach than another. Thirdly, the use of a coherent model of coaching assists the client in proactively participating in the coaching engagement and developing self coaching skills beyond the coaching engagement. It should be noted that the efficacy of different models of coaching in assisting clients to attain particular types of goals is a matter for empirical research, and the reader should draw no inference about the effectiveness any coaching model from its inclusion (or non-inclusion) in the above list. .

4.2.3 Descriptions that focus on outcomes or goals

Describing coaching interventions by type of outcomes desired.

A third way coaching is commonly described focuses on the desired outcomes or goals of coaching. These descriptions may be highly specific (e.g., presentation skills coaching, self-management coaching, sales coaching etc.). Or they may be more generic. One commonly used generic taxonomy divides coaching into four types based on the primary aims of the coaching intervention. They are:

Four very useful types of coaching intervention.

- (a) Skills coaching.
- (b) Performance coaching.
- (c) Developmental coaching (sometimes called transformational coaching).
- (d) Remedial coaching.

Coaching engagements typically have multiple aims and use more than one type of coaching.

The reader should note that coaching engagements often have multiple aims and a mix of these types of coaching may be required within a single coaching session or across a whole coaching engagement. Nevertheless, the above generic taxonomy is very useful for this handbook because all organizational coaching interventions contain at least one of these aims. For example, coaching for outcomes such as wellbeing in the workplace, career transition and team development may involve a mix of skills, performance and developmental coaching.

Each of the four types of coaching requires particular skills and knowledge.

Distinguishing between these four types of coaching is also important in that each requires particular skills, knowledge and competencies beyond the generic coaching skills required by all types of coaching (for more detail, refer Section 6 of this handbook).

Skills coaching focus on skills acquisition and require knowledge of the desired skill.

4.2.3.1 Skills coaching

Skills coaching refers to coaching that is aimed at developing or improving basic work-related skills. As such it is usually driven by identified skill requirements of the organization. Examples of such skills include (but are not limited to) delegation, time management, active listening, questioning, feedback and performance management skills. The purpose of skills coaching is to build capability, rather than achieve particular work-related targets. While skills coaching can be conducted as a stand-alone intervention (e.g. following a skills training course), it is often a subset of wider coaching intervention. When conducted as a stand-alone intervention, skills coaching may be done in small groups, as part of a workshop or in a one-to-one format.

Coaches undertaking this type of coaching should have competencies in the process of skills acquisition, and have a clear understanding of the skill being coached and its relationship to the coachee's goals and context.

Performance coaching focuses on improving performance against work-related metrics.

4.2.3.2 Performance Coaching

Performance coaching refers to coaching that is aimed at improving the coachee's ability to achieve work-related goals such as specific metric based organizational outcomes. As such, performance coaching is often driven by the output needs of the person's role within the organization. It is not so much interested in the acquisition or establishment of work-related skills as it is in assisting the coachee to use established skills more effectively. Performance coaching typically involves the articulation of desired levels of performance and pathways to achieve those goals. It often also involves the identification of current and potential cognitive, behavioural and environmental blocks to performance.

Coach needs knowledge of goal setting motivation and the psychology of change.

Knowledge skills and competencies required by coaches undertaking performance coaching include advanced goal-setting, an understanding of the relationships between thoughts and behaviours, and understanding of the principles of motivation and the change process.

Developmental coaching has a specialised definition.

4.2.3.3 Developmental coaching

The term development is commonly used to mean any change in the person that better equips them to undertake their organizational role. As such both skills and performance coaching involve development of the coachee. However, this handbook uses the term Developmental Coaching, according to its technical meaning within the coaching literature.

Developmental coaching focuses on the intrapersonal development needed to meet complex challenges.

In the coaching literature ‘*Developmental Coaching*’ refers to coaching aimed at developing increasingly complex levels of self-awareness, emotional regulation, and cognitive understanding as the foundation for decision-making and action. It is aimed at enhancing the coachee’s ability to meet current and future challenges more effectively via the development of more complex understanding of the self, others and the systems in which the coachee is involved. For this reason it is sometimes called transformational coaching.

In addition to this intrapersonal development, a full developmental coaching engagement may also require the coach and coachee to work on the acquisition of new skills, or undertake performance coaching to improve established skills.

Coach requires understanding of the psychology of adult development and systems dynamics.

Developmental coaching typically requires the coach to have an understanding of the patterns of adult development across the lifespan, a capacity to understand the dynamics of systems and the skills to support the coachee in reaching new ways of structuring their thinking and experience.

4.2.3.4 Remedial coaching

Remedial coaching focuses on ameliorating behavioural derailers.

Remedial coaching is aimed at the remediation of problematic attitudes or behaviours interfering with the coachee’s organisational performance. It may involve a combination of skills, performance or developmental coaching, and is most often conducted in response to the identification of behaviours perceived as needing to change if desired performance and career opportunities are to be realised.

Coach needs an understanding of psychology of problematic behaviours.

While remedial coaching requires the use of skills, performance and developmental coaching, it also requires the coach to have knowledge of the psychological processes associated with derailing problematic behaviours. Furthermore, the coach should be able to differentiate between behaviours that are driven by systemic issues, and those that result from motivational, mental health and/or personality issues.

More than one type of coaching is often needed to meet the needs of the coachee.

While some coaching engagements may focus on a particular type of outcome (skills, performance, developmental or remedial) two or more of the above four types of coaching are often required across the course of the coaching engagement or even within a coaching session. However, in establishing coaching engagements it is useful to match the type of coaching with the needs of the coachee.

4.3 PROFESSIONAL STATUS OF COACHING

Coaching is not yet a profession.

While many coaches belong to established professions, and there is a clear expectation that all coaches behave in a professional manner, coaching itself is not yet a formal profession. Indeed there is an ongoing debate in the coaching industry as to whether coaching should seek to attain status as a profession. This handbook takes no position on this debate and makes no assumption as to the desirability of coaching becoming a formal profession.

Formal professions meet these criteria.

At the same time, some of the key criteria central to the establishment of a profession may assist coaches assessing their training and practical development needs. In addition these criteria can assist the purchasers of coaching in assessing the professionalism of the coaching offering before them.

There are a number of hallmarks central to a profession. They include, but are not limited to, the following six criteria (and some basic questions for practice that flow from them)

- (a) a defined scope identifying purpose and goals that serve the public good;
Are coaches able to articulate the scope and purpose of their offering, and does this offering serve a useful social purpose?
- (b) significant barriers to entry including formal qualifications;
What qualifications and training has the coach undergone and how rigorous has been this training and its assessment?
- (c) regulatory bodies with power to admit, exclude, accredit, license and discipline members;
Is the coach a member of industry bodies?
- (d) a strong ideological and ethical component including the establishment of enforceable standards of practice and codes of ethical conduct;
What code of ethics does the coach follow?
- (e) a sense of commitment and collegiality through education, membership of a professional association and the sharing of skills and knowledge; and
What contributions has the coach made to the development of the industry through the sharing of skills and knowledge?
- (f) a common body of empirically tested knowledge and processes for the development and testing of knowledge.
To what degree is the coach's practice grounded in evidence-based theory and research? Does the coach keep up to date with current coaching research and literature?

Professional coaching serves the client's needs.

While coaching is not yet a profession, this handbook holds that coaches should provide coaching services in a professional and ethical manner. This means that the services provided by coaches should be focused firstly on the needs of the client rather than the self interest of the coach.

Coaches should strive for professional knowledge and practice.

Similarly, professional practice requires that coaches know and make intelligent and conscientious use of best current knowledge in making decisions about how to design, implement and deliver coaching interventions to clients (and in designing and teaching coach training programs) (Sackett, Richardson, Rosenberg, Haynes, 1996). Best current knowledge can be understood as being current information from peer-reviewed research, theory and practice.

Professional coaches apply and assess their practice in the light of current research and knowledge.

Thus, evidenced-based coaching is not cookbook coaching. Professional coaching requires the coach to have the competency and frameworks to be able to find and understand and apply appropriate information and research, and to evaluate the effectiveness of that practical application.

SECTION 5 COACHING KNOWLEDGE AND COMPETENCIES

5.1 INTRODUCTION: BELIEF-BASED AND EVIDENCE-BASED PRACTICE

Professions examine the foundations of their practice.

One of the hallmarks of a profession is its ability to develop a foundation of tested knowledge that underpins practice. The movement of a field toward professionalisation is usually accompanied by its progression from a multiplicity of untested, belief-based practices, toward practices based on replicable, tested and peer reviewed evidence.

There is often a hard categorical distinction drawn between belief based practice and evidence based practice. This guideline does not take this position. Rather, it sees all practice on a continuum of reliability from weak to strong.

Belief-based practices rely on personal experience and untested assumptions.

Belief-based practice, as the name suggests, is practice founded on an unstructured, subjective set of beliefs about ‘what works’ (Rushall, 2003). These beliefs typically incorporate personal experience, received wisdom, ‘common sense’ and a mix of tested and untested assumptions, assertions and opinions. Belief based practices may be based on a consistent set of understandings about the world others and change, or they may be based on an eclectic and inconsistent body of assertions. In either case, the fact that the validity of these assumptions, assertions and opinions has not been tested means that they are particularly vulnerable to error and bias.

Belief-based practices are important.

Nevertheless, belief-based practices serve an important function in the development of a profession. They are the starting point for practice and innovation. Without belief based practices, there would be no development of theory and intervention. Indeed, all professions contain a mix of both belief-based and evidence-based knowledge and practice, and this represents an important source of diversity and new understanding. However, while belief-based practices are important for the ongoing development of practice, alone they are a weak foundation upon which to make claims about the efficacy of interventions.

Evidence-based practice seeks to test the validity and reliability of practice claims.

Evidence-based practice seeks to understand the trustworthiness and reliability of the practices, assumptions and knowledge upon which coaching interventions are based. It does this by systematically and rigorously testing those practices, assumptions and knowledge in order to understand the limits of the claims that may be made about them. Evidence-based practice uses this knowledge to guide the selection and use of tools, models and techniques in the service of the client.

Practice should be tested systematically.

In the development of an evidence base, professions typically employ a range of replicable, systematic methods to generate, test, review and share new knowledge and practice. These include adherence to scientific standards of evidence, experimentation, peer review, supervision and ongoing professional development.

Evidence-based practices are still open to bias.

It should also be noted that, even in long established professions such as medicine, dentistry and psychology, significant diversity of knowledge and practice exists. Consensus about what is best practice is rarely complete or static. Indeed, evidence gathered about practice may be unwittingly biased by social and cultural assumptions and perspectives.

The importance of context in evidence based practice. To claim that a particular coaching intervention is evidence based, and therefore can be relied up as efficacious, is not a simple thing. Evidence for the usefulness of a coaching practice is tied to the context in which that evidence was created. Every coaching engagement is unique. The degree to which a current coaching engagement is like those upon which the evidence is founded, will also determine the degree to which one might rely on the evidence base.

Hence, the strength of the evidence base depends on the rigour, breadth and appropriateness of the tests applied to the practice, tool, model or technique *in the context in which it will be used*. Hence evidence-based practice falls along a continuum of reliability from weak to strong.

Practice based evidence Practice based evidence, is a term commonly used to refer to the knowledge and practical understanding of what works gained by a practitioner over the course of their work. Because of its ability to take into account multiple contexts, practice based evidence is an important source of knowledge and should not be discounted. However, like evidence based practice, it too falls along a continuum of reliability from weak to strong and, like other forms of knowledge, it is open to bias and error.

Purchasers of coaching services should consider a) the degree to which claims made by service providers are supported by evidence, b) the nature and quality of that evidence, and c) its applicability for the coaching context under consideration.

Building an evidence base is an ongoing iterative process. In doing so, purchasers should note that the evidence base for coaching is constructed by testing and reviewing belief-based and practice based interventions and their effectiveness in the contexts in which they have been conducted.

The movement toward an ever more rigorous evidence base is an iterative and ongoing process. The maturity of a profession is related to its ability to hold up to scrutiny its diverse knowledge base, nurturing and developing what if finds to be effective, and putting aside understandings and practices that are found to be wanting.

5.1.1 Understanding the knowledge and evidence base for coaching

The evidence for coaching is still in developing and relies on evidence from other areas of practice. While a range of coaching competency frameworks have been developed by professional associations around the world, to date there has been no clear articulation of the shared knowledge base that informs coaching. This is not surprising as that knowledge base is still being developed in the crucible of coaching practice and research. A large part of the ‘best available evidence’ for coaching practice is drawn from insights and findings in other areas of human activity, such as business, psychology, health, education, philosophy and the sciences.

In a complex world, the ability to draw from multiple knowledge bases is a strength of coaching. As an emerging field of endeavour, the body of coaching specific research and evidence is small compared to other professions. However, one of the major strengths of coaching, and perhaps even a reason for its success, is its ability to draw from, and integrate a diverse range of experience and knowledge in the service of the coaching client. This diverse, flexible and eclectic approach means that systematic and disciplined approaches to testing the quality of our knowledge are all the more important.

This Handbook seeks to outline for the reader, in broad terms, the emerging consensus in the coaching industry as to the core areas of knowledge and competency required for organizational coaching.

5.2 KNOWLEDGE AND COMPETENCY

Competence involves both knowledge and skill.

In this guideline, the term ‘competencies’ refers to the set of abilities needed by a coach to satisfactorily meet the various demands of the coaching engagement. Competencies involve both knowledge and skills. Knowledge is required to understand the task at hand and to structure an appropriate response or course of action. Skills are required to implement that course of action effectively. However, competency involves more than knowledge and skills. It also involves the life experience, broad contextual knowledge and personal maturity needed to effectively shape the application of that knowledge and skill in the service of the client within their specific context.

The diversity of coaching needs means a wide diversity of knowledge and skill is needed in coaching.

As we have seen in previous chapters, organizational coaching is not a single uniform activity. Rather coaching refers to a wide range of approaches undertaken in multiple contexts (i.e., differing organizational levels, industries and settings). Furthermore coaching engagements are designed to achieve multiple ends (skills acquisition, performance enhancement, individual development, remediation of problematic behaviours). An exhaustive list of the knowledge, skills and abilities required to satisfactorily meet this range of goals and contexts is not possible in this Handbook. Rather, we believe a more useful approach is to identify the most common skills and abilities associated with organizational coaching and the major knowledge bases that underpin practice in those areas.

5.2.1 The role of experience

Experience is an important component of professional practice.

Experience can be a potent teacher in the presence of rigorous reflective practice. As such, experience can form an important part of the evidence base coaches draw on to support their practice. Relevant areas of experience include:

- (a) Past history of coaching practice.
- (b) Past industry and managerial experience.
- (c) Past experience in allied helping professions.
- (d) Life experience.

Reflective practice is what gives experience its potency.

However, while these forms of experience are important and should not be discounted, both coaches and clients should be aware that simple ‘time at the wheel’ is not a substitute for rigorous evidence-based professional development and practice. It is the discipline of reflection upon, and application of, experience and knowledge that gives coaching its potency.

Experience should be held lightly lest it blind the holder to the uniqueness of the current context.

It should also be noted that experience can be a double-edged sword. In mentoring past experience is highly prized. A mentor is often selected because he/she has direct relevant domain specific experience that can be drawn upon for advice. In coaching, the focus is on the creation of new solutions that meet the emerging needs of the coachee in their unique context. Here an over-reliance on past experience can narrow the range of possible solutions rather than explore creative and innovative pathways.

5.3 FOUNDATIONAL COACHING SKILLS AND ABILITY

Four areas of foundational skill and knowledge.

There are a range of foundational or core knowledge, skills and abilities applicable to most if not all coaching engagements. These can be divided into four main categories:

Basic communication and helping skills.

(a) *Foundational micro-skills* These are basic communication and helping skills used in all forms of coaching, regardless of focus or context. All coaches should be able to demonstrate the effective uses of these skills. They include such skills as rapport building, listening, eliciting and sharing information, goal setting, and giving feedback.

Making sense of the coaching task and context, and planning effective interventions.

(b) *Conceptual and technical skills* These represent the conceptual knowledge and procedural abilities required to understand the coaching task, and to structure and guide a coaching engagement to a satisfactory conclusion. It is the coach's conceptual and procedural skills that direct the use of the foundational micro-skills mentioned above. They include the ability to case conceptualise (or build a shared understanding of the coaching need), intervention planning, understanding change management, and systemic competence. Importantly, included in these skills is the ability to understand and locate the coaching within its organizational context, and appropriately measure the effectiveness of the coaching.

Managing oneself and maintaining and developing one's skills.

(c) *Self management and development skills* These are the meta competencies needed by the coach to engage consistently and effectively in a wide range of coaching conversations, and to model the process of ongoing development that is at the heart of coaching. They include emotional self management, demonstration of core values, reflective practice, and engagement in ongoing professional development, supervision and evaluation.

Maintaining professional boundaries and practices.

(d) *Boundary management skills* These are skills and abilities associated with establishing and managing the professional boundaries of the coaching engagement. These guide the coach in developing effective responses for dealing with issues and events that may derail the coaching engagement or which fall outside the professional competency of the coach. These skills include contracting, referral, relationship management, and ethical practice.

We know a good deal about these four areas of skill and knowledge and how to develop them.

Each of these skill sets have strong empirically supported knowledge bases associated with them. For example, a great deal of research has been conducted in the field of counselling to support the importance of micro-skills in assisting people to make change.

An even larger body of knowledge exists to assist coaches in the macro-skills needed to successfully guide the coaching process. Here, a coach's informed understanding of evidence-based theories and models is of particular importance in making sense of the coachee's situation (case conceptualisation), and in designing managing and maintaining behavioural, cognitive and affective change. A coach's ability to understand the process of learning and the systemic context of the client and their organization is also of critical importance in guiding the coaching process.

The ability to reflect on practice is a core skill for coaches.

The ability to be able to take a meta perspective on oneself and one's coaching practice, evaluate effectiveness and seek feedback and understand the impact of their own personal process on the coaching engagement are critical skills for coaches. A large body of literature on interpersonal processes, adult learning and supervision and reflective practice is available to inform these competencies.

Coaches need to know the limits of their practice.

In boundary management, coaches are called upon to identify the limits of their practice, and where appropriate, direct clients to more appropriate sources of assistance. Here best practice requires coaches have access to coaching specific knowledge around ethical practice, and an appropriately detailed understanding of how to recognise issues that fall outside their field of competence, and what to do when such cases occur. For example, coaches may refer clients to specialists in financial, relationship or therapeutic services.

Table 5.1 draws on and extends coaching competency frameworks from around the world. It also lists the major evidence bases upon which these competencies rest.

TABLE 5.1
GENERIC COACHING COMPETENCIES AND SUPPORTING KNOWLEDGE BASES

Foundation micro-skills	Conceptual and technical skills	Self management and development skills	Boundary management skills
<ul style="list-style-type: none"> Establishes rapport, develops trust effectively. Demonstrates empathy in a broad range of settings and with a diverse range of people. Demonstrates effective listening. Uses an active listening style. Recognises and works with the emotional signals from the coachee. Demonstrates effective questioning. Use language appropriate to the needs of the coachee. Checks thoroughly for understanding. Is able to elicit values and beliefs. Assists coachee to clarify their goals. Explores a range of options for achieving the goals aligned to organizational needs. Enables coachee to develop an effective action plan. Supports coachee in implementing the plan. Ensures the coachee leaves the session enabled to use new ideas and learning. Reviews progress and achievement of the plan. Offers feedback effectively. Challenges in a way which enables coachee to improve their performance. Celebrates coachee's successes. Offers ideas and advice that is relevant to the coachee's needs and only when appropriate. Demonstrates an ability to motivate and encourage coachee appropriately. 	<ul style="list-style-type: none"> Demonstrates a broad understanding, based on both theory and practice, of the relationship between beliefs, feelings, environment and behaviour and the impact of these on performance and goal attainment. Is able to identify helpful and unhelpful patterns of thinking and actions. Works with the coachee's beliefs, values, attitudes and emotions. Able to demonstrate an understanding of the coachee's business and organizational context. Able to demonstrate an understanding of the challenges faced by the coachee in a way that informs action. Able to develop with the coachee a coherent and understandable perspective on the coachee's current experience and potential pathways to goal attainment. Able to appropriately apply coherent models of human behaviour or psychological theory to guide understanding and intervention. Able to develop an action plan that includes monitoring and reviewing. Demonstrates an understanding of the uses and psychometric limitations of any tools or instruments used. Understands and can apply the principles of at least one model of adult learning. Understands and can apply the principles of at least one model of change. Ensures coachee is taking responsibility for their own decisions. 	<ul style="list-style-type: none"> Treats all people with respect and dignity Describes clearly their own values, beliefs and attitudes that guide their coaching practice. Able to articulate the theoretical frameworks underpinning the techniques they use in coaching. Demonstrates the ability to manage own emotions and 'state of mind' to meet the needs of the coachee. Demonstrates application of self-management and self-awareness consistently through practice and reflection. Receives and accepts feedback appropriately. Uses a range of formal feedback process to assist their coaching practice. Responds to coachee's emotions without becoming personally involved. Adapts own beliefs, values and attitudes to meet coachee's needs. Ensures coachee's independence of the coach. Understands the role of transference and counter transference in the coaching engagement. Demonstrates a commitment to ongoing professional development Knows the difference between evidence-based and belief-based practice. Is able to reasonably assess and discuss the quality of the evidence base underpinning their theories and practice. 	<ul style="list-style-type: none"> Operates to a clear code of ethics. Manages professional boundaries effectively. Explains clearly their role in relation to the coachee. Explains clearly the implications of the coaching. Makes appropriate referral to other professionals or coaches when appropriate. Able to manage the referral process with sensitivity to the needs of the client. Demonstrates accountability for professional practice. Maintains trust and honest communication. Evaluates outcomes with key stakeholders. Establishes and manages the Coaching Contract. Ensures all stakeholders agree expectations and outcomes before starting. Agrees, when, where and how often the sessions will take place. Establishes with the sponsor and the coachee what time pressures will impact on the program. Reviews changes to contract. Ensures appropriate confidentiality and client safety.

(Continued)

TABLE 5.1 (continued)

Foundation Micro-Skills	Conceptual and technical Skills	Self management and development skills	Boundary management skills
Supporting knowledge bases <ul style="list-style-type: none"> • Coaching specific theory and research. • Theory and practice drawn from research in: <ul style="list-style-type: none"> ○ Counselling and psychotherapy ○ Psychology ○ HR and L&D ○ Adult education • Professional practice and experience. 	<ul style="list-style-type: none"> • Actions and learning approach. • Draws on a range of evidence-based techniques, models and methods to facilitate achievement of goals. • Able to appropriately apply a range of tools and techniques to suit different situations and challenges. • Applies appropriate knowledge, experience, models, tools and techniques to help the coachee deal with specific challenges as well as the overall objectives. • Keeps appropriate notes to ensure actions are followed. • Adapts to organizational changes that impact on the contract agreement. • Demonstrates effective session management. • Maintains commitment to goals. • Monitors the coaching process. • Manages the conclusion of the process. Major supporting knowledge bases <ul style="list-style-type: none"> • Coaching specific theory and research. • Theories of human behaviour and change drawn from research in allied fields such as: <ul style="list-style-type: none"> ○ Business and management ○ Psychology ○ Counselling and Psychotherapy ○ Adult education ○ HR and L&D ○ Positive organizational scholarship ○ Complexity and systems studies ○ Science ○ Philosophy • Professional practice and experience 	Supporting knowledge bases <ul style="list-style-type: none"> • Coaching specific theory and research. • Theory and research in allied fields <ul style="list-style-type: none"> ○ Psychology and psychotherapy ○ Business ○ HR and L&D ○ Adult education ○ Science ○ Philosophy • Professional practice guidelines drawn from professional associations. 	Supporting knowledge bases <ul style="list-style-type: none"> • Professional practice guidelines drawn from professional association. • Theory and research in allied fields <ul style="list-style-type: none"> ○ Mental health ○ Health and fitness ○ Career development ○ Law

5.4 SPECIALIST COACHING APPLICATIONS AND CONTEXTS

Specialist areas of practice are still emerging in coaching.

In established professions, there is often clear agreement as to areas of speciality practice, and the specialist knowledge, competencies and barriers to entry required for them. In coaching, common understanding as to which areas of practice require specialist knowledge and competency is yet to emerge or be agreed.

Nevertheless, many coaches have areas of particular speciality or expertise (e.g., leadership coaching, career coaching, transition coaching, etc.) or experience and skills working in particular contexts (e.g., different industry sectors, professional services, or community and not-for-profit organizations).

Coaches should be able to articulate any areas of specialty they hold.

In the absence of clear standards of practice and knowledge in these specialty areas, the normal principles of professional accountability apply. In other words, the coach should be able to clearly articulate the specialist experience and knowledge he/she claims to hold, identify the purposes and outcomes their practice can achieve, assess the quality of evidence upon which their practice is built, and determine limits to their professional competence in that area.

Purchasers should assess a coach's suitability to provide specialist services.

The purchasers of coaching should take care to assess the training and experience of the coach when assessing their suitability to provide specialist coaching services. This is discussed more fully in the *Section 10, Purchasing coaching*.

5.5 CORE KNOWLEDGE AND COMPETENCES REQUIRED FOR PARTICULAR TYPES OF COACHING OUTCOMES

It is important to know what outcomes are needed from the coaching, and therefore what and what skills and knowledge the coach should have.

Coaching goals and desired outcomes are often identified collaboratively by coachees, coaches and organizational sponsors. In this context it is useful for both coaches and purchasers of coaching to have a broad understanding of skill sets and knowledge needed for different types of coaching outcomes.

The outcomes of most, if not all, coaching interventions can be divided into four types of outcomes: Skills acquisition, performance improvement, developmental transformation and remediation of problematic behaviours. An understanding of the basic knowledge and competencies required for skills, performance, developmental and remedial coaching will assist both coaches and the purchasers of coaching planning high quality coaching interventions.

For purchasers this will assist in:

- (a) Coach selection and matching.
- (b) Understanding what changes the coaching is designed and able to deliver.
- (c) How the coaching might be most usefully measured.

For coaches, an understanding of these different types of outcomes and their associated skills and knowledge will be helpful in:

- (i) Identifying coaching engagements that match the coach's skills and knowledge
- (ii) Developing a shared understanding of the coaching needs with clients
- (iii) Targeting action plans with the coachee
- (iv) Deciding if and when to refer if specialised assistance is needed
- (v) Planning ongoing professional personal development.

Skills, performance, developmental and remedial coaching defined.

In Section 4 we distinguished four major types of coaching outcome: skills, performance, developmental and remedial.

Coaching for skills acquisition refers to coaching that is aimed at developing or establishing basic work-related skills, such as listening, time management etc.

Coaching for performance refers to coaching that is aimed at attainment of specific work-related goals or outcomes (e.g. meeting sales targets or improving turnover times).

Coaching for developmental outcomes focuses on creating change in the way a person makes sense of the internal and external events of their lives, and in the pattern of responses they have to these events. It refers to coaching aimed at the development of increasingly complex understanding of the self, others, events and systems in which the coachee is involved, thereby enhancing the coachee's ability to shape their behaviour to more effectively meet the demands of current and future challenges.

Coaching for the remedial outcomes typically involves these other types of coaching, but its focus is on the remediation of problematic and potentially derailing behaviours and attitudes.

A useful metaphor.

To use a metaphor, skills coaching assists the coachee by helping them to fill the cup of their abilities; performance coaching helps them to better make use of the contents of that cup, remedial coaching seeks to fix cracks that have appeared in the cup, and developmental coaching helps the coachee create a qualitatively different and bigger cup.

Core knowledge for skills coaching.

Most coaching engagements will involve a combination of all these activities. However, coaching to attain each of these types of outcomes requires specific skills and knowledge. For example, assisting a client to acquire, improve and embed presentation skills, or time management skills requires a detailed understanding of these skill sets and the methods by which they are most effectively imparted, practiced and embedded.

Core knowledge for performance coaching.

In performance coaching, the coach requires a greater degree of understanding of the business environment than is needed for skills coaching. Importantly the coach requires an ability to help the coachee manage behaviour, thought and emotions, so as to apply previously learnt skills more effectively.

Core knowledge for developmental coaching. In developmental coaching, the ability to understand adult development and work deeply with patterns of meaning making, values and purpose come to the fore.

Core knowledge for remedial coaching. Remedial coaching often requires an ability to work with challenging clients and those with entrenched problematic patterns of thought and behaviour. Here an ability to recognise the boundary between problematic functioning and mental illness or personality disorder is an important skill.

Table 5.2 lists some of the more important competencies needed for effective practice in each of these types of coaching, along with the major sources of evidence-based knowledge that underpin these competencies.

TABLE 5.2

ADDITIONAL CORE COMPETENCIES REQUIRED FOR SKILLS, PERFORMANCE, DEVELOPMENTAL AND REMEDIAL COACHING

Skills coaching	Performance coaching	Developmental coaching	Remedial coaching
<ul style="list-style-type: none"> • Demonstrates a conceptual and practical understanding of the skill for which coaching is sought. • Demonstrates an understanding of the processes associated with the acquisition and maintenance of the focus skill. • Able to assess current skill level and formulate effective plans for the acquisition and improvement and its embedding in. <p>Major supporting knowledge bases</p> <ul style="list-style-type: none"> • Varies depending on the skill being coached. • Coaching specific theory and research. • Sports coaching. • Adult learning principles. 	<ul style="list-style-type: none"> • Demonstrates an understanding of the coachee's business and organizational context as it impacts on the performance goals being addressed. • Able to assist the coachee in assessing their current level of performance. • Able to work with the coachee to identify helpful and unhelpful patterns of thought, action and feeling as they affect performance. • Able to develop with the coachee a coherent understanding of the coachee's current performance and potential pathways to goal attainment • Able to develop an appropriately stepped, accessible and monitored action plan that leads to attainment of the performance goal. • Demonstrates an understanding of the uses and limitations of any instruments used to assess performance. • Understands and can apply the principles of adult learning and change management to support goals. • Maintains focus on performance goals • Develops a clear and shared understanding among stakeholders, of the time and resources (both required and available) for successful achievement of performance targets. • Develops a clear and shared understanding of the metrics and likely consequences associated with goal attainment and non-attainment. • Is able to identify the presence of major mental or physical health issues likely to impact on goal attainment, and refer for appropriate treatment. <p>Major supporting knowledge bases</p> <ul style="list-style-type: none"> • Varies depending on the performance target in question. • Coaching specific theory and research. • Sports coaching. 	<ul style="list-style-type: none"> • Ability to articulate clear evidence-based theory of human development as a guide to practice. • Ability to apply that knowledge in the context of the challenges faced by the coachee in their setting. • Ability to assist coachee's in identifying areas of personal development. • Demonstrates an ability to understand and meet the coachee's current perspective and meaning making. • Able to sensitively identify hidden assumptions and patterns of beliefs that constrain perspective and shape behaviour and meaning making. • Able to assist coachee's in developing new understanding and perspectives in order to resolve dilemmas, engage apparent paradoxes, manage ambiguity and shape behaviour more effectively. • Demonstrates an understanding of the benefits, limitations and potential consequences of developmental coaching. <p>Major supporting knowledge bases</p> <ul style="list-style-type: none"> • Coaching specific Developmental theory and research. • Psychology and psychotherapy. • Adult education. 	<ul style="list-style-type: none"> • Ability to accurately assess patterns of problematic behaviour, emotion, thinking and relationship. • Ability to understand the complex network of causal factors contributing to the coachee's situation. • The ability to identify solution focused pathways to more effective functioning. • Assisting the coachee to effectively mobilise internal and external resources for more effective functioning. • Ability to identify the presence of major mental health, physical health or other common issues likely to impact on goal attainment. • Ability to work with challenging personalities and know one's personal limits in this regard. • Ability to draw and hold appropriate boundaries in coaching. • An understanding of the features and dynamics of the major personality disorders and the ability to refer for appropriate treatment where necessary. <p>Major supporting knowledge bases</p> <ul style="list-style-type: none"> • Theory and research in allied fields <ul style="list-style-type: none"> ○ Mental health. ○ Health and fitness ○ Counselling

5.6 A FINAL WORD ON COMPETENCIES AND KNOWLEDGE: COACHING AS A SCIENCE AND AN ART

Coaching requires both art and science to meet the needs of clients in complex world. While the focus of this Section has been on identifying the areas of knowledge and the competencies required for effective organizational coaching, there is a danger that definition can overwhelm innovation and practice. The science of coaching is an important component in ensuring duty of care and clarity of expectation among stakeholders. Nevertheless coaching is more than a technical scientific undertaking.

Perhaps one of the most appealing features of coaching, both for coaches and for those who use coaching, is its ability to adapt to the needs of the present moment, and develop creative and innovative client-focused solutions. As in jazz, this adaptability is a form of artistry. However, like jazz, one must first know and understand the rules that give the music of coaching its structure and coherence, before improvising upon them. Without this discipline, coaching can easily become irresponsible and focused around the coach's enjoyment of the activity.

Coaches are responsible for balance between science and art. At the same time without innovation and artistry coaching runs the risk of becoming unresponsive to the incredible diversity found in human beings and human systems. Ultimately, each coaching professional must determine how they hold this creative tension between science and innovation, while at the same time remaining accountable to their clients, peers and wider community.

SECTION 6 TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT OF COACHES

6.1 INTRODUCTION: MULTIPLE PATHWAYS TO COACHING PRACTICE

Coaching is a response to a range of social needs.

Coaching as a methodology for change and as an industry, has emerged in response to a wide range of needs and changes in social and organizational life over the past 20 years. The organic rise of coaching in response to these forces has meant that coaching practitioners have come to the field via a variety of pathways, involving differing levels of experience and training.

Consensus about how to train coaches is unclear.

At present, there are no barriers to entry in the coaching industry, and the current level of consensus across the industry as to how initial coach training or ongoing professional development should be conducted is unclear. However, there is an emerging consensus regarding the competencies and knowledge required for coaching, and this can provide some guidance for supporting the training and ongoing development of coaches.

This Section seeks to outline some of the typical pathways to practice that stakeholders are likely to encounter, and to articulate some preliminary guidelines which we believe represent good practice for training and ongoing professional development in coaching. In this way we hope that this Section may assist:

- (a) Purchasers of coaching in assessing coaches.
- (b) Training organizations in designing curricula.
- (c) Coaches, in assessing their own continuous professional development needs and requirements.

Initial coach training and ongoing professional development.

We draw a distinction between initial coach training or foundational training in coaching skills, and ongoing professional development. Initial or foundational training is aimed at imparting the basic knowledge skills and abilities required for coaching in organizations. This Section draws heavily on the content of Section 5.

Ongoing professional development involves all those activities of use to coaching in maintaining and extending their skills, knowledge and proficiency as coaches. As the industry moves to a more professional stance, it is likely that consensus as to what should constitute foundational training will become clearer and greater access to formal pathways to that training will emerge. Similarly, as coaching matures as a profession it is likely that coaches generally, and coaching bodies in particular, will place greater emphasis on ensuring processes of continuous professional development are both available and used.

6.2 FOUNDATIONAL OR INITIAL COACH TRAINING

6.2.1 Typical pathways to coaching practice

Multiple pathways to coaching practice.

As we have seen in previous chapters, coaching is not a single, uniform activity. The pathways to coaching practice reflect this diversity. Each practitioner will have a unique set of skills and experience they bring to coaching, shaped by a unique mix of formal and informal learning, coach specific training and life experience.

Coaches are responsible for ensuring their competency to practice.

There are as yet, no universally accepted coaching qualifications or credentialing process. Coaches may have come to coaching via multiple pathways. Whatever the pathway to coaching practice, a fundamental ethical requirement of practice is that the coach should be competent to carry out the work they undertake. The coach is responsible for ensuring they are appropriately trained and competent.

Most common pathways.

Four major pathways to coaching practice appear evident in the research to date (see Section 4). Once again, a mix of these pathways may be evident for any given practitioner.

- (a) *Practice and self education* This pathway includes coaches whose foundational training was primarily via practice and self education. While such practitioners may have initially learnt their craft in this way, it is highly likely that many of these coaches have attended coaching specific training courses and workshops as part of their ongoing professional development and consolidation of skills.
- (b) *Adaptation of previous formal learning in allied helping professions to coaching practice* This pathway includes those coaches for whom their initial skills development can be found in allied helping professions. These include psychology, psychotherapy, counselling, psychiatry, social work, adult education and human resources.
- (c) *Short coaching specific training courses* This pathway includes those for whom their primary training was conducted in short coaching specific workshops aimed at imparting coaching skills and models. These include those trained in proprietary coaching processes and in generic coaching skills. An enormous variety of these courses exist, ranging from workshops and seminars run over a few hours or days, to multi-week classes. Similarly, the delivery of training ranges from face-to-face workshops and classes to webinars, email and other non-synchronous virtual platforms. The rigour and quality of the content, processes and assessment of these courses reflects a similarly wide range.
- (d) *Formal coaching specific qualifications* There are an increasing number of formal coaching courses that provide qualifications based on standardised assessment against agreed learning objectives. These courses issue certificates, diplomas and degrees at various levels and are typically run over months or years. Included in this category are coaches who have formal tertiary coaching qualifications. Such courses teach both theory and practice, use standardised assessment processes and usually involve accreditation by the State.

6.3 THE CONTENT OF FOUNDATIONAL OR INITIAL COACH TRAINING

6.3.1 Training for professional practice

<i>Need for coaches to understand the evidence base for coaching.</i>	For coaching practice to continue to develop in a professional manner, foundational training should impart an understanding of the evidence base underpinning the techniques, theories and knowledge bases that form the content of coach training. This leads to four key requirements for comprehensive coach training.
<i>Accessing the evidence.</i>	(a) Coach training organizations should make ‘conscientious, explicit and judicious use of current best evidence in designing and teaching coach training programs’ (Stober, 2007).
<i>Assessing the evidence.</i>	(b) Coach training should include an accurate understanding of the quality and rigour of the evidence supporting their training.
<i>Understand the quality of research.</i>	(c) Coach training should equip coaches to understand and make judicious use of coaching research in their practice.
<i>Apply and evaluate this knowledge in practice.</i>	(d) Coach training should include training in assessment and evaluation to enable coaches to appropriately assess clients, and evaluate the effectiveness of the coaching.

6.3.2 Basic skills and competencies

<i>Initial training should ensure basic skills and competency in.</i>	<p>In line with the competencies and knowledge outlined in Section 5, initial coach training should prepare coaches with the foundational or core knowledge, skills and abilities basic to the coaching engagement.</p> <p>These foundational skills and associated knowledge can be divided into four main categories. Comprehensive curricula of initial coach training would address each of these areas:</p>
<i>Basic communication and helping skills.</i>	(a) <i>Foundational micro-skills</i> These are basic communication and helping skills used in all forms of coaching, regardless of focus or context. All coaches should be able to demonstrate the effective uses of these skills. They include such skills as rapport building, listening, eliciting and sharing information, goal setting, and giving feedback.
<i>Case conceptualisation and intervention development.</i>	(b) <i>Conceptual and technical skills</i> These represent the conceptual knowledge and procedural abilities required to understand the coaching task, and to structure and guide a coaching engagement to a satisfactory conclusion. It is the coach’s conceptual and procedural skills that direct the use of the foundational micro-skills. They include the ability to case conceptualise (or build a shared understanding of the coaching need), intervention planning, understanding change management, and systemic competence. Importantly, included in these skills are the abilities to understand and locate the coaching within its organizational context, and appropriately measure the effectiveness of the coaching.

- Reflective practice.*
- (c) *Self management and development skills* These are the meta competencies needed by the coach to engage consistently and effectively in a wide range of coaching conversations, and to model the process of ongoing development that is at the heart of coaching. They include emotional self management, demonstration of core values, reflective capacity, and engagement in ongoing professional development, supervision and evaluation. Initial coach training should impart an understanding of these processes and their importance for ongoing coaching practice
- Ethical practice and boundary management.*
- (d) *Boundary management skills* These are skills and abilities associated with establishing and managing the professional boundaries of the coaching engagement. They guide the coach in developing effective responses for dealing with issues and events that may derail the coaching engagement or which fall outside the professional competency of the coach. The skills include contracting, relationship management, ethical practice, identification of common non-coaching issues that are likely to affect coaching (e.g., mental health issues), and the ability to effectively refer clients to other professionals.

Table 5.1 gives a more comprehensive list of the competencies that should be included in a comprehensive initial coach training programs.

6.3.3 Core coaching competencies for skills, performance, developmental and remedial outcomes

Training for skills, performance, developmental and remedial coaching.

The abilities and knowledge needed to conduct skills, performance, developmental and remedial coaching interventions are also part of the core coaching competencies required in most coaching engagements. Therefore a comprehensive coach training program should include some training in these areas. Refer to Table 5.2 for a list of the generic skills and competencies associated with coaching to each of these outcomes.

We should note that with respect to skills and remedial coaching, a huge number of potential skills and reasons for remediation might arise in coaching engagements. Of course it is not possible in any coach training program to impart specialist knowledge of all these different types of skills or understandings of all of the different issues that might require remediation. Nevertheless, a general understanding of the process of skills acquisition, and a working understanding of the most common skills focused on in coaching (e.g., assertiveness, feedback, performance management, etc.) is desirable. Similarly, an understanding of the most common issues found in remedial coaching engagements is useful (e.g., dependency, bullying, emotional and impulse control issues, avoidance behaviours etc.).

6.4 ONGOING PROFESSIONAL DEVELOPMENT

Ongoing practice development is critical for professional practice.

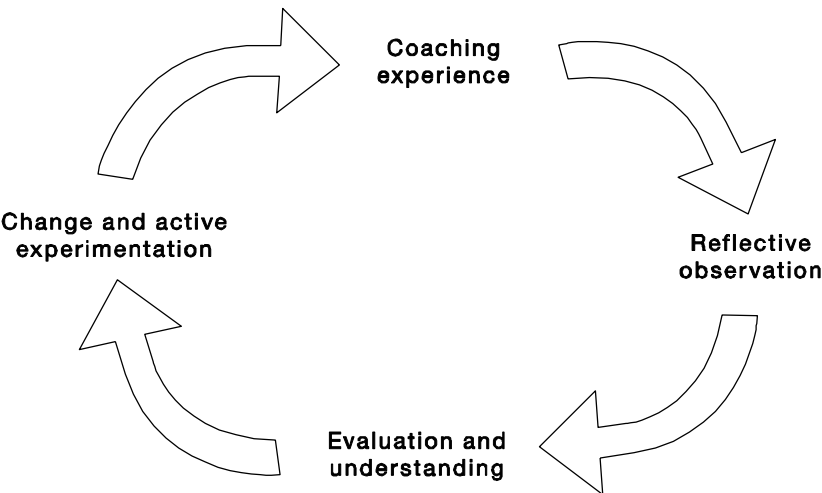
In addition to foundational training in coaching skills, professional practice dictates that all coaches should be involved in continuous professional development in order to maintain and extend their skills and keep abreast of the developments in practice and knowledge in the field. Regular engagement in professional development is a hallmark of good practice and one that coaches, purchasers and professional bodies should consider when it comes to referral, engaging coaches, and developing accreditation systems.

6.4.1 Reflective practice

Reflective practice should be structured and regular.

At the heart of ongoing professional development is reflective practice. Reflective practice is more than causally thinking about one’s practice. It refers to the disciplined use of structured, regular processes that assist the coach to critically reflect on their practice in the light of experience and feedback, and to develop or adjust their practice so as to improve the quality of service offered to the client. It is difficult to overstate the importance of reflective practice for ongoing professional development. It is a fundamental platform upon which development occurs.

The cycle of reflective practice.



NOTE: Adapted from Kolb (1984).

FIGURE 6.1 THE REFLECTIVE PRACTICE CYCLE

6.4.2 The importance of reflective practice for the client

Reflective practice can have important outcomes for clients.

Reflective practice is not only important for the development of the coach, it has important consequences for the quality of service offered to the client. It can be an effective way of exercising the duty of care a coach owes to his/her clients. Reflective practice can help the coach:

- (a) Identify useful and ineffective patterns of interaction within the coaching engagement.
- (b) Identify hidden assumptions and biases in their practice.
- (c) Understand the dynamics of the client's situation (case conceptualisation).
- (d) Develop more effective interventions.
- (e) Identify blind-spots and notice important information that might be otherwise missed.
- (f) Identify when referral to another professional is indicated.

6.5 PROCESSES AND STRUCTURES FOR SUPPORTING AND ENABLING REFLECTIVE PRACTICE'

A range of processes and structures are available to support reflective practice.

6.5.1 Formal and informal learning

Formal and informal learning can provide stimulus for reflective practice.

Ongoing learning and development is a critical part of good professional practice. A range of formal and informal learning opportunities are available to coaches to renew their knowledge, become aware of developments in the field, and share their knowledge with other coaches. These include:

- (a) Short courses.
- (b) Longer term non award courses
- (c) Degree level education and training.
- (d) Specific Skills workshops.
- (e) Conferences.
- (f) Symposia.
- (g) Seminars.

6.5.2 Professional supervision

All coaches should be engaged in professional supervision.

Supervision is a common practice among helping professionals, with many professional bodies requiring their members to engage in regular supervision. The purpose of professional supervision is to provide a regular (often weekly or monthly) forum within which a coach can reflect on their experience and practice, and develop strategies for improvement. Importantly supervision is designed to provide an external perspective to the dilemmas and issues facing the coach.

There are several types of supervision. While each of the types of supervision has benefits and drawbacks this handbook holds that engagement in effective supervision is a critical component of professional practice.

6.5.2.1 *One-to-one professional supervision*

Benefits of one-to-one supervision.

In one-to-one supervision, a coach employs a supervisor, whose role is to assist the coach in reflecting on their practice. This reflection is designed to—

- (a) develop insight into beneficial and problematic patterns in the coach's approach to coaching;
- (b) understand difficult issues in the coaching engagement;
- (c) formulate effective responses to those issues; and
- (d) assist the coach in developing and maintaining professional practice, so that the interests of the client, coach and profession are served.

One-to-one supervision can help the coach gain personal insight.

The focused nature of one-to-one supervision is useful for developing and working on insights that emerge over time. The supervision relationship developed here is often able to support significant personal reflection at a deep level, and best suited to dealing with patterns of meaning making in the coach.

Limits of one-to-one supervision.

While one-to-one supervision can enable a deeper understanding to emerge in the coach, it can be limited by the range of perspectives available to the coach and supervisor.

6.5.2.2 *Peer supervision*

Benefits of peer supervision.

In peer supervision, two or more coaches seek to assist each other in reflecting on their practice including both case specific and coach specific reflection. The broad aims of peer supervision are similar to those found in one-to-one supervision. However peer supervision is most effective when coaches are able to bring a variety of perspectives to the supervision. Hence it is more suited to experienced coaches than coaches starting out in their careers.

Limits of peer supervision.

When the experience of the participating coaches is limited, the quality of peer supervision can be poor. Even when experienced coaches are involved, peer supervision needs to be well structured and disciplined to be effective. Peer supervision can suffer from extraneous commercial considerations and a reticence to discuss personal issues among one's peers.

6.5.2.3 *Group supervision led by a designated supervisor*

Benefits of group supervision.

Group supervision offers a more formal approach to peer supervision using an experienced supervisor to act as a guide and resource to the group. This type of supervision typically involves a mix of peer-to-peer dialogue and supervisor guided reflection. The value of this form of supervision compared to one-to-one professional supervision is the opportunity it provides for multiple perspectives on the issues under discussion.

Limits of group supervision.

The variety of perspective that accompanies multiple participants also carries a built in limitation—namely that individual group members have less time focused on their particular areas of concern. Also, as in peer supervision, group supervision needs to be well structured and disciplined to be maximally effective and it can also suffer from extraneous commercial considerations and a reticence to discuss personal issues among one's peers.

6.5.3 Developing coach training material

Contributing to the training of coaches and the body of coaching knowledge.

Developing coach training materials and workshops and writing for coaching journals and other scholarly literature can be potent methods of ongoing professional development. This is particularly true where the training materials and articles rely on evidence and peer reviewed research.

6.5.4 Reading and networking

Keeping up to date with research and developments in the field.

In addition to formal learning and development structures, informal resources are of great importance in ongoing personal and professional development. It is important to maintain currency with the latest research in coaching and allied areas via reading journals, scholarly books and articles. Similarly it is important that coaches attend to their own continued psychological growth and overall wellbeing. Self development can be effectively accomplished via self directed learning strategies and reading, product development and there are a host of opportunities to be found in coaching networks and industry events.

6.6 COACH SUPERVISORS AND EDUCATORS

Need for appropriately trained supervisors and educators.

The supervision of coaches is a specialist activity that requires particular knowledge of the dynamics of helping relationships within the helper. It is not simply coaching the coach. Supervisors and educators of coaches should be appropriately qualified to undertake these tasks, and coaches should take care in selecting appropriately qualified persons to act as supervisors.

Qualified supervisors and educators can be hard to find.

Given the newness of the coaching industry it can be difficult to find appropriately trained and skilled supervisors and coach educators. Fortunately, not all those involved in the education and supervision of coaches need to be practicing coaches themselves. Nevertheless, they should have demonstrable expertise in the area in which they teach and adequate understanding of the dynamics of coaching, and the contexts within which their students are likely to practice. As the industry develops the availability of appropriately qualified coaches for supervision is likely to increase.

6.7 CONCLUSION

In conclusion, both foundational training and continuous professional development are important components of professional practice. Coaches should be able to articulate to their clients the nature and extent of their training and the evidence underpinning their practice. Similarly, coaches should include regular reflective processes to assist in the formulation of their ongoing professional development plans and activities. A balanced portfolio of the above methods is useful in ensuring ongoing competency and the upgrading of knowledge, skills and abilities.

SECTION 7 ESTABLISHING THE CLIENT - COACH RELATIONSHIP

7.1 INTRODUCTION

Trust and openness are central to the coaching relationship.

The coaching relationship is most effective when an atmosphere of trust and openness is co-created between the coach and coachee and any other parties that may be actively involved in the coaching process. Such trust and openness are the foundations upon which the work of coaching is built, and support and liberate the curiosity needed to explore and identify the coachee's change agenda. They provide a base of safety from which to try new pathways to goal attainment, and they function to reduce defensiveness that can block progress should issues arise in the pursuit of change. Hence, the first task in establishing the coaching relationship is the building of an effective alliance between coach and coachee and the organization. The skills knowledge and abilities required for building this alliance have been discussed in Sections 5 and 6.

The needs of key stakeholders should be considered in setting up the coaching relationship.

As discussed in Section 3, the coaching relationship does not take place in isolation. A range of stakeholders, each with varying objectives and degrees of involvement, have interests in, and can affect, the coaching relationship. These stakeholders include the coachee's organization, the coachee's line manager and the organizational sponsor, or person charged with overseeing coaching for the organization.

The needs of each of these stakeholders should be considered in defining the boundaries of the coaching relationship and the expectations that the stakeholders may have of each other. Other more distal stakeholders include the coachee's family, wider industry interests, professional coaching bodies, and the community at large.

The coach's primary focus must be on the needs and wellbeing of the coachee.

Nevertheless, while all stakeholders have some call upon the coaching relationship, that relationship ultimately exists to assist the coachee to effect the changes they desire in their behaviour and performance. Coaching should not be something that is done to a coachee at the behest of third parties, and should never be conducted against the coachee's will or best interests. Rather, the collaborative nature of the coaching relationship requires both the coachee's engagement and consent. Hence, a coach's primary focus and responsibility is always ultimately to the coachee.

This Section deals with the key issues that need to be considered to effectively establish goals and expectations for the coaching engagement among these different stakeholders.

7.1.1 COACHING WITHIN ONE'S EXPERTISE

Coaching within one's expertise is a fundamental ethical requirement.

The requirement to accurately represent the limits of one's expertise and to offer services within those limits is a central ethical principle of all professions. This is true of coaching also. It is the coach's responsibility to know the limits of their expertise, assess when the client's needs fall outside their area of expertise and where necessary, refer the client to an appropriately trained professional.

This is true when it comes to the supply of additional services within a coaching engagement itself (for example, in the use and interpretation of assessment and psychometric instruments, or the provision of advice

Coaches who claim specialty areas should have specialist knowledge in these areas.

regarding business strategy, marketing etc.) In all these cases the coach should know the limits of their expertise and function within them.

Different types of coaching require particular knowledge and experience in addition to generic core coaching competencies. Coaches who represent themselves as experts or specialists in particular areas should be able to demonstrate particular knowledge and experience in that area (e.g. leadership coaching, health coaching, business coaching, relationship coaching and career coaching etc.).

7.2 CONTRACTING: ESTABLISHING GOALS, EXPECTATIONS AND PROCESSES

There are many ways of contracting coaching engagements.

There are many ways in which coaching engagements are organised so as to most effectively meet the differing needs and agendas of the key stakeholders. Ultimately it is the responsibility of the parties involved to agree on the boundaries and expectations associated with specific coaching engagements and the responsibilities of each of the immediate stakeholders. However, as a general principle, it is incumbent upon the coach, as an expert in the coaching process, to consider how proposed agreements about the boundaries, processes and expectations might shape the coaching relationship and its outcomes. These impacts should be discussed with the appropriate stakeholders, particularly where arrangements are likely to hamper the achievement of the agreed aims of coaching.

The coaching agreement will impact on the quality of coaching relationship.

We will outline key considerations.

It is not the intention of this handbook to provide an exhaustive list of the various arrangements used in coaching. Rather, we outline here the key considerations that should be taken into account when setting up the coaching engagement, along with some of the more effective ways that areas of potential conflict and differing expectations may be resolved.

7.2.1 Agreeing the scope of work

Identifying the scope of the coaching engagement is critical.

Perhaps the most important issue requiring common understanding and agreement between the stakeholders concerns the scope of the coaching engagement. It is important to ensure that there is clear understanding and agreement among key stakeholders regarding the purpose of the coaching engagement and its relationship to other relevant organizational and personal goals, processes and strategies.

Goals emerge and change over the course of the coaching conversation—it is rarely possible to determine everything in advance.

Given the emergent and iterative nature of the coaching conversation, it is not always possible at the start of the coaching engagement to identify with certainty the goals that will be worked on and the processes needed to achieve them. However, it is usually possible to identify in broad terms the areas to be worked on, and the outcomes initially sought by the stakeholders. To the extent that there can be clear understanding and agreement about the expected outcomes from the coaching, this should be done. For example, is the coaching engagement aimed at developing particular skills, enhancing performance against particular targets, the development of attitudinal, personal or strategic capacities, or remediation of problematic behaviours (or some combination of these things)? As goals change or new goals emerge, care should be taken to ensure that they remain within the agreed scope of the coaching engagement.

7.2.2 Goal setting processes and outcomes

It is important to consider how goals are set, by whom, and how goals will be measured. Secondly, how goals are to be set in the coaching engagement should also be discussed. Once again, a range of practices regarding goal setting exist in the industry. Important questions to consider here are: who may contribute to the goals setting process and in what way might they contribute; what assessment processes will be used to determine coaching needs; how fixed are the goals; and how is goal attainment to be measured?

Goals can be set by the coachee and coach, or other members of the organization may contribute. At one end of the spectrum, coaching goals are set solely by the coachee in consultation with the coach. At the other end of the spectrum, coaching goals are mandated by the sponsor or line manager and presented to the coachee. Between these extremes goals are identified in discussion between the coach, coachee and sponsor or line manager.

Discussing expectations and hopes among stakeholders can minimise misunderstanding. To minimise misunderstanding, it is useful for each of the stakeholders to explicitly articulate their hopes and expectations for the coaching engagement. The coach's role here is to assist the stakeholders in identifying common expectations, conflicts and areas of potential misunderstanding. Where there appear to be differing expectations, the coach should seek to identify higher order goals and outcomes that may form a basis for shared understanding.

The coach should consider the impact of multiple agendas in the coaching process. Of particular importance is the way in which the differing needs, agendas and power of the key stakeholders shapes the formation and understanding of goals and outcomes. The coach needs to be keenly aware of these dynamics, and where possible make explicit the issues that affect goal identification and assessment.

Goals setting is iterative. Rushing goal setting can lead to poor quality outcomes. The process of arriving at shared goals may take several iterations. One of the major causes of dissatisfaction in coaching is the failure to identify the right goal. This may be due to rushing to closure on the first goal presented by the coachee or sponsor, or by failing to spend the time understanding the personal and organizational contexts in which the goals and outcomes are articulated.

Need to review, refocus and renegotiate goals. Similarly, failure to periodically review and refocus coaching goals can also lead to dissatisfaction and a lack of progress. Provision should also be made early in this initial phase of the coaching engagement for how goals may be changed or renegotiated as new information and insight is developed in the coaching process and via external feedback.

7.2.3 Agreeing methods and processes

Coaches should be clear about their core perspectives, methods and processes. As part of establishing expectations between the coach and coachee, it is useful for the coach to articulate the core theoretical perspectives, methods and processes they may use in pursuit of the goals. This enables the coachee to better understand the coaching process and their role within it. It also enables the coachee to prepare for the session.

The action-feedback-reflection process should be discussed Importantly, coaching is often most effective when it embodies a learning cycle involving discussion, action, feedback and reflection/evaluation. For this reason, the critical role of between session tasks and feedback in the process of building sustained change should also be discussed with the coachee.

with the client.

7.3.1 CONFIDENTIALITY

Coaching conversations are normally strictly confidential.

Issues of confidentiality are core considerations in setting up the coaching engagement. The boundaries of confidentiality are also often sources of misunderstanding between coaches, coachees, sponsors and line managers. Unless otherwise agreed between the key stakeholders, all information discussed in coaching and any written notes normally remain strictly confidential to the coach and coachee, and are not shared with sponsors, line managers or other individuals outside the coaching relationship.

Coaches are also responsible to ensure they are aware of, and compliant with, any legislation (Federal, State and Territory) governing privacy and confidentiality, storage and access to information in their area of practice. For example for federal legislation see *National Privacy Principles set out in the Privacy Act 1988 (as amended)*. (see <http://www.privacy.gov.au/materials/types/infosheets/view/6583>) and the *Privacy Amendment (Private Sector) Act 2000*. (see <http://www.comlaw.gov.au/Details/C2004A00748>)

For a list of state and territory legislation governing privacy, see <http://www.privacy.gov.au/law/states>. For example, Queensland Government, Health Practitioner Regulation National Law (see Act 2009 <http://www.ahpra.gov.au/Legislation-and-Publications/Legislation.aspx>)

Given the global nature of service provision in today's world, coaches who are working in cross-border settings also need to be aware of legislative issues with respect to cross-border service provision and any relevant legislation in the jurisdictions outside of Australia in which they are working.

Similarly coaches who are member of professional bodies should have due regard to the legal and ethical codes governing privacy, confidentiality, storage and access to information in their profession.

Any agreement with coachees and organisations regarding these matters must be consistent with one's legal and professional ethical responsibilities.

Limits to confidentiality.

While confidentiality is normally strictly held, there are a number of circumstances that may limit the coachee's right to strict confidentiality. . The following six circumstances are commonly articulated in confidentiality agreements as providing exceptions to strict confidentiality.

Process issues.

(a) Where coaching is being paid for by an organization, rather than by the coachee directly, coaches may discuss with the sponsor any process issues arising during coaching. For example, should the coachee be regularly missing or cancelling sessions, or displaying a clear lack of engagement with the process, these might be discussed with the sponsor. However, it is normally the case that the coach would discuss such issues with the coachee prior to discussing these with the sponsor or manager.

Assessing progress.

(b) Should they be requested to do so, a coach may give an assessment of the progress being made by the coachee toward their goals. However, the content of coaching discussions, or information

disclosed by the coachee should not be discussed without prior explicit approval of the coachee. Should the sponsor or manager request more detailed information they should be referred to the coachee.

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| <i>Legal limits to confidentiality.</i> | (c) | Where required by law, the coach is bound to disclose information given during a coaching session. |
| <i>Ensuring safety of clients or others.</i> | (d) | Where the coach forms the judgement that the physical or psychological safety of the coachee or other individuals is at risk, the coach is bound to take whatever steps are required to ensure the safety of the coachee or those other individuals. For example, this might occur where a coachee discloses suicidal ideation or behaviour in themselves or in others. |
| <i>Professional supervision.</i> | (e) | Coaches will normally seek permission from the coachee to discuss the content of coaching with their own professional supervisor. The supervisor is also bound by confidentiality. Coaching supervision is undertaken to ensure that the coachee receives the highest quality service possible. To protect the coachee's anonymity, information that might identify the coachee should be withheld or changed wherever possible. |
| <i>When given permission by the coachee.</i> | (f) | Where the coachee gives explicit permission to do so, coaches may discuss issues arising in the coaching session with those for whom the permission has been given. This most often occurs in response to requests from the organization or when issues arise in the coaching engagement that lead to referral to other professionals or agencies (for example, referral for mental or physical health concerns). Once again, the requirements of legislation and professional ethics pertain even when coachee permission has been sought and received. |
| <i>Reducing confidentiality will impact on the coaching.</i> | | Where more extensive agreements are sought for the coach to discuss the content of coaching with sponsors and managers, care should be taken to consider the impact that such arrangements might have on the coachee. Similarly, the coach should consider the impact of such arrangements on the coaching relationship. For example, how might disclosure of information affect the level of trust and openness between the coach and coachee, and what subsequent impacts this might have on goal identification, goal attainment and organizational relationships? |
| <i>Basic principle—empower the coachee.</i> | | In all of the above cases, a basic principle of coaching is that, wherever possible, the coachee should be encouraged and supported to manage disclosure of their information personally. Professional judgement should be used to assess when this is not possible or in the best interests of the coachee (for example, in cases of significant imbalances of power). |

7.3.2 The organization's right to confidentiality

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| <i>Organizational information should be kept confidential by the coach.</i> | The sponsoring organization also has rights to confidentiality. Sponsors can assume that coaches will not disclose the identities of those whom they coach to others inside or outside the organization without explicit permissions. Similarly, any information or knowledge about the organization and its products gained in the course of coaching should remain confidential. Once again, the coach should have regard to any legal or professional ethical requirements in considering the organisation's rights to confidentiality and privacy. |
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7.4 LOGISTICAL PROCESSES ASSOCIATED WITH COACHING

7.4.1 Duration and frequency of coaching sessions

Duration and frequency of sessions should be agreed early.

The duration and frequency of coaching sessions should normally be discussed and agreed prior to commencement of the coaching. The duration of the coaching engagement will depend on the type of goals undertaken in coaching. This may vary from a single session to assist a coachee to work through a particular dilemma or issue, to longer term engagements of a year or more to assist coachees to work on developmental or performance goals.

Too long between sessions can lead to lowered engagement.

Length and frequency of meetings also varies according to the type of goals and processes agreed between stakeholders. In many cases initial sessions may run for up to 2 hours with subsequent sessions usually taking for between 1 and 1.5 hours. Coaching may take place weekly, fortnightly or at longer intervals. In determining the interval between sessions, stakeholders should consider whether this interval is consistent with the processes, outcomes and type of goals being worked on in the coaching. Where continuity and focused engagement in iterative processes are important, shorter intervals are usually indicated (weekly or fortnightly). Longer the time between sessions (e.g. more than three weeks) may present challenges for continuity and engagement.

7.4.2 Reporting and session notes

Scope and nature of written reports should be agreed prior to commencement of coaching.

Should the coachee or sponsor require written reports on the coaching engagement, either periodically or at the end of a coaching engagement, these may be provided by the coach. The nature and scope of such reporting should be agreed with the key stakeholders prior to commencing the coaching engagement. This is to ensure that coachees are aware of how any disclosures they might make during coaching will be treated prior to their disclosing any sensitive or personal information. \

Once again, any reporting should have due regard to legal and professional ethical requirements (see 7.3.1)

Coaches should be aware of power imbalances and act in the interest of the coachee.

Where requests for reports are received after the commencement of the coaching engagement, the coach should discuss these requests with the coachee, and would normally act in accordance with the coachee's wishes regarding disclosure of information. In such cases the coach should be cognisant of any imbalances of power between coachee and sponsor, and care should be taken to ensure that the coachee's best interests are served.

Coach's notes are confidential to the coach

The coach's written notes remain the property of the coach and should normally be kept as confidential.

7.4.3 Fees and costs

Fees and costs should be discussed and agreed prior to commencement.

A host of fee structures exist, with coaches charging an hourly rate, session rates, or on a per engagement or retainer basis. Whatever the fee structure used, coaches should clearly agree costs prior to commencement of the coaching engagement. (See 3.5.2 for fee structures and range of fees current at time of publication).

7.4.4 Missed session and rescheduling

Discuss how missed sessions

Missed sessions and frequent rescheduling of sessions can have a significant negative impact on the coaching engagement and on the

and rescheduling will be handled. coach's capacity to plan their work. It is useful to identify expectations as to the processes and costs associated with rescheduling and cancellation of sessions.

7.4.5 Conflict resolution processes

Clear agreements can minimise disputes. While disputes in coaching are relatively rare, contracts should identify how disputes will be handled should they arise between stakeholders. However, clear discussion and agreement about the terms and expectations of the coaching engagement is likely to minimise the occurrence of disputes.

7.4.6 Termination of the coaching engagement

Discuss what to do if the coaching is not working or circumstances change. Occasionally it is necessary to bring a coaching engagement to an end before the term of the agreement is reached. This may be due to:

- (a) Changes in the circumstances of one or more of the stakeholders.
- (b) The identification of issues that make coaching undesirable.
- (c) The need to refer a client elsewhere.
- (d) Poor match between coach and coachee.
- (e) A lack of coachee engagement.
- (f) Non performance by the coach.

It is useful to discuss the expectations of stakeholders regarding how the coaching engagement may be terminated and the rights and responsibilities of each of the parties should one or more of the above reasons for termination arise.

7.5 INSURANCE

PI insurance is expected. Good professional practice dictates that coaches seek and maintain appropriate levels of professional indemnity and public liability insurance.

7.6 THE USE OF ASSESSMENT AND EVALUATION INSTRUMENTS

7.6.1 Variety of instruments

Many different types of instruments are available.

Many coaches make use of assessment and evaluation instruments. The appropriate and timely use of assessment and evaluation methodologies can add real value to a coaching engagement. Multiplicities of these tools exist and can be of use to assist the coaching process and to evaluate the success of the coaching engagement itself. They range from simple behavioural observations and self report measures such as Goal Attainment Scaling, to more complex instruments such as multi-rater or 360 degree feedback tools, screening and diagnostic tests, measures of specific areas of functioning, psychometric tests, interviews and assessment centres.

Benefits of using tools in coaching.

Assessment and evaluation instruments, when used correctly, can be of enormous value to the coachee, the coach, and the sponsoring organisation. These instruments can provide the coachee and coach with important data for determining goals, assessing progress, eliciting corrective feedback and identifying blind spots. They can provide the sponsoring organization with useful information about return on investment, the effectiveness of coaching and the behavioural, social and emotional impacts of changes made by the coachee. A failure to gather appropriate data may contribute to poor quality decisions, unfavourable outcomes and wasted effort.

7.6.2 Qualifications needed to administer and interpret instruments

Those administering tests should be appropriately qualified to do so.

It is important to ensure that the administration and interpretation of assessments are conducted by individuals properly qualified and experienced to do so. Some instruments, such as IQ tests, personality tests, diagnostic tools and many 360 degree measures require specialist training in their administration and interpretation. Failure to properly follow the appropriate administration protocol can render the results misleading or invalid. Similarly, specialist knowledge is often required in the interpretation of and delivery of results. Poorly interpreted or badly delivered results can lead to unnecessary distress, wasted effort and can be counterproductive for the individual and the organization.

Appropriate training and qualification is an ethical responsibility

Whatever the assessment instrument or methodology being used, practitioners have an ethical responsibility to ensure they are appropriately qualified and trained in the administration and interpretation of that instrument. Practitioners should refrain from using assessment instruments in which they are not trained.

7.6.3 Important considerations in measurement

Why discuss the use of tools here?

While assessment and evaluation instruments can be of enormous value in coaching, the use of quantitative and qualitative measures can have significant and often unintended consequences for both the coachee and the organization and therefore should be used with appropriate consideration and caution.

In order that all stakeholders understand some of the more important implications associated with these sorts of measurements, it is useful to discuss here some of the key issues and principles that might guide stakeholders in deciding whether and how to use measurement in coaching.

Section 8, Evaluating the coaching engagement, deals with the range of methods that may be used to assess the effectiveness of the coaching intervention. Here we are concerned with more general principles concerning the use of tools and measures in coaching.

Coaches should be familiar with standards of test administration.

The design, administration and interpretation of assessment process are complex undertakings requiring specialist skill and knowledge. Professionals trained in the use of assessment and psychometric procedures are typically expected to comply with professional standards governing the design administration and interpretation of psychological and assessment instruments (see Australian Psychological Society, 2009; American Educational Research Association, et al, 1999). International standards for workplace assessment are currently in development. (see International Standards Organisation, 2010),

7.6.4 Agreeing the purpose of assessment

Need to ensure the purposes of assessments are clear and agreed before they are used.

A critical consideration for discussion among stakeholders is the purposes for which an instrument or assessment process is to be used. Is the purpose of the assessment summative or formative? For example, is the instrument being used to assist the coachee in goal selection? Is the measure meant to provide corrective feedback aimed at enhancing goal attainment during the coaching engagement? Is it being used to assist management oversight of the coaching process, or to measure return on investment? It is possible that an instrument is meant to serve multiple purposes? Whatever the purpose, clarity about that purpose and whose needs the instrument serves will assist stakeholders in making informed judgements about instrument selection and fitness for purpose.

7.6.5 Test selection - fitness for context and purpose?

It is important to understand the context and limits of tests.

In selecting assessment methods, coaches should consider the methods fitness for purpose and context. For example, many instruments are designed and tested for use with particular populations or settings. The use of an instrument outside of these parameters may render the results uninterpretable or invalid. Similarly, many instruments also have embedded within them particular theoretical perspectives and assumptions that govern the types of inferences that can be reasonably

drawn from them.

Do instruments actually measure what they say they measure? The reliability and validity of assessment tools is another critical consideration in their selection and use. They determine the degree of confidence one might have in the accuracy of the instrument. Validity refers to the ability of an instrument to accurately measure what it purports to measure. Reliability refers to the consistency or repeatability of the measurement process. Both reliability and validity can be scientifically measured, and most reputable measurement instruments have published reliability and validity figures.

Do they measure reliably?

A coach should know the validity and reliability of the instruments they use. Professional practice requires the coach to know the extent to which any instrument they use is valid and reliable as these have a major impact on how the results of an instrument should be interpreted and its limitations. Instruments that have poor reliability and validity may be seriously misleading, and should not be used where results might negatively influence the coachee, organization or other stakeholders, or where their accuracy will be relied upon in making important decisions.

7.6.6 How will the results be received and used in practice?

Anticipating the consequences of measurement is an ethical responsibility. Importantly, coaches should endeavour to ensure there is clarity and shared understanding about any consequences that might flow from the results of measurement. For example, are there expectations that the coachee will achieve particular ratings? If so, what are those expectations and what are the likely material, social and emotional consequences of achieving or not achieving those ratings? Coaches and other key stakeholders should also consider the way in which any results are likely to be received by the coachee and other parties likely to be privy to the results.

7.6.7 Ownership and dissemination of results

Who controls and is privy to the data are important considerations. Before coachees or other individuals are asked to complete assessment instruments, there should be clear and shared understanding among all the appropriate stakeholders about who will have control of the results, and who will have access to those results both in the short term and over the longer term. For example, will the coachee have the right to keep results private? Will psychometric test results become part of the employee's ongoing file? Will they form part of the organization's performance appraisal, succession planning or remuneration processes? The coach should discuss these issues with the coachee so that the coachee is able to give informed consent before undertaking any assessment.

The coach should have due regard to legal and professional ethical requirements concerning privacy, confidentiality, the storage and dissemination of data (see section 7.3.1).

7.6.8 Limits of interpretation

There are limits to how all instruments should be interpreted. This above discussion suggests that every instrument or assessment method has limits regarding the conclusions and inferences that can be appropriately drawn from them. It is of critical importance that those drawing inferences from such data are appropriately qualified to do so and that key stakeholders understand the appropriate uses and limits of the instruments being employed. Just as the failure to gather data can lead to negative outcomes, unthinking reliance on data from these sources can also lead to poor quality decision-making, wasted effort and in some cases harm to the coachee and the coachee's career.

Coaches should discuss these limits with the client.

It is incumbent upon the coach to know the limitations of the measure they use, and to clearly communicate to appropriate stakeholders how the results associated with those measures should and should not be interpreted.

7.7 MENTAL HEALTH

Coaching and therapy share some commonalities.

Organizations and individuals use coaching to develop skills, enhance performance, develop leadership and personal functioning and to remediate unhelpful patterns of behaviour. As such, coaching and therapy share some of the same ground and some of the same techniques. It is often said that one of the key differentiators between coaching and therapy is that coaching deals with non-clinical populations, whereas therapy is designed to address the needs of people suffering from diagnosable clinical disorders such as personality disorders, substance abuse, depression, anxiety and other mood disorders.

Many people experience mental health difficulties—including coachees.

However, a considerable body of research tells us that it is likely coaches will be faced with mental health problems in their coachees as in excess of 20% of people in the general population will suffer from some diagnosable mental health problem at some point in their life. And that 10–15% of the population suffer from some form of personality disorder. In general, professionals and managers have higher rates of stress, anxiety and depression than skilled, semi-skilled and unskilled individuals (Eaton, Mandel and Garrisson, 1990; Moss, 1999).

Often people seeking coaching would be better served by other interventions.

Experience and research suggests that a significant minority of people seeking coaching display symptoms of clinical mental illness, and would best be served by therapy rather than coaching. It should not be surprising that people might turn to coaching as a means of dealing with the effects of mental health problems in the workplace. Referring a colleague to an executive coach (or seeking coaching oneself) is less embarrassing than suggesting the person may benefit from seeing a therapist or should make use of the organization's Employee Assistance Program.

Research evidence suggests mental health issues may be common in coaching.

Research bears out that there is a tendency to seek help for psychological distress under the more socially acceptable heading of coaching. An Australian study into coaching asked for applicants who would like coaching. It screened these applicants for mental health problems using the Hopkins Brief Symptom Inventory (Derogatis and Melisaratos, 1983), i.e. The study (Spence & Grant, 2005) found 26% of the respondents reported symptoms indicative of significant mental distress despite this study having employed more stringent recruiting procedures.

Coach needs to assess when referral is preferable to coaching.

Coaching is not therapy and hence the coach is faced with the difficult task of determining the boundaries between psychopathology and the normal range of human functioning. When is a person simply sad, and when are they depressed? When is the worry an executive feels over delivering a key presentation within the normal range of anxiety associated with public speaking, and when is it a symptom of a more pervasive case of social phobia?

Coaches need to make informed judgements about the issues

Coaches should ensure that they can make informed judgements about the nature of the emotional and mental issues their clients are grappling with, and assess their own ability to assist their clients in dealing with those issues. Professional education and ongoing supervision of coaching

facing clients.
Coaches should seek training in identifying common mental health issues and referring clients to more appropriate treatments.

practice can be enormously helpful in assisting coaches in these tasks.
At present training in the recognition of mental disorders is not a standard element of coach training programs. As the coaching industry develops it is hoped this will be remedied. While coaches are not required to be mental health diagnosticians, they should be familiar with the key features of the most common mental disorders they are likely to encounter among their clients. These include the major mood disorders, personality disorders, and substance abuse disorders found in the mental health classification systems such as the International classification of diseases (ICD-10) and the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR). Similarly, coaches should be reasonably informed about appropriate referral options.

7.7.1 Defining the limits of one’s practice

Coaches are required to know the limits of their skills and knowledge, even when mental disorder is not present.

When faced with a client who displays significant distress or enduring patterns of dysfunctional behaviour, the coach needs to assess whether their qualifications, skills and training are adequate to the client’s need. Clients with more severe indications are likely to require specialised skills and understanding, and should be referred to a qualified mental health practitioner. Clients who do not meet diagnostic criteria for mental disorder might still represent a significant challenge for coaching (as shown in the grey area depicted in Figure 7.1).

The area of challenging clients in Figure 7.1 is determined not only by the features of the client, but also by the skills, training, experience and preferences of the coach. For some coaches this band will be quite wide, and for others less so. At some point within that band, a coach will have reached their personal point of referral (PPR) - the point at which the client will be better served by referral to another coach or professional.

It is incumbent upon all coaches to know the limits of their practice and the point at which referral to another professional best serves the interests of the coachee.

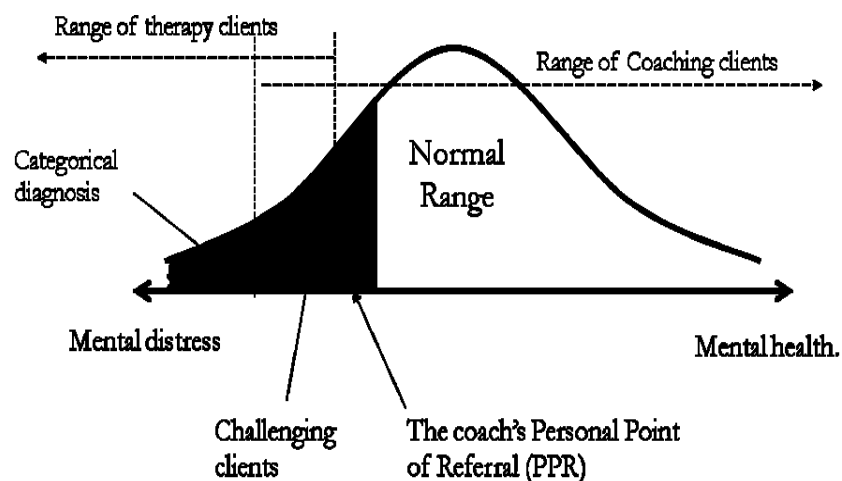


FIGURE 7.1 COACHING AND MENTAL HEALTH
(adapted from Cavanagh, 2005)

7.8 REFERRAL

<i>Referral skills are basic coaching competencies.</i>	Effective referral skills are an important part of coaching competency. Whenever a coach believes he/she is unable to effectively meet the needs of the client him/herself, or whenever the coach forms an opinion that the needs of the client would be better served by another service provider, then referral should be made.
<i>Referral should be made to appropriately qualified professionals.</i>	Where possible, referrals should normally be directed toward appropriately trained qualified and registered professionals in the required area of expertise. When referral is made for issues associated with mental or physical health, this is particularly important.
<i>The coach does not need to diagnose before referring.</i>	The making of a referral to a doctor, mental health or registered allied health practitioner does not require the coach to be able to form an accurate diagnostic opinion. Rather it simply suggests that the coach believes assessment by an appropriately qualified professional is warranted.
<i>Whether or not to continue working with a coachee is the sole responsibility of coach.</i>	Ultimately, it is the responsibility of the coachee to accept or reject referral suggestions made by the coach, and this right should be respected (except where the coachee's safety is at serious risk, or they are unable to exercise reasonable judgement). Nevertheless, in the event that a coachee refuses to explore referral options, the coach is required to judge whether continuing to work with the coachee is in the best interest of the coachee, or whether the coaching relationship should be terminated.
<i>Referral fees should not be offered or sought.</i>	In order to ensure that the coachee's needs are kept paramount in the referral process, referral fees, finder's fees or other payments should not be sought or made.

SECTION 8 EVALUATING THE COACHING ENGAGEMENT

8.1 THE CONTEXT FOR EVALUATION

Evaluation can be useful in coaching.

As discussed in section 7, assessment and evaluation can be of enormous value in coaching. They provide the coachee and coach with important data for determining goals, assessing progress, eliciting corrective feedback and identifying blind spots. They can provide the sponsoring organization with useful information about return on investment, the effectiveness of coaching and the behavioural, social and emotional impacts of changes made by the coachee. In order to get best value out of assessment, a number of considerations are important in designing assessment processes and selection of assessment instruments and measures for use within coaching.

8.1.1 Evaluation: meeting the key stakeholder needs

What (and whose) needs are being met by the evaluation process?

A range of stakeholders are involved in any coaching intervention, and each has a variety of needs they hope to see met by the intervention. In deciding upon assessment and evaluation processes for coaching, it is important to consider what is at stake for each of the key participants in the process, and what measurement needs each bring to the table. Where possible and practical, involving key stakeholders in the design of evaluation is useful for building acceptance of coaching as a valuable intervention in the workplace. In addition, cost effective and manageable evaluation processes that are fit for purpose can significantly enhance the effectiveness of coaching interventions. They can also enhance the openness to developmental activities among staff, and improve the penetration of desired changes through the organization.

Assessment processes that meet the needs of some stakeholders at the expense of others, or that are poorly targeted, invasive or cumbersome can dramatically reduce stakeholder engagement, and lead to unexpected and unintended consequences at the level of satisfaction, behaviour and impact. The purpose of this Section is to highlight some considerations that may help coaches, coachees and those who manage coaching in organizations design effective, targeted, valued and information-rich assessment processes.

8.1.2 Assumptions about cause and effect, change and the need for flexibility

Cause and effect is rarely simple and linear in coaching.

Much of the literature on evaluation of coaching, training and other leadership development interventions is built on the assumption that cause and effect is relatively simple and linear in nature, that the impact of interventions can be isolated and known, and that participants have a clear idea of where they are going at the start of the process. Experience and more recent research suggest that each of these assumptions may not be as reliable as previously thought.

Isolating the causes of coaching outcomes is difficult.

The causes of complex outcomes are themselves complex, and indeed often unknowable. The contribution of any one factor (such as coaching) in producing a complex organizational outcome such as improvement in team performance or bottom line profitability is extremely difficult to isolate.

Coaching needs to be flexible and able to change direction according to needs.

Furthermore, coaching most often takes place in changing and dynamic environments. For coaching to be effective, it must be alive to emerging contextual factors, as well as the emerging insights, discoveries and new directions that arise through the coaching process itself. This complexity means that flexibility and agility in assessing the coaching engagement is important.

8.2 DESIGNING EVALUATIONS

Four key questions.

There are five critical questions that should be discussed among key stakeholders before deciding on evaluation procedures:

- (a) What are the purposes for which evaluations are to be used?
- (b) Are the proposed evaluation procedures and instruments appropriate to those purposes?
- (c) Are those involved in the design, administration and interpretation of assessment and evaluation procedures appropriately qualified?
- (d) What are the potential impacts of evaluation on other important purposes in coaching?
- (e) How are the assessment processes able to respond flexibly to changes in goals, and emphasis?
- (f)

8.2.2 Intended purpose

Evaluation can serve multiple purposes.

Why is evaluation being conducted? What do the key stakeholders seek to gain via the evaluation? Is the assessment summative or formative? Evaluation may be aimed at a range of different purposes:

- (a) Provide feedback to the coachee to assist in goal selection.
- (b) Provide corrective feedback aimed at enhancing goal attainment for the coachee.
- (c) Assess satisfaction with, or the acceptability of, the coaching intervention to the coachee or other stakeholders.
- (d) Assist management oversight of the coaching process.
- (e) Assess the effectiveness of coaching in producing desired changes.
- (f) Assess the impact of coaching on important team, business and organizational level outcomes.
- (g) Measure return on investment.
- (h) Serve a combination of the above purposes.

Clarity and agreement about the purpose of assessment is important.

Whatever the purpose of the assessment instrument, clarity about that purpose and whose needs the assessment processes serves will assist stakeholders in making informed judgements about assessment processes, instrument selection and fitness for purpose.

8.2.3 Designing procedures that meet the intended purpose of evaluation

Select the right type of outcome to meet the purpose of assessment.

Once shared clarity between stakeholders is reached, decisions can be made about the appropriate assessment procedures to meet those purposes. Of particular importance are considerations about what type of outcome is best measured to meet the agreed purpose of evaluation. Internationally, the most common approach to assessment of development interventions is that put forward by Kirkpatrick (1996). Kirkpatrick outlines 4 types of outcomes (termed levels of impact). These are *Reactions, Learning, Behaviour and Results*. Table 8.1 outlines a range of evaluation methods and considerations at each of these levels. Along with Phillips (1996) We also identify a fifth level, Return on Investment, as this is often a concern of management in organisations.

TABLE 8.1
LEVELS AND METHODS OF EVALUATION

Evaluation level	Description and characteristics	Examples of evaluation tools and methods and key principles	Comments and Considerations
1 Coachee reaction to the coaching	<p>Reaction evaluation is how the coachees felt, and their personal reactions to the coaching.</p> <p>Did the coachee like and enjoy the coaching?</p> <p>Did they consider the coaching relevant to the execution of their role?</p> <p>Was their experience of the logistics of the coaching satisfactory (e.g., frequency location etc.)?</p> <p>What was the perceived practicability and potential for applying any learnings?</p> <p>What is their perceived satisfaction with the coaching?</p> <p>Did they believe the outcomes of the coaching justified the spend?</p>	<p>Feedback forms based on subjective personal reaction to the coaching experience.</p> <p>Verbal / written feedback to HR or L&D.</p> <p>Post-coaching surveys or questionnaires.</p>	<p>Very easy to obtain reaction feedback.</p> <p>Feedback is not expensive to gather or to analyse for groups.</p> <p>Can be during coaching or immediately the coaching ends.</p>
2 Learning	<p>This level measures the increase in knowledge , skills and attitudes from before to after the coaching engagement:</p> <p>What did the coachee learn from coaching?</p> <p>Were these learning's consistent with the goals of the coaching?</p> <p>What is the extent of change in the coachee's knowledge skills or attitudes and are these in the intended direction?</p>	<p>Assessments or tests typically compare KSAs before and after the coaching.</p> <p>Before and after interviews.</p> <p>Self report measures.</p> <p>Tests of competence.</p> <p>Assessment centres.</p> <p>Observation.</p> <p>Methods of assessment need to be closely related to the aims of the coaching.</p> <p>Reliability and validity of methods and measure are of key importance here.</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation.</p> <p>Highly relevant and clear-cut for certain coaching such as quantifiable or technical skills.</p> <p>Less easy for more complex learning such as attitudinal development, which is famously difficult to assess.</p> <p>May be sensitive to post hoc re-evaluation if measures are not taken before and after intervention.</p>

(continued)

TABLE 8.1 (continued)

Evaluation level	Description and characteristics	Examples of evaluation tools and methods and key principles	Comments and Considerations
3 Behaviour	<p>This level refers to the extent to which the coachee demonstrated consistent and sustained behaviour change following coaching.</p> <p>Were the KSAs applied in the workplace?</p> <p>How did the coachee put their learning into effect?</p> <p>Was there noticeable and measurable change in the activity and performance of the coachee?</p> <p>Were these changes sustained?</p> <p>Were others aware of the changes?</p>	<p>Typical measures at this level include:</p> <p>Observation and Interviews over time.</p> <p>Regular assessment centres.</p> <p>360 degree feedback.</p> <p>Self assessment.</p> <p>Reliability and validity of measures a key issue here.</p> <p>Measures should be able to be linked to relevant performance scenarios, and specific key performance indicators or other important behavioural criteria.</p> <p>Self-assessment is most useful when criteria and measurement processes are clearly known and followed.</p>	<p>This level is harder to quantify and interpret than reaction and learning evaluations.</p> <p>Measurement takes more effort over longer periods.</p> <p>May be demonstrated immediately and several months after the coaching, depending on the situation.</p> <p>Behaviour change evaluation is assisted by informed participation from line managers or appropriate others.</p> <p>Cooperation and skill of observers are important factors to consider.</p> <p>Impact on business level needs and outcomes needs to be considered in designing behavioural assessments.</p> <p>Transparency of process and consequences of measurement at this level need to be considered from the beginning.</p>
4 Results	<p>This level refers to the impact of the above changes on the team, business unit, clients or other members of the system.</p> <p>Measures would typically be business or organizational key performance indicators, or other quantifiable aspects of organizational performance. For example culture surveys, turnover, managed revenue, sales, production measures etc.</p>	<p>Many existing organizational metrics are useful at this level.</p> <p>Measures should be taken pre and post coaching.</p> <p>Key issue here is to link changes in these measures to coachee's input and influence.</p> <p>Control groups can be useful in assessing impact of coaching programs.</p> <p>Other measure include:</p> <p>Trend analysis.</p> <p>Participant evaluations.</p> <p>Line manager/expert assessments.</p>	<p>Key issue here is to determine the degree to which results are due to coaching specific changes in KSAs and behaviours, rather than other contextual factors such as changes in markets, clients, work practices etc.</p> <p>Important to identify and agree accountability and relevance with the coachee at the start of the coaching, so they understand what is to be measured and any consequences of performance.</p>
5 Return on Investment	<p>Tangible and intangible ROI are both important levels of analysis.</p> <p>Assessment of tangible ROI involves the assignment of monetary values to impacts and benefits, and calculating the costs associated with providing the coaching.</p> <p>Assessment of intangible ROI involves articulating the benefits of coaching impacts that cannot be reduced to monetary values—e.g., increases creativity and innovation due to enhanced leadership communication.</p>	<p>Key measure</p> <p>ROI ratio = benefits-costs</p> <p>Intangibles should be included alongside financial statements of ROI.</p> <p>The reporting of intangible ROI should be linked to evidence-based research outcomes and where possible be directly measured in the organization.</p>	<p>Credibility of ROI assessment depends on the certainty with which:</p> <ol style="list-style-type: none"> 1 impacts can be linked to coaching intervention, and 2 monetary value can be assigned to these impacts. <p>Intangible benefits are difficult to assess.</p> <p>Estimates of ROI should be conservative and justifiable.</p> <p>Where indirect benefits and costs are incorporated in ROI analyses, this should be clearly stated.</p>

8.2.4 Selecting measures and instruments

The above model of evaluation is but one possible way of evaluating coaching engagement. It relies on the assumption that there is a clear and demonstrable causal link between intervention and outcome. Identifying such causal links is rarely a simple matter. The reader may find other methods of evaluation more in keeping with their needs. For example, concept mapping and pattern matching approaches (see Trochim, 1989; Marquart, 1990), seek to assess the impact on complex patterns of activity on outcomes. A range of other qualitative models are also available.

Whatever model of evaluation is used, the appropriateness and reliability of the instruments and method used are critical to good quality evaluation. A multiplicity of instruments and tools exist that can be of use in coaching, both to assist the coaching process and evaluate the success of the coaching engagement itself. These tools include simple behavioural observations and self report measures such as Goal Attainment Scaling, multi-rater or 360 degree feedback tools, screening and diagnostic tests, measures of specific areas of functioning, psychometric tests and assessment centres. They can be divided into two main categories, Quantitative and Qualitative measures.

8.2.4.1 *Quantitative instruments*

Quantitative instruments reduce what is measured to a score.

Quantitative instruments reduce the thing being measured to a number or score. By enabling comparison of numeric scores over time, quantitative measures provide easy access to a standardised measure of change. For this reason they are often thought of (erroneously) as ‘hard measures’ of success or change. However, despite this level of user friendliness, the use of quantitative measures carries a number of significant reasons for caution. These have been discussed in some detail in Section 7

Reliability.

The reliability of an instrument refers to the consistency with which it measures what it purports to measure. For example, if a set of scales sometimes measures the same object as weighing 4 kilograms, and sometimes as weighing 3 or 5 kilograms, it would be considered a valid but unreliable measure of weight. In the same way, satisfaction with a session may be a valid but unreliable measure of coachee engagement.

Validity.

The validity of the measure refers to whether it actually measures what it claims to measure. For example, trying to ascertain the height of person by using a set of scales, would be considered a low validity measure of height, even though height and weight are correlated, irrespective of how accurate or reliable the scales. In the same way 360 degree feedback may be an invalid measure of attitudinal change in a leader, no matter how accurate the instrument used

All instruments are subject to error. The sorts of instruments used in coaching are often grounded in particular theories. In other words they make assumptions about causes and define what is being measured in particular ways. Many factors also contribute to the responses that people make to these instruments. This means that no instrument is absolutely valid or reliable—all are subject to error.

Knowing the limits of interpretation is an ethical responsibility of the coach. It is critically important that coaches know and understand the limits of the instruments they use, particularly as these measures are often used to make significant decisions about employment, promotion, allocation of resources and distribution of work.

Similarly, knowing the limits of one's own skills and qualifications in conducting assessments and interpreting results is also an ethical responsibility of the coach.

8.2.4.2 *Qualitative assessments*

Qualitative instruments yield rich but complex data. While quantitative forms of assessment have the benefit of providing an easy means of comparing change across time and between individuals, stakeholders should consider whether the purpose of assessment and evaluation might not be well served by qualitative forms of assessment. These include methods such as stakeholder interviews and open feedback forms.

While quantitative measures yield simplified numeric data, qualitative assessments have the capacity to provide stakeholders with rich data about changes that are typically difficult to quantify. Motivation, understanding, satisfaction, engagement and attitudinal changes are among the variables that can benefit from qualitative assessment.

8.2.5 **Building flexibility into the assessment process**

Measurement processes, like coaching should be agile and flexible. Research tells us that what is measured shapes what is done (Cousins & Lawson, 2007; Tilbury, 2004)). If the measure of change is too narrow, then this can constrain the coaching process in ways that are ultimately counterproductive. The coaching context and coaching itself are dynamic, constantly changing and emerging processes. Assessment processes need to be appropriately flexible and agile.

Building processes that enable goals and measures to be reviewed and renegotiated among key stakeholders is one means of ensuring flexibility and agility.

Identifying goal hierarchies can help in measuring ways that are usefully specific, but not too narrow. However, when the measures of change are absent or too broad, some types of coaching may lack useful feedback and focus. It is important then to target measurement at an appropriate level of specificity to support the coaching process and adequately measure its outcomes. Here the notion of goal hierarchies can be useful in assisting stakeholders in identifying effective goals while maintaining ability to adapt to changing circumstances and understanding.

Goal hierarchies articulate lower order actions and strategies in terms of the higher order goals and values they serve.

Goal hierarchies refer to the idea that goals can be articulated at varying levels of concreteness or specificity. For example, an executive might set a goal of smiling each time he/she sees a colleague. This goal serves a higher level goal of building warmth in communication, which in turn serves the goal of developing more collaborative relationships. Ultimately, the executive hopes this will assist him/her in becoming a more transformational leader. Being able to measure change at higher levels of abstraction can enable a wider range of changes and behaviours to be the focus of the coaching intervention. Smiling is just one way of building warmth. Many other behaviours can also contribute to warmer relationships. Similarly, building warmer relationships is just one way of becoming more collaborative.

Identifying goal hierarchies can open up new possibilities for change and evaluation.

By articulating and becoming aware of the higher order goals one is hoping to achieve, a wider range of possibilities for action and assessment become available. This has the advantage of also helping the coach, coachee and other stakeholders target the real outcomes they desire, rather than simply the pathways most obvious to them at a given point in time.

8.3 TIMING

Timing of evaluation should be considered.

The timing of evaluation procedures is another important consideration. In determining the appropriate timing of assessment procedures the coach and HR/L&D professional should consider the purpose for which evaluation is being undertaken. Baseline (pre-intervention) and post-intervention measures of knowledge, skills and abilities (KSAs), behavioural competencies and impacts, should be considered where the purpose is to evaluate the efficacy of the coaching program. Consideration should also be given to follow-up assessment to evaluate the sustained impact of coaching over time.

Timing and frequency are related to the purpose of evaluation.

Where the purpose of evaluation is to provide feedback that can inform the coaching process, evaluation processes are more frequent and are typically more closely tied to the issues and goals upon which the coaching is focused.

Where the purpose of evaluation is to assist in the oversight of the coaching intervention, for instance, to ensure that it is on track in meeting business needs, then evaluation is typically more frequent than evaluation of program outcomes, and less frequent than the level of ongoing feedback used to inform the coaching process. For example, often a mid engagement evaluation or assessment of progress on key variables is conducted; in the case of lengthier engagement, reviews may be undertaken taken at 3 monthly intervals.

8.4 MANAGING THE ASSESSMENT PROCESS

It is important to consider potential unintended consequences to assessment.

While measurement and assessment are important ways of identifying goals, enhancing progress, and assessing the effectiveness of coaching, they may carry unintended consequences that should be considered when designing assessment processes.

8.4.1 Performance expectations and consequences

Assessment can have social, material and emotional consequences.

Importantly, coaches and other key stakeholders should endeavour to ensure there is clarity about any consequences that might flow from the results of measurement. For example, are there expectations that the coachee will achieve particular ratings? If so, what are those expectations and what are the likely material, social and emotional consequences of achieving or not achieving those ratings? Coaches and other key stakeholders should also consider the way in which any results are likely to be received by the coachee and other parties likely to be privy to the results.

8.4.2 Ownership and dissemination of results

The coachee's informed consent is important.

Before coachees or other individuals are asked to complete assessment instruments, there should be a clear and shared understanding among all the appropriate stakeholders about who will have control of the results, and who will have access to those results both in the short term and over the longer term. For example, will the coachee have the right to keep results private? Will psychometric test results become part of the employee's ongoing file? Will they form part of the organization's performance appraisal, succession planning or remuneration processes? The coach should discuss these issues with the coachee so that the coachee is able to give informed consent before undertaking any assessment.

8.4.3 Role conflicts

It is important to anticipate how assessment might impact on the alliance between coachee and coach.

Consideration should also be given as to the impact of test administration on the working alliance between the coach and coachee. While feedback is a normal part of the coaching process, the formal role of assessor may at times be incompatible with the role of the coach in supporting the coachee through the process of change. For example, role conflict is likely to occur where measurement may be relied upon for important decisions such as remuneration levels, succession planning or termination, or where qualitative assessments are likely to result in highly challenging or unwelcome feedback. In such cases the coach should use their professional judgement as to whether an independent third party should be used to conduct assessment.

Finally, role conflicts are also likely to occur wherever the person collecting data has a vested interest in the outcome of the assessment (e.g., a coach assessing the effectiveness of coaching or an organizational champion assessing return on investment). In such cases professional judgement and consultation with affected stakeholders should be used to determine the most appropriate way to gather the required data.

8.5 POTENTIAL IMPACTS AND UNINTENDED CONSEQUENCES

Evaluation is itself an intervention.

The act of evaluating a coaching engagement is itself an intervention in the organization and in the coaching relationship. Stakeholders should consider the possible implications of evaluation on the full range of purposes that coaching is meant to serve in the organization.

<i>Measurement shapes perceptions about in the coachee and in others.</i>	Measurement and assessment can shape the working alliance between the coach and coachee, and shape the way in which a coaching program is perceived in the organization. Similarly, it can shape the perception the coachee has about themselves and their place in the organization. For example, requiring a senior executive to submit to a detailed skills assessment in an organization that is not used to feedback may be interpreted as indicating a problem with the executive, or may be experienced as demeaning—particularly when that assessment is conducted by a person more junior in the organization.
<i>Think about what types of change the measurement process is likely to reinforce.</i>	What is measured often shapes what is done. The very existence of a ‘score’ can shape behaviour in ways that may not be useful to the goal of creating sustainable behavioural change, particularly when such metrics are associated with real or perceived consequences. They may lead coachees and coaches to work to the metric, rather than toward the change the metric is meant to represent. For example, where satisfaction with coaching is the principal measure of effectiveness, maintaining and maximising rapport rather than behaviour change may be subtly preferred. Similarly, where behavioural outcomes are the principal level of analysis, behavioural compliance, rather than attitudinal or perspective change, may be supported.
<i>Scores can give a false sense of validity.</i>	Quantitative measures typically assign numerical or categorical ‘scores’ derived from the answers or judgements provided by the respondents of the test. A sense of reality and solidity can be attributed to these scores that may not be warranted given the nature of the questions asked or the judgements made.
<i>Assessment can affect motivation positively and negatively.</i>	<p>Finally, results of tests and other assessments can have a major impact on the way a coachee is viewed within an organization and on the opportunities, resources and pathways that are made available to the coachee. Similarly test results can shape the way the coachee sees themselves and their future prospects within an organization. For some, this may lead to enhanced motivation to change, and for others the use of tests may lead to significant demotivation, particularly where results are poorly interpreted and communicated. In either case, transparency of process and consequence are important principles of professional practice.</p> <p>The use of quantitative and qualitative measures can have significant positive and negative consequences for both the coachee and the organization and therefore should be used with appropriate consideration and caution.</p>

SECTION 9 ETHICS

9.1 INTRODUCTION

Ethical considerations are important in unregulated industries such as coaching.

As the practice of coaching has continued to grow in popularity and application in organizations, there has been an increasing interest in the ethical questions that arise in practice and how these should be handled i.e. what ought one do? As the number of coaches has expanded in order to meet the increasing demand for coaching, questions have emerged about how to safeguard quality in coaching delivery and ensure ethical integrity in an industry that is currently unregulated.

Ethical standards in coaching have been the subject of interest and debate internationally and there are new developments almost daily as professional associations, providers, interest groups and a range of other stakeholders respond to these challenges.

The development of an ethical code of conduct is not within the remit of this Handbook. Rather, this task is most properly done by coaching industry bodies and professional associations who set ethical standards for their members. The primary purpose of this Section is therefore to provide guidance for all stakeholders on the issue of ethics in the current environment. It aims to offer practical advice and suggestions only.

9.2 ETHICAL CODES

Coaching industry bodies and professional organization have existing codes of ethics.

A number of organizations have introduced ethical standards to guide the practice of their members relevant to coaching. Codes of ethics are designed to express fundamental principles that provide guidance in cases where there is no specific rule in place or where matters are genuinely unclear. The organizations that have developed codes which are currently being utilised in the coaching industry include (but are not limited to):

- (a) Association for Coaching (AC).
- (b) Australian Human Resources Institute (AHRI).
- (c) Association for Professional Executive Coaching and Supervision (APECS).
- (d) Australian Psychological Society (APS).
- (e) European Mentoring and Coaching Council (EMCC).
- (f) International Coaching Federation (ICF).
- (g) Society for Coaching Psychologists (SCP).
- (h) World Wide Association of Business Coaches (WABC).

These codes of ethics differ.

A detailed table in Appendix B compares specific issues across these codes. It is provided as a resource for all stakeholders. Specifically, it highlights some of the common provisions and approaches, and identifies where the codes diverge.

No commonly accepted industry wide code of ethics.

While there is currently international interest in the development of shared codes of ethics and standards of practice across organizations as yet there is no commonly accepted industry wide code of ethics.

<i>Compliance with ethical standards is fundamental to professional practice.</i>	The requirement to identify and comply with ethical principles is a fundamental component of professional practice. Consideration of one’s code of ethics enables all stakeholders involved with coaching to consider issues relevant to the provision of high quality coaching services. For example, when negotiating a coaching engagement a coach may be required by an individual or organization to specify which Code guides their ethical behaviour and whether there is any specific procedure for resolving disputes.
<i>Coaches should be able to articulate the ethical principles that guide their practice.</i>	Members of coaching organizations are assisted in meeting this requirement via alignment with the ethical standards of their respective organizations. However, many coaches do not belong to coaching industry bodies or organizations with articulated codes of ethics. Such coaches are free to align themselves with any of the existing codes. Adoption of a code should be an informed and conscious decision made by each coach or organization.
<i>Coaches who chose not to follow existing codes still need to articulate the principles that guide their practice.</i>	Should a coach judge existing codes to be lacking in some area, or containing clauses the coach deems unsuitable for their practice, the coach may choose to be non-aligned with any code. To the extent that a coach chooses not to adopt an articulated code, the coach may be required to explain to any purchaser of coaching services why they have reserved the right to be non-aligned, and consequently, what ethical principles guide their conduct. This is presented in Figure 9.1.

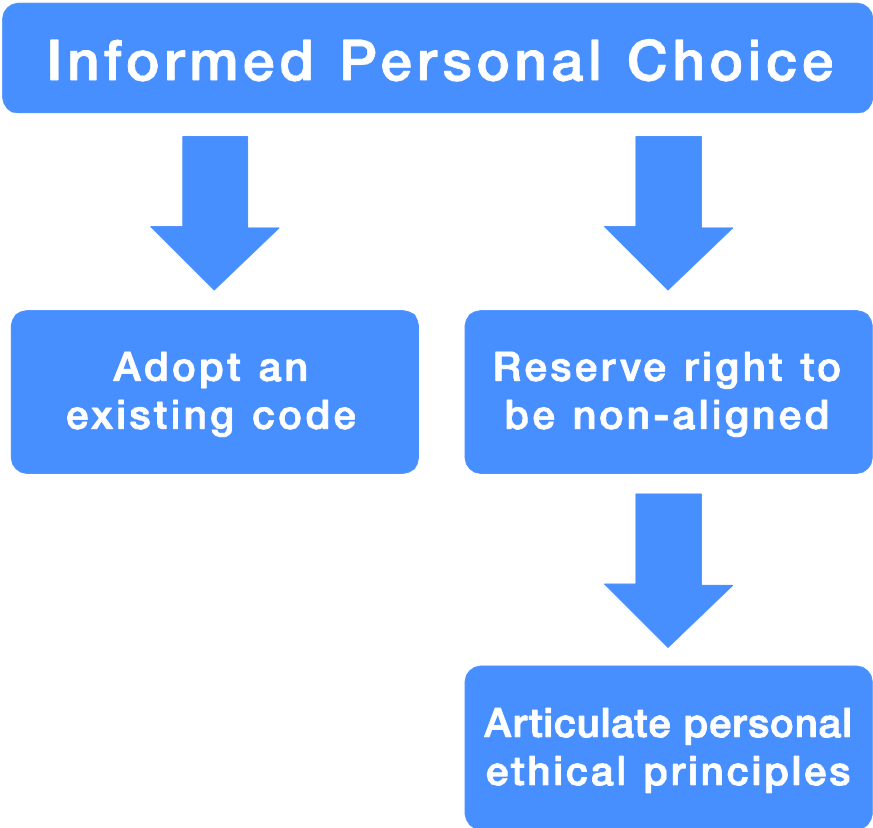


FIGURE 9.1 PERSONAL CHOICE AND A CODE OF ETHICS

Ethical codes cannot anticipate all situations. Hence principles are needed to guide decision-making.

No ethical code can provide guidance for every ethical dilemma faced by a practicing coach. Ethics is about relationships. Human relationships are impacted by the characteristics and personalities of those involved and are more complex and multi-layered than can be covered by any code. Coaching relationships of course are no different. The following sections detail some of the key ethical considerations for coaching in organizations.

9.3 KEY ETHICAL CONSIDERATIONS

9.3.1 Confidentiality

Confidentiality is a core consideration in coaching.

The relationship established between a coach and coachee requires trust and openness to be successful. Without confidentiality, trust is compromised and openness is made more difficult. It is good practice to treat all information about a coachee and their organization as confidential.

Detailing the confidentiality provisions at the outset with all stakeholders is an important strategy for setting expectations from the beginning of the assignment. Section 7.3 of this handbook outlines basic considerations regarding confidentiality and appropriate limits to confidentiality in coaching.

The coachee should control the dissemination of their information.

A key principle in managing confidentiality is that the information shared in coaching is owned by the coachee, and unless superseded by a high ethical principle, the coachee should be empowered to manage that information.

Three-way (or four-way discussions) as described in Section 10 may be useful in meeting the needs of multiple shareholders while maintaining appropriate confidentiality.

9.3.2 Conflicts

Conflicts of interest should be disclosed.

An ethical consideration that is consistent across many codes is the need for coaches to avoid (where possible), be aware of and to disclose any conflicts of interest that might arise in their professional practice. This extends in some codes to suggestions that coaches should not exploit clients or use their position or influence to take advantage of clients, (for example, by extending the coaching relationship longer than necessary).

The client's interests are primary.

This is consistent with the ethical imperative that member of a profession should always act in the best interest of their clients. This can be problematic in coaching when the coachee's best interests e.g. a career move out of the organization might not be in the organization's best interests/desires.

Personal relationships often conflict with professional responsibilities.

Conflicts may also arise where the boundary between a coach's personal interests and their professional behaviour is blurred. Coaches should maintain at all times a professional relationship with a coachee (for example not becoming sexually, financially or emotionally involved with a coachee).

9.3.3 Multiple relationships

Multiple relationships may pose conflicts of interest and should be discussed with stakeholders.

Ethical issues arise in coaching when a coach has a relationship with a coachee that has multiple roles or interests. This challenge often arises for internal coaches who provide coaching services within their organizations, but also interact with the coachee in other roles e.g. as their HR representative. Being able to assess any conflicts of interest or potential impacts of multiple roles is an important capability of coaches.

Multiple conflicting relationships may exist for external coaches who are also involved in training or consulting to the coachee's organization. In cases where potential conflicts might exist, coaches should alert all stakeholders of the impact of any multiple relationships and respond accordingly.

9.3.4 Record keeping

Records are confidential and should be kept securely.

Not only are the discussions between coaches and coachees confidential, the notes taken by the coach during sessions are also confidential. Correspondence relating to coaching assignments is also confidential. Emails between coach and coachee should not be shared with others without express permission. For larger coaching providers, this extends to database records of coachee and organization details.

The ethical codes examined in the table in Appendix B contain guidelines that range from not specifying any time limits for record keeping to suggesting coaching records needed to be kept for up to seven years. Actual record keeping in coaching practice is probably as varied. For all coaching service providers, the issue of security measures to prevent unauthorised access to records should be a considered and reasonable step taken to protect confidential information.

9.3.5 Contracting

Contracting should be clear and parties should be informed of terms and conditions.

An ethical responsibility (whether specified in codes or implied) is the need for coaches to put in place clear agreements or contracts with purchasers and organizations. Not only is there an emphasis on contracts being clear but also on ensuring that full disclosure occurs and that purchasers are fully informed on all terms and conditions of the contract prior to coaching commencing. There is also a need for coaches to not only ensure that the contractual terms of the agreement are well understood, but also that there is a clear understanding of the roles and responsibilities of each party and that expectations have been discussed and agreed upfront. All these matters are ideally detailed in a written contract. More information on contracts can be found in Sections 7, 10 and 11 of this handbook. An example contract can be found in Appendix D.

9.3.6 Integrity

Acting with integrity, honesty and fairness in practice and advertising.

Integrity is given considerable attention in the ethical codes relevant to coaching. This may be a product of the desire for coaching to be seen as a professional practice conducted by coaches who operate in a professional manner. Coaches are required to operate in a way that reflects positively on coaching and to demonstrate a range of values including (but not limited to) honesty, fairness, justice and fidelity. Not making false or misleading claims in advertising, material or in representation to others is seen as important for all coaches.

9.3.7 Competence

Operating within one's competence is an ethical imperative. One of the key ethical considerations raised by experienced coaches relates to operating within a coach's own area of competence and ability. This is particularly important for coaches to consider when the commercial imperative may tempt them to make promises to deliver outcomes over and above their ability to do so. At the most fundamental level, codes point to the need for coaches to accurately portray their coaching qualifications, experience and expertise in all dealings with purchasers and coachees (i.e. be honest) and to communicate any shortfalls. At higher levels, codes point to the coach's ability to recognise and work within their limits of their own competence as well as engage in continuing and ongoing professional development.

Coaches should accurately portray their skills, experience and qualifications. level, codes point to the need for coaches to accurately portray their coaching qualifications, experience and expertise in all dealings with purchasers and coachees (i.e. be honest) and to communicate any shortfalls. At higher levels, codes point to the coach's ability to recognise and work within their limits of their own competence as well as engage in continuing and ongoing professional development.

9.3.8 Supervision and ongoing professional development

Ongoing development and supervision are important for those engaged in the facilitating change in others. Most professions require their members to engage in ongoing professional development. The reader is referred to Section 6 for a fuller discussion of this aspect of professional practice.

In Appendix B, a form of supervision is suggested in all codes examined, except those of the ICF and AHRI. ICF review their code periodically and it may be anticipated this matter may be addressed; AHRI's code is a general code and not specific to coaching.

9.3.9 Professional responsibility

The needs and wellbeing of the coachee supersede other considerations. One of the most common elements of principles relating to professional responsibility include the provision that coaches should provide services to coachees in a manner that aims to benefit them and to cause them no harm. Additionally, coaches should carefully consider and assess what they are agreeing to when adopting a particular code.

9.3.10 Referrals

Referral is an ethical responsibility. An ethical responsibility arises for coaches when it becomes apparent that the coachee needs to be referred to another professional such as a mental health professional, psychologist, relationship counsellor or financial planner. The importance of coaches being able to identify mental health issues in their coaching practice has become an especially important topic with recent research undertaken in Australia. (See Section 7 for a fuller discussion of this issue).

Coaches should be able to determine when and how to refer clients. When referring coachees, coaches need to consider the importance of confidentiality of the coachee's issue (and obtaining permission from the individual to share their information) but also a knowledge of when to refer and to whom. Importantly, coaches must be willing to refer coachees to other professionals when required, even when this results in the ending of a coaching assignment.

9.3.11 Termination

Termination of the coaching relationship is an ethical issue.

Ethical considerations relating to the termination of coaching assignments are often focused on either the rights or responsibilities of either the coachee or the coach. For example, the coach should respect the right of the coachee to terminate the coaching relationship at any point in time. The coach also has an ethical responsibility to terminate the contract when there is evidence that the coachee is not deriving benefit from the coaching engagement or the coach faces a problem that they are not competent to deal with. This is not without tension particularly when the commercial imperative is at odds with the ideal outcome i.e. terminating the assignment when the individual or organization would like the income/revenue. Ethics is often concerned with accepting a cost and for many coaches this is a very real experience when faced with the financial cost of terminating an assignment.

9.3.12 Self management

The coach's wellbeing and personal insight is important for quality of service to the coachee.

Supervision and CPD are important mechanisms for self management.

Ethical considerations for coachees also related to the coach's wellbeing, management of self and subsequent ability to provide professional coaching services. This includes the coach's ability to recognise personal issues that may impact on their ability to provide quality coaching and to take appropriate action. For example, this might include a coach who because of health issues withdraws from coaching practice until such time as they are ready to return to activities. In monitoring their own professional functioning, a coach may determine that they need the support of other professionals in order to operate at a level of peak performance. Coaches should also undertake professional development and supervision activities that focus on assisting them to manage issues of bias or interference, enabling them to remove their own personal issues from the coaching relationship and to be fully present in their interactions with coachees.

9.3.13 Professional indemnity and public liability insurance

Professional indemnity insurance protects the interests of the coach and the clients.

While details of insurances are not listed explicitly in all examined codes, it is common practice for all coaching service providers to have relevant professional insurances in place. Purchasers of coaching, particularly in the public sector, will often specify minimum coverage limits that each coach must possess. For coaching providers who utilise sub-contracted labour in the provision of coaching services, they will also often specify minimum insurance levels and expect coaches to be able to provide evidence of their valid insurance certificates. Ethical issues arise when these insurances are not in place, lapse or do not meet the minimum specified limits as prescribed by the relevant stakeholders.

SECTION 10 PURCHASING COACHING

10.1 INTRODUCTION

Information for purchasers of coaching.

This Section has been written by purchasers for purchasers. Its purpose is to provide practical information that will help guide those purchasing coaching services at an individual or organizational level. This Section contains a range of resources, including; tips, templates, and checklists. It is hoped that providers of coaching will also find this Section useful.

10.2 SETTING UP COACHING FOR AN INDIVIDUAL AND OR AN ORGANIZATION

10.2.1 Structures

Coaching effectiveness begins with good preparation.

Coaching can take many shapes in organizations, and ultimately it is the parties to the coaching contract who decide what shape any particular coaching engagement will have.

Whatever the final shape of the coaching engagement, the structures put in place should have the following four hallmarks. The intervention should be—

- (a) effective or fit for purpose;
- (b) transparent—with expectations clearly spelt out and agreed;
- (c) appropriately simple; and
- (d) accountable—it should take into account the needs of key stakeholders.

Figure 10.1 illustrates these guiding principles.

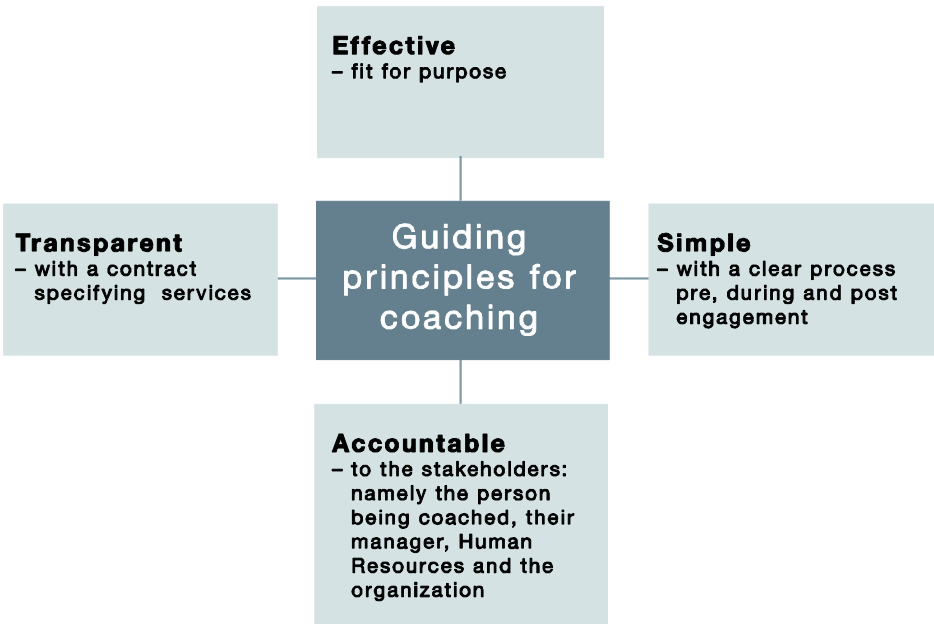


FIGURE 10.1 GUIDING PRINCIPLES FOR SETTING UP COACHING ENGAGEMENTS.

10.2.2 When to use coaching

Step 1: Is coaching the right intervention?

The first step in setting up a coaching engagement is to consider whether coaching is an appropriate intervention to meet the change needs of the coachee and client. Table 10.1 provides a brief (non-exhaustive) list of criteria that may help potential purchasers decide whether to further investigate coaching as a potential solution.

TABLE 10.1
WHEN TO CONSIDER COACHING AN INTERVENTION

Coaching is appropriate when:	Coaching should not be used:
<ul style="list-style-type: none">✓ A complex development need has been identified by an employee and their manager that is best met using a one-to-one helping process.✓ Other interventions such as training have failed, or are unlikely to deliver the desired outcome in time.✓ A just-in-time solution is possible and desirable✓ A coachee is receptive and open to the idea of being coached	<ul style="list-style-type: none">✗ If there is no clear goal or objective for the coaching✗ If the coachee objects to coaching✗ As a blanket solution to all performance problems✗ As a substitute for normal management, mentoring or personal counselling✗ As a substitute for ongoing professional development.

10.2.3 Identifying the coaching need

Step 2: What outcomes are being sought.

Having identified that coaching might be a useful approach, the next step is to develop greater clarity about the desired outcomes of the coaching. Clarity about both the desired outcome and options available to achieve these outcomes is useful in ensuring coaching is an appropriate intervention and importantly that the appropriate coach is selected. The following questions may assist in developing clarity about the coaching need:

What change does the coachee/organization want to see?

It is often useful to specify this change in terms of concrete behavioural or attitudinal, relational and developmental outcomes required. Clarity at this point in the process prepares all stakeholders to engage with the coaching in a way that maximizes the chances of success.

What needs to change?

What does the coachee need to change or develop in order to achieve those desired outcomes?

Coaching may not always be the right development solution or fit every situation. Coaching is a highly targeted solution that supports behavioural change. It is, therefore, important for leaders to understand what coaching can and cannot achieve, as well as consider the coachee’s readiness for coaching.

10.2.4 Identifying the type of coaching required

Step 3: What type of coaching is needed to achieve those changes?

Having identified the coaching needs, it is useful to consider what type of coaching is required to meet obtain the desired outcome (skills, performance, developmental and remedial). Table 10.2 lists a number of questions that may assist in identifying the major type of goal focus required in the coaching engagement. Coaching for transition and on-boarding are common reasons to engage coaches. While they typically involve a combination of the above four types of coaching intervention, they are included here because it is often difficult to assess prior to coaching the exact nature of the changes required.

TABLE 10.2
WHAT TYPES OF COACHING ARE REQUIRED?

Questions	Appropriate type of coaching
Does the coachee need to learn new skills?	Skills coaching
Does the coachee need to develop already existing skills or implement them more effectively?	Performance coaching
Does the coachee need to develop a new perspective or mindset that enables them to effectively enact the change required?	Developmental coaching
Does the coachee need to change behaviours that are unproductive for them and or colleagues and the organization and adopt new behaviours?	Remedial
Does the coachee need coaching to maximize benefits from a transition?	Transition coaching involving aspects of the prior four areas
Does the coachee need coaching to on-board* successfully?	On-boarding coaching involving aspects of the prior four areas
* On-boarding is a specific aspect of a transition.	

Professional coaches can help in understanding the coaching need.

It is often difficult for individuals and organizations to arrive at clear answers as to whether coaching is the right intervention, what type of coaching or even what the most useful goals for the coachee might be. Part of the role of a professional coach is to assist in the process of articulating needs and identifying pathways to meet those needs. A hallmark of professional coaches is that they are able to provide this advice in a way that prioritizes the needs of the coachee and organization over their own commercial interests. With this in mind, involving a coach early in the goal identification process may save time and lead to more effective targeted outcomes.

10.3 SELECTING COACHES

A wide variety of arrangements are used to source coaches. In all walks of life, the experience, skills, and attributes of practitioners vary. Coaching is no exception to this rule. Hence it is important for purchasers of coaching to consider how they will screen and select coaches.

A wide variety of methods are used by organizations and individuals to screen and select coaches. For example, some organizations have established coaching panels, which means they have arrangements in place with selected coaches and/ or coaching companies. Setting up a coaching panel usually involves some sort of screening or interviewing process to ascertain the general skills and experience of the coach and their suitability for coaching within that organization. The degree of screening used to qualify coaches for a panel can range from simple interviews to detailed assessment centres.

Human Resources or Learning and Development professionals often manage the coach selection process in larger organizations. Some organizations (both small and large) may employ a preferred supplier arrangement with either single or multiple coaching providers, while others source coaching on an ad hoc basis. In many instances referrals from trusted colleagues are used to source and select coaches.

Selecting coaches not always easy. Whatever the means of sourcing coaches used, attention should be given to whether the coach is appropriately qualified to meet the needs of the coaching goal. This is not always a simple task.

Qualifications skills and experience vary across the industry. Coaching is an unregulated industry, Anyone may use the title coach, and there is no global or national regulatory body empowered to determine who is appropriately qualified to coach. Indeed, less than half the estimated coaches in the world belong to representative coaching bodies. This means that purchasers should be prepared to explore the qualifications, skills and experience of potential coaches.

Table 10.3 provides an example checklist that purchasers may find helpful when choosing a coach for an individual or organization:

TABLE 10.3
EXPLORATORY QUESTIONS FOR COACH SELECTION

Criterion Area	Suggested exploratory questions	Comments (to be completed by person assessing coach suitability)
Formal and non-formal coaching education	<ul style="list-style-type: none"> • Do they hold coaching specific qualifications? • What other type of evidence- based qualifications does the potential coach have? • Do they span areas of behavioural science, adult education or business? • What is the depth of qualification? Is it a vocational education and training qualification or is it a higher level qualification, e.g. Masters Degree level. • What key workshops, training programs and conferences have they attended to develop their basic coaching competency? 	
Supervision/ ongoing development	<ul style="list-style-type: none"> • Are they engaged in regular supervision of their coaching practice (one-to-one, peer or group)? • How regularly are they supervised? • How do they maintain ongoing professional development? • What workshops, training programs and conferences have they attended recently? 	
Theoretical orientation and methods	<ul style="list-style-type: none"> • What theoretical perspectives and methods underpin the coach's approach? • Is the coach able to communicate their approach in an accessible manner? • Is the coach able to discuss the evidence base for their approach? • Does the coach use a non-peer-reviewed proprietary model of coaching? 	
General coaching experience and specialty areas	<ul style="list-style-type: none"> • Have they worked in the public/private sector? • What is the depth of their experience as a coach? • How long have they been in the practice of coaching? • Do they have specialist expertise? (E.g. coaching for particular skills or performance areas, developmental coaching, leadership coaching, transition coaching, team, small groups etc.) 	

(continued)

TABLE 10.3 *(continued)*

Criterion Area	Suggested exploratory questions	Comments (to be completed by person assessing coach suitability)
Industry specific coaching experience	<ul style="list-style-type: none"> Does the coach demonstrate an understanding of your context? What experience does the coach have in this or similar industries? 	
Assessments	<ul style="list-style-type: none"> What instruments is the coach accredited in? 	
Business experience	<ul style="list-style-type: none"> Do they have business experience in a specific area? What previous roles in business have they performed? (E.g. CEO, Board, Executive, managerial, sales, business analyst, engineer, doctor etc.). Is the coach a technical expert? 	
Commercial acumen	<ul style="list-style-type: none"> Does the coach demonstrate commercial acumen in their dealings with you? What are their reporting practices to an organization? How do they manage stakeholders? Does the coach hold an appropriate level of Professional Indemnity and Public Liability insurance? 	
Professional membership and ethics	<ul style="list-style-type: none"> Do they hold membership of profession or industry bodies (list memberships)? Do they abide by a code of ethics? Which code? 	
Chemistry check	<ul style="list-style-type: none"> Would you be happy to be coached by this person? Does the coach demonstrate interest, listening and respect in their dealings with you? 	

10.4 MATCHING THE INDIVIDUAL WITH THE COACH

Matching coach and coachee is an art not a science.

A range of different methods are used to match coachees with potential coaches. In some organizations, matching is done by the person managing the coaching engagement, who has both knowledge of the potential coaches and coachee. In other organizations, coachees are encouraged to meet with a range of coaches and select one of these. In some cases the matching is done based simply on logistical issues such as travelling times and who is available.

When using a coaching firm, the principal can typically be relied on for the quality of the coaches and for recommending matching.

No evidence to support any particular approach to matching.

A strong working alliance is importance and should be monitored.

TIP

There is no clear evidence to suggest one method of initial matching yields better coaching outcomes than others. However, research does support the importance of ensuring a good working alliance develops between coach and coachee.

Hence, the quality of the coach/coachee alliance should be monitored and provision made for addressing any mismatch early in the coaching engagement.

The coachee may have an inclination to select a coach they like or ‘who thinks like them’, rather than selecting a coach who may stretch or challenge them. However, coaching is a relationship that requires both support and challenge. Hence both approachability and the ability to challenge thinking and practice is important in the coach/coachee match. Too much of either can lead to poor outcomes.

With this in mind, a coachee’s preferences may facilitate engagement. Some useful dimensions to consider are:

- (a) Would the coachee prefer a male or female coach?*
- (b) Is age and life-experience an important factor for the coachee?*
- (c) Does the coachee have a preference for particular types of industry experience in the coach?*
- (d) How aligned are the coach’s personal values with those of the coachee and the organization?*

Of course, the above questions assume the coach has the appropriate approach, skill, and maturity to work with the coachee on the coachee’s goals in the coachee’s context.

10.5 STAKEHOLDER ROLES AND RESPONSIBILITIES

10.5.1 Key stakeholders

All stakeholders contribute to the success of coaching engagements.

To ensure the success of the coaching engagement there are a range of roles and responsibilities that key stakeholders should take into account pre, during and following the coaching engagement. Table 10.4 outlines the principal roles or contributions of each of the key stakeholders so as to maximize the success of the coaching engagement. The reader is reminded that coaching is a complex and emergent process and the following list is necessarily brief and non-exhaustive.

TABLE 10.4
STAKEHOLDER ROLES AND RESPONSIBILITIES

Stakeholder	Pre-coaching	During coaching	Post-coaching
Coachee	<ul style="list-style-type: none"> Identify the initial challenges and goals expected to be the focus of the coaching process. Commit to taking the time to choose an appropriate coach that aligns to their own personal situation and comfort level. Prepare for coaching sessions. Participate in developing and, agree to, the coaching contract. 	<ul style="list-style-type: none"> Participate openly and honestly in coaching sessions. Discuss with the coach any issues that arise that may impact negatively on the coaching process. Provide other key stakeholders with updates about coaching progress as agreed. Notify organizational sponsor of issues that may pose a risk to the success of the coaching. Fulfil any responsibilities agreed to with the coach and/or manager that contribute to the achievement of outcomes. 	<ul style="list-style-type: none"> Continue to transfer learnings from the coaching into the workplace. Deepen linkage between business goals and the changes made in coaching. Contribute to any evaluation of the quality of coaching sessions. Engage in ongoing development plans / performance goals accordingly.
Coach	<ul style="list-style-type: none"> Meet with key stakeholders to understand the needs of the coachee, their manager and the organization. Participate in developing the coaching contract with key stakeholders as appropriate. Explore any background information relevant to the coaching relationship (e.g. documentation of previous performance discussions). Prepare for coaching sessions. 	<ul style="list-style-type: none"> Participate professionally in coaching sessions. Participate in goal formation Ensure sessions progress according to contract, and where necessary renegotiate expectations with stakeholders. Maintain confidentiality. Take appropriate action to maintain an effective working alliance with the coachee. Terminate the coaching relationship should it become unable to fulfil its intended purpose. Meet with stakeholders to discuss coaching progress as agreed. 	<ul style="list-style-type: none"> Meet with manager and HR to review coaching sessions. Participate as agreed in any follow-up activities or evaluation.

(continued)

TABLE 10.4 *(continued)*

Stakeholder	Pre-coaching	During coaching	Post-coaching
Manager	<ul style="list-style-type: none"> • Evaluate whether coaching is an appropriate development activity before it is initiated. • Ensure coaching goals are aligned to the business need and priorities. • Ensure the coaching activity is part of the individual's Development Plan and the intervention is clearly linked to outcomes within that plan. • Prepare employee for coaching sessions. • Meet with HR and coach. • Participate in the development of the coaching contract as appropriate and give agreement to their role within it. 	<ul style="list-style-type: none"> • Touch base with employee about coaching progress. • Support employee where required. • Gather/provide feedback on behavioural changes as agreed with the coachee/other key stakeholders. • Monitor and review coaching progress through regular progress checks with employee and the coach. • Provide additional support to the employee undertaking coaching. 	<ul style="list-style-type: none"> • Review and evaluate the outcomes of coaching with coachee and discuss next steps. • Contribute to coachee's ongoing development plan / performance goals accordingly.
Human resources or business sponsor (if applicable)	<ul style="list-style-type: none"> • Oversee setting up the initial meetings between the manager, employee and self. • Work with employee and manager to identify areas of development and facilitate the transition of these into key outcomes to be achieved by coaching. • Identify any issues the employee has in the organization or with direct reports and peers. • Sign coaching contract. 	<ul style="list-style-type: none"> • Touch base with manager/coachee to ensure sessions progress according to coaching contract • Assist in developing appropriate courses of action if the coaching engagement is in danger of derailment. 	<ul style="list-style-type: none"> • Meet with coachee, manager and coach to review coaching engagement as agreed.

10.5.2 Stakeholder involvement in goal setting

Involving relevant stakeholders can be very useful.

Care must be taken to ensure good goals are set.

Coaching is ultimately about change in the coachee. Hence, the nature of the coaching enterprise requires that the coachee buy into, or be personally committed to the goals set in coaching. Any changes made are enacted by the coachee, for this reason, the coachee is the primary stakeholder in the coaching process.

Nevertheless, other stakeholders, as the name suggests, have important interests in the direction and outcome of coaching engagements, and can significantly affect the course and outcome of a coaching engagement. It is worthwhile to consider whether the involvement of some key stakeholders in the goals setting process might enhance the quality of the goals being set, and the likelihood of success for the coaching engagement.

There are three common ways goals are set at the start of the coaching engagement. Figure 10.2 outlines the key participants in each of these pathways. Ideally the coachee should be actively involved in goal identification, no matter which other stakeholders are involved. Research indicates that, when perceived as externally controlled, working toward imposed goals can lead to reduced motivation, satisfaction and wellbeing, even when those goals are achieved.

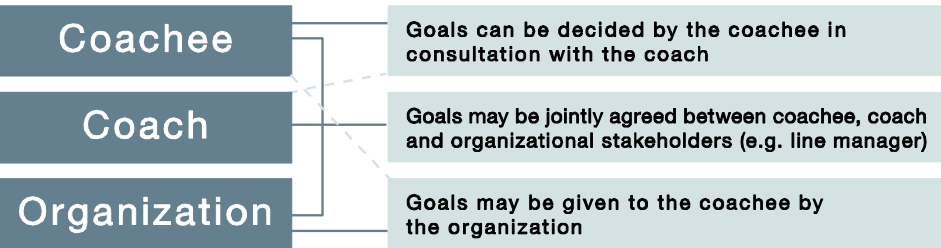


FIGURE 10.2 PARTICIPANTS IN THE GOAL SETTING PROCESS

TIP

Flexibility is important

Coaching is an emergent process and goals may need to change in the light of new understanding or new circumstances.

Often initial goals set before meeting the coach change or need realignment as a result of the coaching process itself.

Greater insight and reflection can lead to new understandings as to what goals are most relevant for the coachee.

Ensuring that all appropriate stakeholders are kept abreast of these changes can assist them in modifying expectations accordingly and supporting goal striving more effectively

10.5.3 Triangulation in the coaching process.

Making the multiple agendas explicit can help avoid goal confusion and unsatisfying outcomes.

The primary role of the coach is to help the coachee attain their goals or more effectively meet their challenges. However, the presence of a range of stakeholders in the coaching engagement can lead to forms of triangulation which work against the coaching agenda. For example, a coach might be engaged by a manager to work with a coachee on a particular goal. However, the real outcome wanted by the manager may be to make the coachee easier to manage. The presence of these multiple agendas can lead to goal confusion and unsatisfying outcomes even when the stated goals are met.

Triangulation—working to the wrong agenda.

Similarly, coachees sometimes seek the assistance of the coach in communicating with their managers, or the organization may seek to use the coaching engagement to communicate messages to the coachee that more properly should be conveyed directly. In such cases, the coach is being enlisted to meet the needs of someone other than the coachee, and is thus triangulated into a relationship in which they find themselves with a conflict of interest.

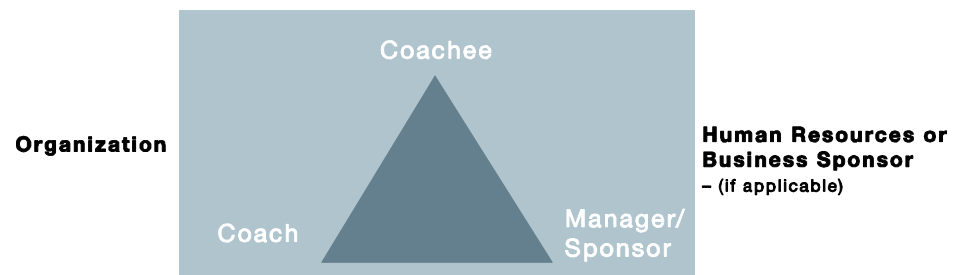


FIGURE 10.3 TRIANGULATION IN COACHING

TIP

What's the real agenda?

Noticing triangulation early can help protect the coaching engagement from goal confusion and conflicts of interest

Care should be taken to assess whether the goals managers and organizations have for the coaching are best met by coaching the coachee, instead of coaching the stakeholder to communicate more effectively.

Similarly the interaction between stakeholders should support the agreed coaching goals in the mutual interest of the coachee and the organization.

10.6 CONTRACTING

There are many different ways of packaging and paying for coaching services.

Contracting is covered in some detail in Sections 7 and 11 of this guideline, and need not be repeated here. However, it is worth noting that coaching is charged and packaged in a multiplicity of ways. For example, fees may be charged hourly, per session, per package of sessions or per engagement.

Some whole of engagement packages may offer unlimited access to the coach over a specified period of time, while other offer capped services.

Rates and fees vary widely, according to type of engagement, the qualifications of the coach and the seniority of clients.

Similarly rates may also vary to cover additional services such as assessment, reporting and diagnostics. Contracts should indicate the range and extent of services and their remuneration.

Case Examples

Appendix C gives three case examples, generously provided by industry representatives, as an illustration of one approach to engaging coaching services. The inclusion of this appendix is not meant to indicate that the processes used within the case examples are to be preferred in some way. Indeed procurement processes vary widely in organizations and across the public and private sectors. Rather they are included to give examples of how coaching is engaged in practice. There are many other ways of sourcing, assessing and engaging coaches.

SECTION 11 PROVIDERS OF COACHING

11.1 INTRODUCTION

Providers play a key role in identifying and shaping the coaching agenda.

Providers of coaching services are significant shapers of the coaching market and, along with industry bodies are driving standards for quality service delivery. As coaching in organizations becomes increasingly recognised as a valuable platform for organizational development, it also becomes increasingly important that providers be able to assist organizations to utilise and deploy coaching effectively.

The primary purpose of this Section is to detail the role of coaching providers in creation, management and provision of coaching services, and to provide practical assistance in exercising that role. The topics addressed in this Section are relevant to all providers of coaching services.

11.2 RANGE OF PROVIDERS

Providers range from sole practitioners to consortiums of coaches and multinational coaching houses.

There are a wide variety of providers of coaching services. Some providers specialise in the provision of coaching only, while many providers offer coaching in addition to a range of other services. Those focused exclusively on coaching include sole practitioners, small partnerships and coaching houses. Those that provide a range of other services commonly include: human resources companies (including recruitment and search organizations); training and development organizations (including leadership development, coach training and training providers); and educational institutions (including universities). Providers can range in size and reach from sole operators to large multinational organizations.

Internal coaches are also providers of organizational coaching.

Some workplaces have invested in developing an internal cadre of coaches who are responsible for the provision of coaching services within their own organizations. These internal providers may provide coaching services as a formal part of their existing workplace role or may be employed to undertake coaching on a full-time basis.

To be effective in their roles, internal providers need to identify how they can successfully provide coaching services within the context of their own workplace. For example, they may need to implement strategies that assist them to clarify and identify their role as a coach as distinct from other roles they may perform in the organization.

11.3 THE IMPORTANCE OF THE COACHEE, ORGANIZATION AND COACH RELATIONSHIP

Coaching by its nature involves intimate and trusting relationships. Building and maintaining these relationships is a critical driver of quality in the delivery of coaching services.

11.3.1 Multiple stakeholders

Coaches in organizations can have multiple clients.

Coaching relationships are often complex, involving three and sometimes more key stakeholders: the coach; coachee; their sponsor (for example, line manager or leader); and an HR/LD or OD representative. Individual stakeholder's perceptions of who comprises the client in a coaching relationship can vary significantly and expectations of involvement can differ.

Problems can be circumvented by good quality agreements before coaching starts. As discussed previously, issues relating to how coaching is to be undertaken and managed by providers are best discussed and agreed before a coaching assignment commences. Delivery, reporting and evaluation arrangements can only be set in place once the provider understands the expectations of the different stakeholders and their requirements. Providers typically gain this understanding by taking a comprehensive brief from the sponsor, the HR/OD representative and coachee. These arrangements are often confirmed in a written contract. The quality of the initial brief has a direct bearing on the capacity of the provider to deliver high quality service.

The role of the provider. In managing multiple stakeholders, providers of coaching are responsible for ensuring the following:

- (a) Clarity regarding the different stakeholder aspirations and roles—these may evolve as the coaching assignment/project progresses and require proactive management to ensure ongoing efficacy.
- (b) Protocols are established for the management of the coaching assignment/project and reporting to the various stakeholders.
- (c) Provisions relating to the ethical conduct of the coaching assignment/project are understood and agreed by all stakeholders, in particular, confidentiality.

11.4 CONTRACTING

What should be included in coaching contracts? Coaching contracts typically include details about the nature of the service and commercial information. For example, contracts can include the following information:

- (a) Contact details for all parties.
- (b) The agreed purpose/goals of the coaching assignment/project.
- (c) Roles and responsibilities of each party.
- (d) Recommended methods and approaches.
- (e) The coach matching process.
- (f) Duration and timeframes.
- (g) Fees, cancellation policies and payment terms.
- (h) Ethical standards and guidelines.
- (i) Confidentiality, reporting and evaluation.
- (j) Dispute resolution processes.
- (k) Conflicts of interest and multiple relationships.

A comparison of two industry body sample contracts is provided in Appendix D.

The content, style and format of coaching contracts can vary from one provider to another. For example, contract similarities and differences are illustrated in Appendix D which compares sample contracts from two coaching professional associations, the International Coach Federation (ICF) and the Association for Coaching (AC).

These sample contracts are provided by these bodies as guidance for their member coaches and reflect the more relational, plain English type of contracts that characterise coaching practice in Australia. Guidance for more formal contracts can also be obtained from Australian Standard AS 4122—2000, *General conditions of contract for engagement of consultants*.

Adaptation may be needed for other countries.

Contracts may need adaptation by providers for the delivery of services in other countries. These contracts may also need to take account of specific cultural (e.g. in some Asian and Middle Eastern countries, managers may expect a level of reporting that requires specific arrangements around confidentiality), governance (see AS 8001, *Fraud and corruption control*) and engagement issues (e.g. international contracts).

11.5 CONFIDENTIALITY

The critical importance of confidentiality.

As discussed in Section 7, clear boundaries around confidentiality must be established from the outset, both for the conduct of the coaching assignment and also for the reporting of information around progress and outcomes.

The safety of confidentiality makes openness and honesty possible.

For effective coaching to occur, the coach and coachee relationship and conversations must be confidential. Without this confidentiality, high levels of trust do not develop and the quality of the coaching is compromised. Coaching is often most valued by executives because it provides a safe, confidential place for them to open-up and discuss issues (Armstrong, 2007; Tooth et al., 2008). In the relationship between the coach and the coachee, the primacy of the coachee's rights is recognised at all times with the only exceptions relating to a coachee threatening danger to self or others or illegal acts. In these circumstances, the coach and provider are obligated to report these matters to the appropriate authority and wherever possible act to ensure the safety of the individuals involved.

11.6 MULTI-STAKEHOLDER CONVERSATIONS

Coaches can facilitate goal alignment via multi-stakeholder conversations.

As discussed in Sections 7 and 10, three-way conversations (and at times four-way conversations) between all stakeholders are encouraged and can be beneficial providing they do not breach the confidentiality of the coach and coachee relationship. They are a useful way at the outset of a coaching assignment to ensure that the individual coachee's goals for coaching are aligned with the organization's goals for the coaching assignment. If there is misalignment between these goals, the coach can facilitate a conversation around the agreed objectives for the coaching between all stakeholders. Ensuring agreement around goals in this way is beneficial as a means of establishing the measures of success for the coaching assignment and supporting evaluation processes.

In effective coaching engagements all parties know their role.

One of the signs of an effective coaching engagement is that all stakeholders are able to identify and articulate their role and involvement in the coaching and understand the information they have access to and how it will be provided.

These multiple stakeholder conversations are valued by HR, LD and OD representatives in organizations as they are frequently responsible for the co-ordination, support and evaluation of coaching across the organization. These three-way (and four-way) conversations are a valuable way of ensuring alignment amongst multiple stakeholders and to manage any competing interests.

Some organizations request sharing of coachee information independently of the coachee.

However, some organizations and cultures have expectations that the coach will share details of the coaching as it progresses with the manager, sponsor and or HR, independently of the coachee. They may also expect to discuss issues, give feedback on progress or to obtain information directly from the coach.

Such arrangements can lead to the serious compromising of confidentiality, and should only be entertained after thorough discussion to ensure the privacy; wellbeing and interests of the coachee are maintained. The boundaries of such arrangements on the coaching relationship should be very clearly discussed prior to contracting, and no arrangement should be entered into without the informed consent of the key stakeholders, particularly the coachee. In considering whether informed consent is present the coach should be cognisant of the differentials in power between the different parties to the agreement.

Great caution is needed to ensure the rights and interests of the coachee are upheld.

11.7 RECRUITMENT AND ONGOING PROFESSIONAL DEVELOPMENT OF COACHES

The standard of coaching provided to organizations relates directly to the quality of the coaching professionals responsible for service delivery. All providers of coaching services need to ensure that they are suitably skilled, experienced and qualified and that they are committed to ongoing professional development as a coach. In particular, the reputation of coaching as an emerging area of professional practice is dependent on skilled coaches operating within their area of expertise (see Sections 4, 5 and 6).

Coaching houses and other companies who provide coaching services should recruit suitably experienced coaches and/or invest in the development of emerging coaches. In recruiting coaches, proven HR practices around induction and on-boarding are useful.

11.7.1 Induction

Two levels of induction.

Induction involves making explicit the values, methods and processes used by the organization. It occurs at two levels—

- (a) induction into the coaching organization and its approach; and
- (b) induction into the client for any particular assignment.

Self-employed coaches may find the notion of induction into their own coaching practice somewhat strange. Nevertheless, making one's values, methods and processes explicit is useful as a check for rigour and professionalism.

Induction into the service provision company.

The type of information that is important for induction into the coaching provider include:

- (a) Values.
- (b) Organizational structure.
- (c) The terms and conditions of engagement.
- (d) An overview of the tools and diagnostics used in coaching.
- (e) Details on the provider's coaching process and approach including reporting and evaluation of work.
- (f) Requirements regarding continuing professional development and supervision.
- (g) Arrangements regarding termination.

Induction into the purchasing organization.

Specific induction information relating to the purchasing organization include:

- (a) The nature of the business, current business challenges and industry information as relevant.
- (b) Organization values.
- (c) Understanding the overall HR/OD policy framework and leadership strategy including talent management and workforce planning.
- (d) Understanding the performance management system and use of, and availability of, individual and organizations feedback data.
- (e) Prior experience with coaching and the context of coaching as part of the broader organizational strategy.

11.7.2 On-boarding

On-boarding refers to establishing project related relationships, information and processes.

A process for on-boarding is equally important. On-boarding gives the coach the necessary information and understanding of the context of the coaching assignment. It enables them to establish professional rapport with all the key stakeholders. This ensures relationships are managed appropriately. On-boarding for coaches engaged on global projects needs to include information about cultural issues and ensure familiarity with policies, codes of conduct and ethics relevant to the challenges the coach may face.

11.7.3 Professional development

Coaching providers should ensure appropriate PD is undertaken by their coaches.

Ongoing professional development of coaches is particularly important as the industry becomes more sophisticated and moves from a base of belief-based practice to evidence-based practice. Coaching providers, whether sole providers, part-time professionals (who undertake a small amount of coaching alongside other activities) or full-time coaches, can access continuing professional development at many levels, for example:

- (a) Reflection after coaching sessions.
- (b) Discussions with colleagues.
- (c) Professional reading.
- (d) Online coaching discussion groups.
- (e) Workshops, conferences and seminars including those provided by relevant professional associations.
- (f) Peer review.
- (g) Participation in a coaching community of practice.
- (h) Formal coaching supervision.
- (i) Informal and formal study.

Section 6 on coach training and continuing professional development provides further details on coach professional development. In addition, Hay (2007) and O'Neill (2000) provide useful questions for coaches to use in reflecting on their coaching practice.

Continuing PD.

There are three areas in relation to coach professional development where providers are encouraged to be especially vigilant.

Helps coaches keep abreast of industry developments.

- (a) Coaching is a fast moving and evolving area of professional practice. Providers not proactively attending to professional development run the risk of not keeping abreast of significant developments.

Facilitates coach/coachee matching.

- (b) Secondly providers committed to a particular method or approach should be satisfied the approach is appropriate for the coachee and client. It is in all parties' best interests to ensure a good match between methods offered and the nature of the coaching engagement. (See Section 4 regarding different types of coaching.)

Maintains and improves quality of service.

- (c) Providers working in isolation risk not receiving the benefits of peer review and coaching supervision necessary to ensure their services are of the highest quality and that their own issues are not interfering in the coaching relationship.

All providers of coaching services should be able to provide information for their coaches on avenues for ongoing professional development, and both peer and one-on-one coaching supervision, so as to enable their coaches to maintain the quality of their coaching, to learn from experience and to also develop their coaching practice on an ongoing basis.

11.8 THE COACH-COACHEE WORKING ALLIANCE

11.8.1 Coach matching process

The working alliance must be developed and maintained.

As discussed in the previous chapter, the quality of the coach-coachee relationship is a significant success factor for coaching. It is in the provider and purchaser's best interests to invest time in ensuring a good working alliance is achieved and maintained between coach and coachee. In doing so, it is important to ensure:

- (a) Sufficient rapport exists between coach and coachee for a relationship of trust to be built.
- (b) There is consent for the process by the coachee.
- (c) The coachee is given a reasonable degree of choice to select the coach they wish to work with (understands the importance of both support and challenge in effective coaching).
- (d) Where coaching is part of a wider program or project, it is located strategically within this context.
- (e) The relevant stakeholders are informed and appropriately engaged.

The matching process can give rise to tensions.

The coach matching process is not without tension particularly when the need to refer is at odds with the commercial imperatives, of generating income/revenue. Likewise, distribution of work within companies can be difficult as the perceived best match is balanced by a desire to distribute workload equitably.

Similarly organizations and coachees must balance the selection of coaches based on skills, abilities, rapport and 'chemistry'.

Coachees often meet to multiple coachees to identify a preferred fit.

Nevertheless, the quality of the working relationship between coach and coachee remains critically important. It is common practice for a coachee to meet more than one coach before selecting who they want to work with. This approach is typically driven by organizations that would like to provide a range of coaches for consideration by coachees and to empower them with the selection decision.

A strong working relationship yields faster results.

Practice and research suggests a motivated and committed coachee matched with an appropriately skilled coach will gain from the coaching experience. (Tooth et al., 2008; Wales, 2003). Where trust is quickly established, more is achieved sooner. A trusting and open working relationship also facilitates the development of case conceptualisation and goals (Hubble et al., 1999).

11.8.2 Changing coaches

Checking the strength of the working relationship early is useful.

Once a match is in place, providers and stakeholders need to support the relationship. Nevertheless from time to time there may be a need for a coachee and coach match to change during the coaching assignment. Providers and organization stakeholders need to check in early and throughout the coaching assignment to ensure the relationship is developing and working.

Changing coach and coachee matches should be done quickly, and for the right reasons.

When a change of coach has been prompted by a coachee; providers and organization representatives also need to be assured that there is a valid reason for the request and it is not a result of the coaching reaching a point of challenge or discomfort. Coaching evaluations with coachees frequently attest to significant benefits flowing from some of the more challenging parts of assignments as these are often points of growth and change for the individual. Some reasons to change coaches include:

- (a) The coach becoming unavailable.
- (b) An irreparable breach of trust.
- (c) Irreconcilable breakdown in the relationship.
- (d) Both parties concurring that a change will enhance outcomes for the assignment.

Once it is determined that a change is required, providers and organizations should respond quickly, enabling the coachee to maximize the benefit of working with another coach.

11.9 DELIVERY, REPORTING AND EVALUATION

Provider organizations can navigate between coach and other stakeholders.

Proactive client relationship management is an essential part of the provider's role in managing the delivery, evaluation and reporting processes for coaching. The provider often needs to navigate the intersection between the coach, coachee and other stakeholders. They are frequently best placed to ensure business as well as individual outcomes are clear before the assignment commences and importantly to keep all parties abreast of changes as the assignment progresses.

11.9.1 Reporting

Reporting processes are important to consider.

Communication during coaching assignments is important and should not be neglected. Concerns about confidentiality should not hinder effective communication and reporting between providers and purchasers. As outlined earlier, clear boundaries around confidentiality and the expectation of different parties must be established prior to the coaching assignment/project commencing. The following principles may be useful to consider in managing the reporting process:

Conversations and notes should remain confidential.

- (a) Conversations between the coachee and the coach are confidential (with exceptions of harm to self/others or illegal acts).
- (b) Changes in behaviour observed by others are in the public domain and can be reported.

Publicly observable behaviours can be discussed.

- (c) Clarity regarding the purpose and status of notes taken by the coach are important. Coaches may take private notes intended only for their own purposes e.g. for self-supervision.
- (d) Coaches may contract with the coachee to take notes that are shared e.g. for the benefit of the assignment. These may be taken during coaching or recorded and shared after a session.

All stakeholders should understand the limits and purpose of feedback.

In each case it is important to establish the purpose and status of the notes with relevant stakeholders. The purpose of feedback and who will have access to feedback data must be determined at the outset of the coaching assignment

Coachees should be empowered to manage their own communication. Coachees can be coached to share information that needs sharing or reporting. This is particularly useful when it empowers the coachee to deal with issues. The coachee may give the coach permission to share certain information but this should only occur when there is good reason why the coachee cannot share it themselves.

Power differences between stakeholders should be considered. Power differentials exist within the workplace (as an example, between sponsor—manager and coachee—subordinate) and care must be taken that this does not comprise the integrity of the reporting process.

11.9.2 Monitoring the coaching process

Providers are responsible for monitoring the effectiveness of their methods. Providers are responsible for monitoring the coaching process and suggesting changes and adjustments as required. Coaching is by its nature a flexible and robust activity and this is one of the reasons why it is in demand by busy executives. Models on their own do not deliver outcomes, nor do warm relationships. Seldom will there be only one right process or model and the skill for providers is to oversee progress and to ensure coaches draw on a wide array of tools and techniques to support the achievement sought by the coachee (Dagley, 2010). Section 5 gives more details on coach competencies.

11.10 ACCOUNT AND PROJECT MANAGEMENT

Communication and project management are important in service provision. Coaching providers should have in place account and project management structures that enable them to work as effective partners with the organizations they support. For larger providers this may include a team of account and project management specialists responsible for these functions. For smaller organizations and sole-traders, the coach may undertake a dual role of account/project management in addition to their coaching responsibilities.

Good communication facilitates context understanding. Regardless of the level of support infrastructure possessed by a coaching provider, purchasers should have nominated point/s of contact with the provider for the escalation of account or project related issues. Successful providers value the relationships that are formed during interactions with organization representatives both for commercial reasons (the prospect of more coaching assignments) and also for their own professional development (development of a greater understanding of the organization as the context of their coaching).

The role of lead coach. For coaching projects involving more than one coachee, providers will frequently assign one coach to the role of Lead Coach. The role of this coach may vary from one provider to another, but is commonly focused on disseminating information between the organization and the coaching team, and vice versa. This may include (with due regard to confidentiality) reporting common areas of focus for the coaching, high level progress and outcomes during the coaching project.

In this way, the role of the Lead Coach provides a mechanism during the coaching project to monitor progress and respond to issues as they arise, for example a coach/coachee relationship that is not developing effectively or a coachee who repeatedly cancels their coaching sessions.

Lead coaches may provide consolidated feedback to the organization and supervision to coaches.

The consolidated feedback provided by coaches working on a project through the Lead Coach is valuable feedback to the organization and important input into the evaluation and reporting process at the completion of the coaching. It seeks to balance the organization's desire to monitor the progress made by coachees and obtain feedback on the effectiveness of the coaching project, while respecting the need for the confidentiality.

Some providers extend the role of the Lead Coach to also provide supervision and support to coaches assigned to the project as a way of ensuring the ongoing quality of the coaching provided.

11.11 REFERRAL FEES AND WRITTEN ENDORSEMENTS

Practices regarding fees for referral vary across the industry. This reflects the differing backgrounds of many coaches. This Handbook takes the position that in order to ensure that the coachee's needs are kept paramount in the referral process, referral fees, finder's fees or other payments should not be sought or made.

Seeking written endorsements from clients should be done with due care to the impact it might have on any ongoing coaching relationship. Similarly the coach should be aware of the impact of their own endorsement. Any conflict of interest should be made explicit.

SECTION 12 CONCLUSION AND AFTERWORD

This handbook has sought to articulate the current state of the organisational coaching industry, with something of a bias toward the emerging best thinking and practice in the industry. In this way this guideline is intended to be both aspirational and accessible to the major stakeholders in the coaching industry. This is a daunting task, and one which, by its nature is always incomplete.

Many people have selflessly contributed to the formation of this guideline. Among those who should be particularly mentioned is Ann Whyte, who initiated the project and chaired the committee tasked with creating this document. Ann invented the process we used and also wrote the substantial part of the Section 11.

In addition to Ann, the members of the Writing working group should also be singled out. Angela Wright and Julie-Anne Tooth drafted Section 9 on ethics and the significant comparison of ethical codes in Appendix B. Cheryl Newell who worked tirelessly and with great grace managing documents and maintaining communications among the many people involved in this project. Errol Benvie also deserves mention for his facilitation of chapter brainstorming sessions and general good counsel. Finally, the chair of the purchaser's subcommittee, Sera Nelson, deserves mention for her work in bringing together the Section 10 provided by the purchasers of coaching.

The contribution of these people and all who have provided, and will provide, their feedback and insights is significant and important. A document such as this cannot speak for one group of stakeholders alone. The voice and needs of all stakeholders must resonate here if this guideline is to have wide applicability.

Their contribution is also important because coaching is an important and growing form of creating change in the world. We live in a world that is in sore need of people who can facilitate the discovery of practical solutions to complex and often intractable problems. Coaching is a methodology that is able to span multiple ways of knowing and multiple knowledge bases. Its youth as an intervention means it is still learning from widely diverse sources.

Paradoxically, it is the learner's stance rather than the expert's stance which makes coaching so suited to the complex problems we face. The stance of a learner is one of *not knowing* (rather than ignorance). It is a place of curiosity and exploration that enables the emergence of new and unexpected solutions.

As Einstein so famously said, 'a problem cannot be solved with the same level of thinking that created it'. As we continue the journey of discovery may we maintain the learner's mind –for in this is our best hope and contribution.

Prof. Michael Cavanagh PhD.

Principle author

APPENDIX A
COACHING IN ORGANIZATIONS—SURVEY OF COACHES
(Informative)

A1 INTRODUCTION

A1.1 Background

A survey was conducted under the auspices of Working Party MB-009-06 established by Standards Australia's HR Committee MB-009. The purpose of the survey of coaches was to collect up to date and previously unknown data about coaches. It complements a survey conducted about the purchasers of coaching.

A1.2 Data collection

An online questionnaire was distributed through Melbourne Business School to participating organisations, including membership organisations and providers of coaching services. The purpose of the survey was to inform the work on the Guideline, specifically in exploring the diverse range of coach academic backgrounds and qualifications, theoretical approaches, use of psychological instruments, processes, practice, and so on.

This report outlines the results of the survey and is organised with reference to the questions included in the survey.

Special thanks go to Doug Mackie, Anne Whyte and Michael Cavanagh who designed the questionnaire, and to Malcolm Dunn who set up the process via Melbourne Business School and to Zoe Crowder who administered the survey.

A2 OVERVIEW

229 coaches responded to the survey, distributed through Melbourne Business School to various coaching organisations. Respondents had an average 6 years experience of formal external coaching.

The survey reflected the diversity of the sample population. Respondents practiced many different forms of coaching, including executive coaching, leadership, developmental, performance coaching etc. ... with a small number of life and health coaches. 84% of coaches surveyed had corporate experience themselves.

Some of the most interesting findings included:

- (a) 91% of respondents had a university degree of some sort, with 51% having a master's degree or PhD.
- (b) 9% of coaches had a master's degree in coaching or were studying for one, but the vast majority (84%) had some other form of certificate, often a short course or in-house training program.
- (c) The most popular theoretical underpinnings included adult learning, solution focussed, positive psychology and behavioural/cognitive behavioural theory.
- (d) Variability of coaching structures, including frequency and duration of sessions with most sessions being between 60 and 90 minutes and on average held every 2.5 weeks.
- (e) Diagnostic tools were widely used with Personality, Strengths and Leadership ones being the most common.
- (f) The most frequently used evaluation measures were 'coachee satisfaction' and 'coachee behaviour' which were used 'frequently or always' by 89% of respondents.

- (g) 45% of respondents engage in peer review and 44% undergo regular supervision.

A3 METHODOLOGY

An online questionnaire was distributed to organisations providing input to the Standards Working Party, including organising bodies and providers of coaching services. Participating organisations included:

- (a) Australian Human Resources Institute (AHRI).
- (b) Australian Institute of Training and Development (AITD).
- (c) Australian Psychological Society (APS) Special Interest of Coaching Psychologists.
- (d) The International Coach Federation (ICF).
- (e) University of Sydney Coaching and Mentoring Association.

Participating providers of coaching services included:

- (i) Melbourne Business School.
- (ii) Stephenson Mansell Group.
- (iii) The Australian and New Zealand Coaching Institute.
- (iv) The Institute of Executive Coaches.
- (v) Whyte & Coaches.

The survey was sent to coaches who were members of these organisations. 229 coaches responded. This is currently the largest Australian survey of this type.

A4 TYPE OF COACHING

Respondents were presented with 8 types of coaching and asked how often they delivered each type (see Figure A1). No definitions were provided to respondents for these types of coaching. Hence, respondents' definitions of these types of coaching in are not necessarily consistent with the definitions stated in the Standards Australia guideline on organisational coaching. Indeed, it is likely that a range of understandings are represented here. The percentage of respondents delivering each type of coaching 'very frequently' or 'always' was:

- (a) Leadership coaching 87%.
- (b) Developmental coaching 81%.
- (c) Executive coaching 80%.
- (d) Performance coaching 65%.
- (e) Skills coaching 43%.
- (f) Career coaching 42%.
- (g) Team coaching 41%.
- (h) Remedial coaching 13%.

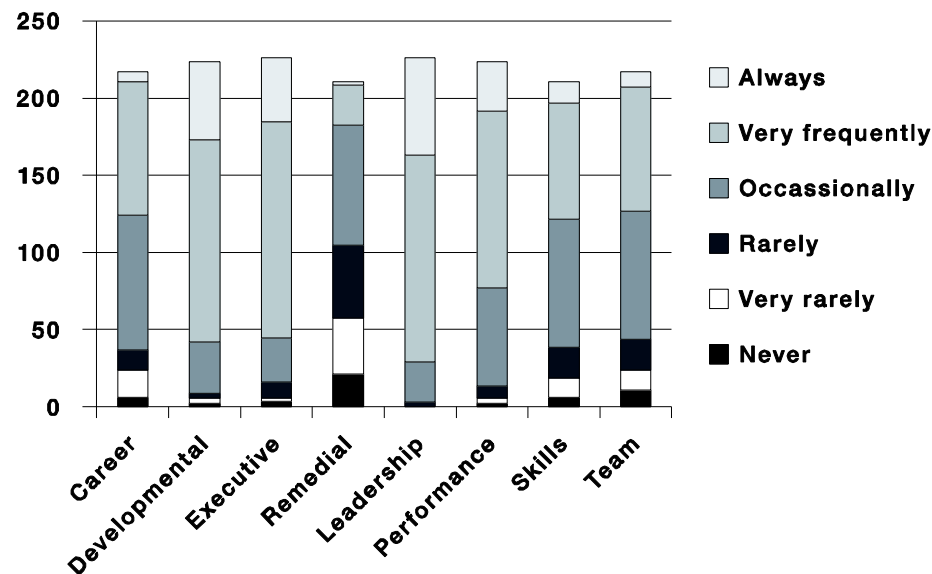


FIGURE A1 TYPES OF COACHING
(NO. OF RESPONDENTS BY CATEGORY)

When asked what other forms of coaching they delivered, most popular responses were:

- (i) Life coaching..... 11 responses.
- (ii) Transition coaching..... 5 responses.
- (iii) Health..... 4 responses.
- (iv) Spiritual/spirituality 4 responses.
- (v) Group coaching..... 3 responses.

A5 ACADEMIC QUALIFICATIONS

Of the 219 people who responded to this question:

- (a) 9% didn't have a university awarded degree.
- (b) 40% reported a bachelor's degree as their highest qualification.
- (c) 44% reported a master's degree as their highest qualification.
- (d) 7% had a doctorate (see Figure A2).

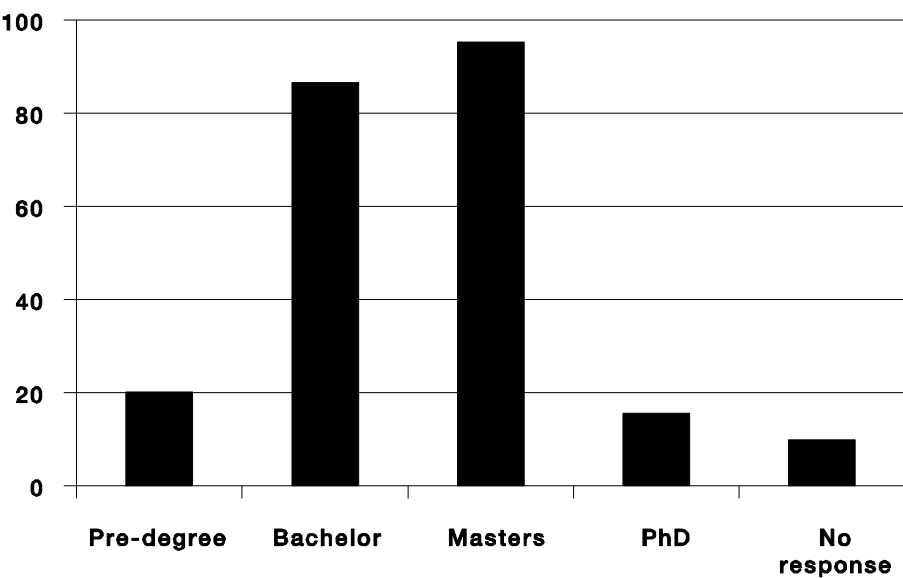


FIGURE A2 ACADEMIC QUALIFICATIONS
(NO. OF RESPONDENTS BY CATEGORY)

A6 COACHING QUALIFICATIONS

Of the 197 people who responded to this question:

- (a) 6% had a master’s degree in coaching.
- (b) 3% were studying for a master’s degree in coaching.
- (c) 6% said they have no coaching qualifications.
- (d) 84% said they had some form of coaching qualification other than a master’s degree (see Figure A3).

More than 40 organisations were cited as providers of some form of coaching accreditation, including universities, training providers and in-house accreditation schemes. Qualifications cited ranged from coaching specific qualifications, psychology, neuroscience, psychometric tool accreditation, counselling/psychotherapy and sport. Of the 167 who said they had some other form of coaching qualification, the most popular were:

- (i) ICF qualified32 respondents.
- (ii) IEC qualified17 respondents.
- (iii) Coach U qualified16 respondents.
- (iv) Short course programs at a university 9 respondents.
- (v) Certificate IV in life or business coaching 7 respondents.

The percentage of respondents volunteering they were ICF qualified in this Section of the questionnaire is significantly lower than in response to questions on membership of professional associations (13% vs. 38%). This may indicating that not all ICF members complete the ICF qualification process or that some forms of coaching qualifications may be under reported. Some recipients answered this question in quite general terms, making interpretation of this data difficult.

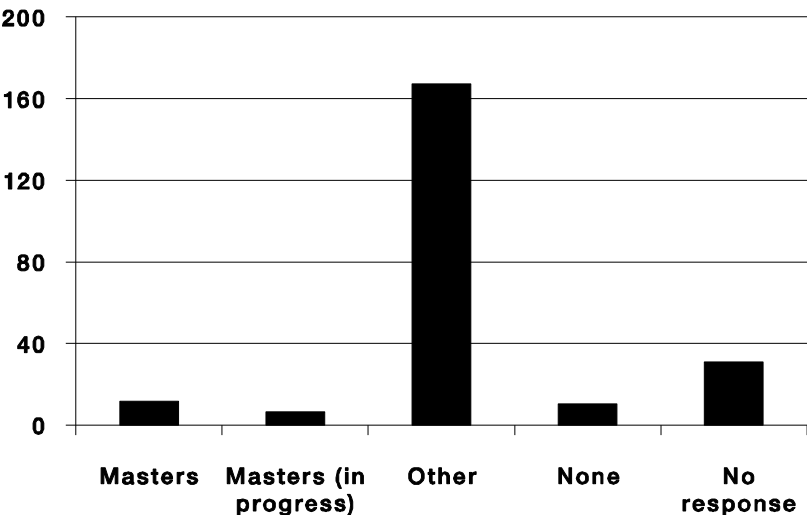


FIGURE A3 COACHING QUALIFICATIONS
(NO. OF RESPONDENTS BY CATEGORY)

A7 MANAGEMENT EXPERIENCE

Respondents were asked to indicate the years of management experience. Of the 221 people who responded to this question:

- (a) 17% cited experience as CEO or Managing Director.
- (b) 19% cited experience as a ‘Director’.
- (c) 20% cited experience as a ‘Senior Level Leader’.
- (d) 22% cited experience as a ‘Mid-Level Leader’.
- (e) 6% cited experience as a ‘Front Line Leader’.

Some responses were hard to categorise in terms of level of management. For example, those replying ‘Director’ may have meant a Board level position, others a job elsewhere in the organisation (e.g. Director of Training). 8% of respondents replied simply ‘manager’ or ‘executive’. For the purposes of scoring:

- (i) ‘Team Leader’ responses were categorised as ‘Front Line Leader’.
- (ii) ‘Senior manager’ responses were categorised as ‘Mid-Level Leader’.
- (iii) ‘Senior executive’ responses were categorised as ‘Senior Level Leader’.

In addition, no account was taken of the size of organisation. Therefore the analysis should be regarded only as an approximation of respondents’ management experience, and the above points should be noted when interpreting Figure A4.

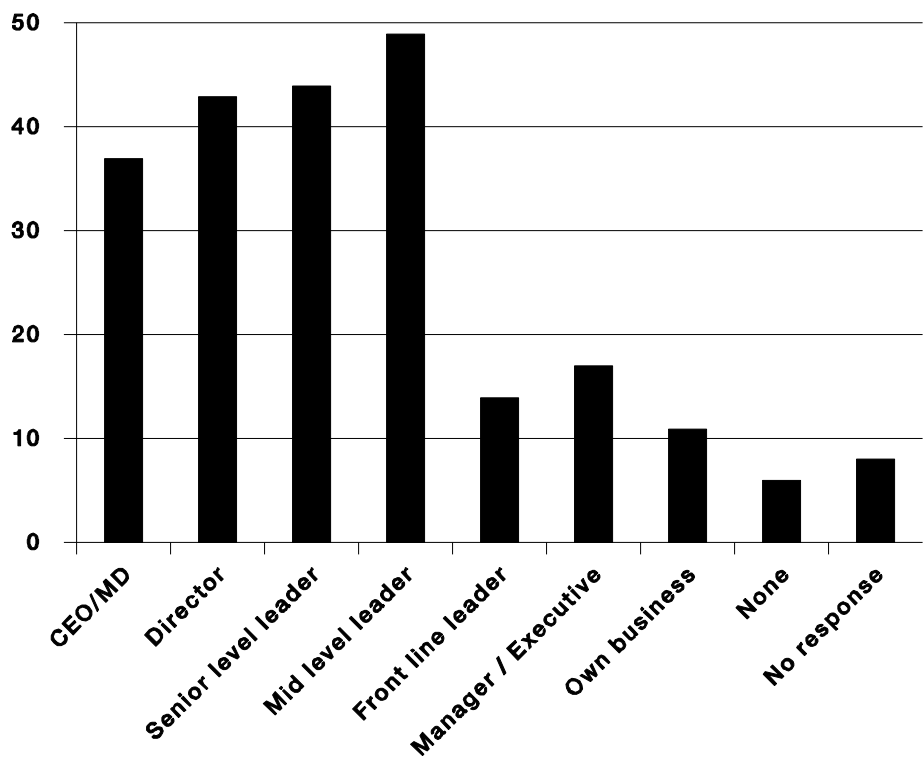


FIGURE A4 MANAGEMENT EXPERIENCE
(NO. OF RESPONDENTS BY CATEGORY)

A8 COACHING EXPERIENCE

Respondents were asked how many years experience they had coaching:

- (a) Informally, for example as a manager within an organisation.
- (b) Formally, in a role within an organisation.
- (c) Providing external coaching services (see Figure A5).

Results showed that:

- (i) The majority of respondents had significant informal coaching experience. Of the 205 people who responded to this question, the average was 13 years.
- (ii) Respondents had significantly less experience in a formal coaching role within an organisation. Of the 210 people who responded to this question, the average was 3 years.
- (iii) Of the 228 people who responded to the question, average experience as a coach providing external coaching services was 6 years, with 25% having 0–2 years experience, 27% 3–5 years experience and 32% 6–10 years experience. 16% had 11 years experience or more.

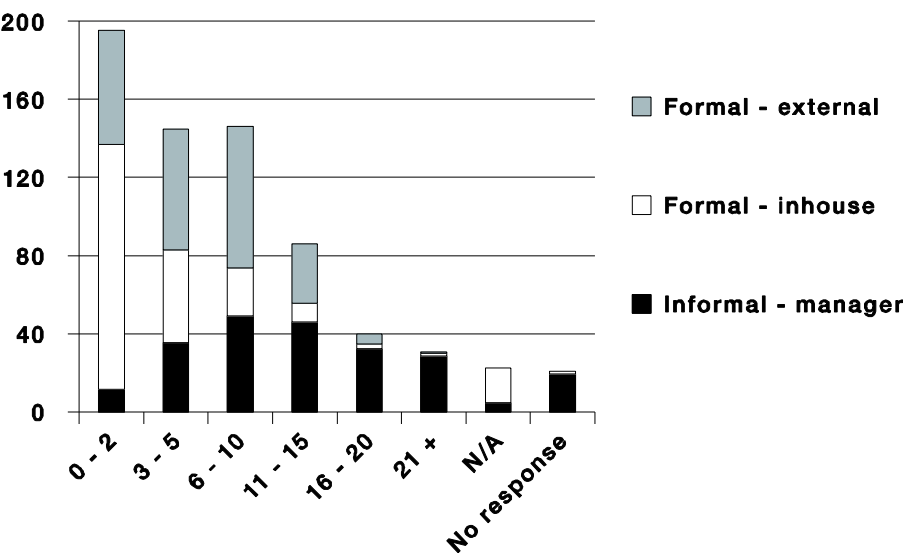


FIGURE A5 COACHING EXPERIENCE
(NO. RESPONDENTS BY years EXPERIENCE)

A9 THEORETICAL UNDERPINNINGS

Respondents were asked how often they used specific theories. The most popular theories, as measured by the percentage of respondents who said they used the theory ‘very frequently’ or ‘always’ were:

- (a) Adult learning 76%.
- (b) Solutions focussed 76%.
- (c) Positive psychology 73%.
- (d) Behavioural theory 66%.
- (e) Cognitive behavioural 60%.
- (f) Appreciative inquiry 57%.
- (g) Systems theory 47%.

When respondents were invited to list other theories they used, the most popular were:

- (i) Acceptance and commitment therapy (ACT) 8 respondents.
- (ii) Transactional analysis 8 respondents.
- (iii) Mindfulness 7 respondents.
- (iv) Emotional intelligence 5 respondents.
- (v) Integral 5 respondents.
- (vi) Rogerian therapy 5 respondents.

Once again, no definition of these theories were provided to respondents. This survey should not be taken to imply a common understanding of these approaches or fidelity in their use.

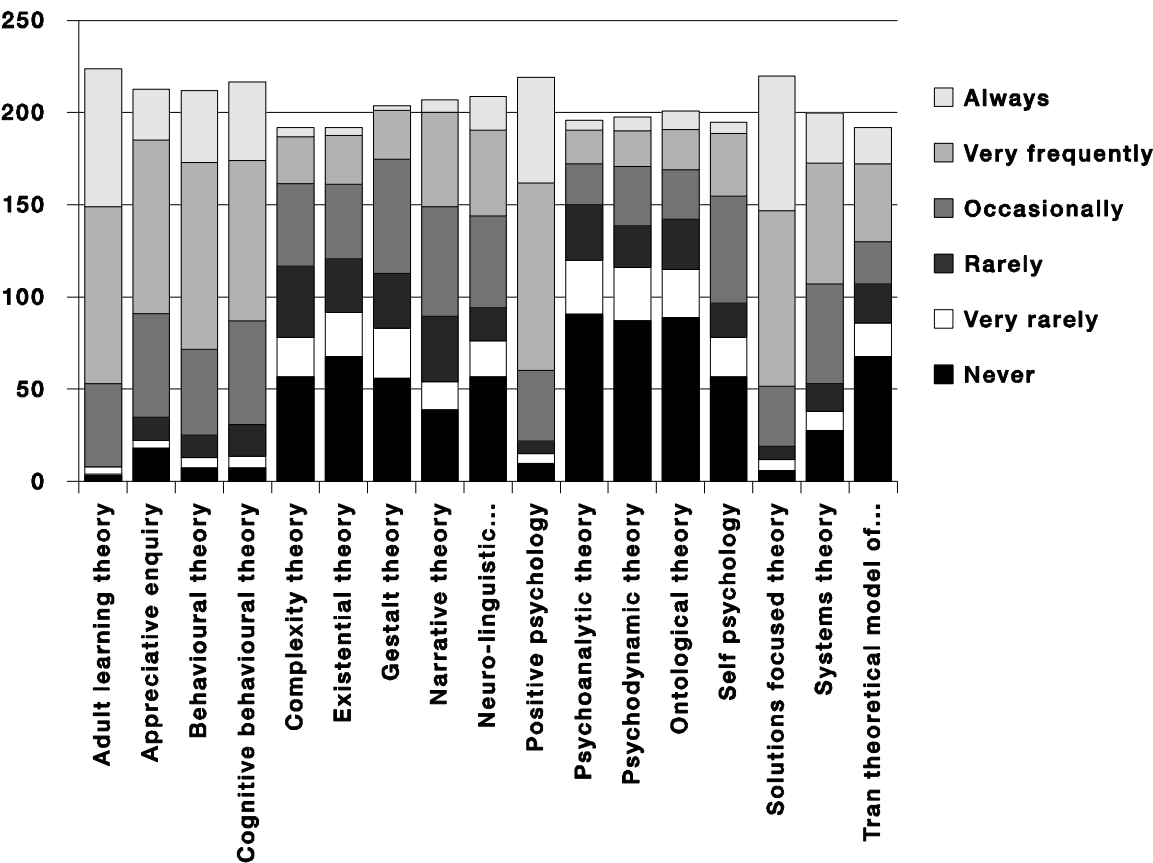


FIGURE A6 THEORETICAL UNDERPINNINGS
(NO. RESPONDENTS BY CATEGORY)

A10 STRUCTURING COACHING SESSIONS

Respondents were asked for how long their typical coaching session lasted. There was considerable diversity of response (see Figure A7). 4% of respondents reported that sessions typically lasted 45 minutes or less, and 7% indicated their sessions lasted for 105 minutes or more. The overall reported average was 77 minutes. No cross-correlations were conducted to test for any correlation between type of coaching or theoretical approach and session duration, or between session duration and frequency of sessions or length of assignment.

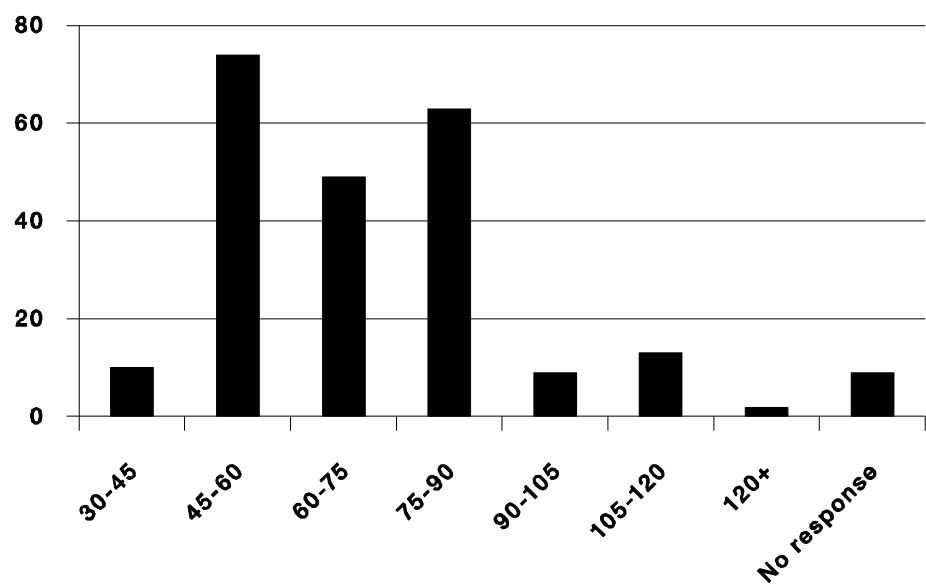


FIGURE A7 LENGTH OF A COACHING SESSION (MINUTES)

Respondents were asked how often they conducted sessions (see Figure A8). Again answers revealed a diversity of approach, with the average reported being every 2.5 weeks. 7% of respondents didn’t specify how often they conducted sessions, but described only their diversity of practice.

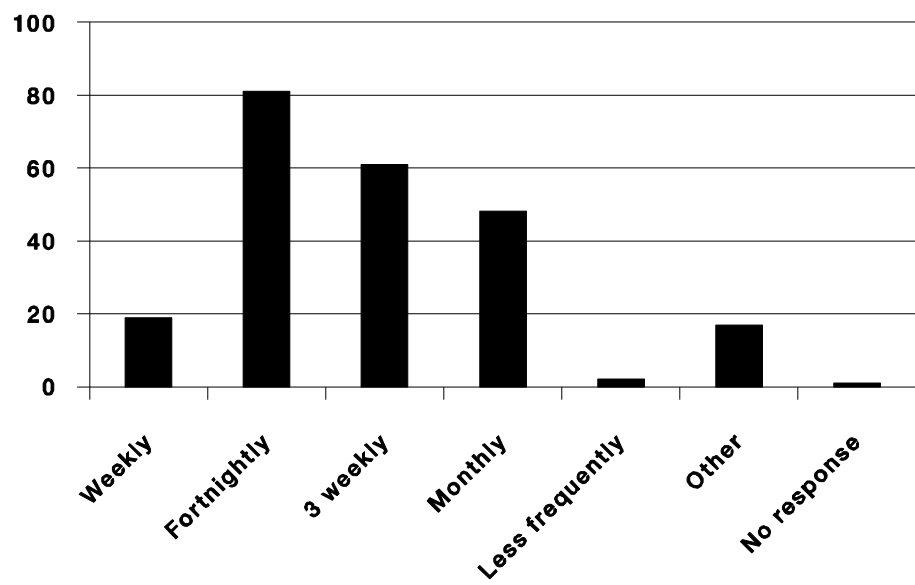


FIGURE A8 FREQUENCY OF SESSIONS

A11 ASSESSMENT AND DIAGNOSTICS

Respondents were asked how often they used categories of assessment tools and diagnostics (see Figure A9). The most popular types of tools, as measured by the percentage of respondents who said they used the theory ‘very frequently’ or ‘always’ were:

- (a) Personality (e.g. Hogan, MBTI, etc.) 34%.
- (b) Strengths (e.g. VIA, Gallup, etc.) 29%.

- (c) Leadership (e.g. MLQ, LSI, etc.)..... 28%.
- (d) EQ (e.g. Bar-On, Genos, etc.)..... 16%.
- (e) Culture (e.g. ODQ, Engagement, etc.)..... 14%.
- (f) Goal measures (e.g. GAS, GCOS, etc.)..... 12%.

Many coaches said that they often worked with the client’s choice of instrument.

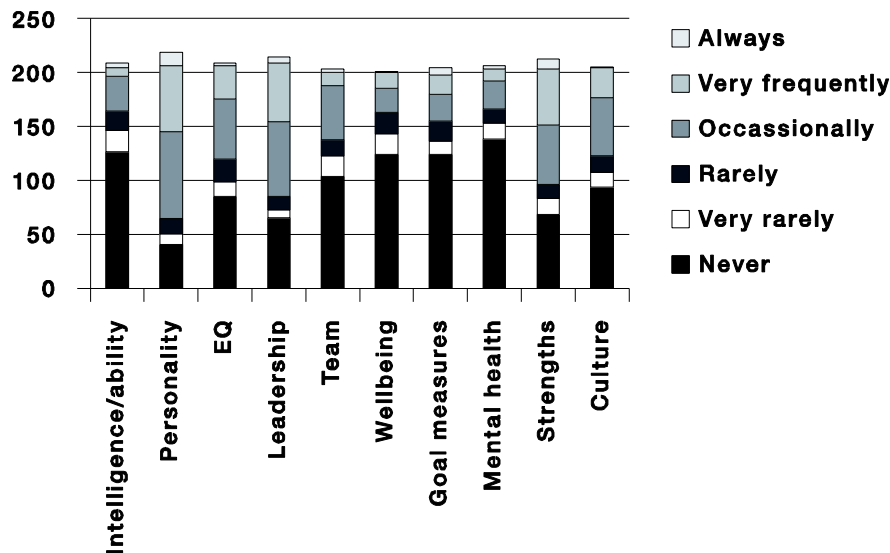


FIGURE A9 ASSESSMENT AND DIAGNOSTICS
(NO. OF RESPONDENTS BY CATEGORY)

A12 MEASURING COACHING OUTCOMES

Respondents were asked how they measured coaching outcomes with reference to four pre-defined categories—Satisfaction, behavioural change, others perceptions and organisational outcomes (see Figure A10). As measured by the percentage of respondents who said they used the method ‘very frequently’ or ‘always’, these ranked:

- (a) Coachee satisfaction..... 89%.
- (b) Coachee behaviour..... 89%.
- (c) Team/colleague perceptions 54%.
- (d) Organisational results/KPIs 54%.

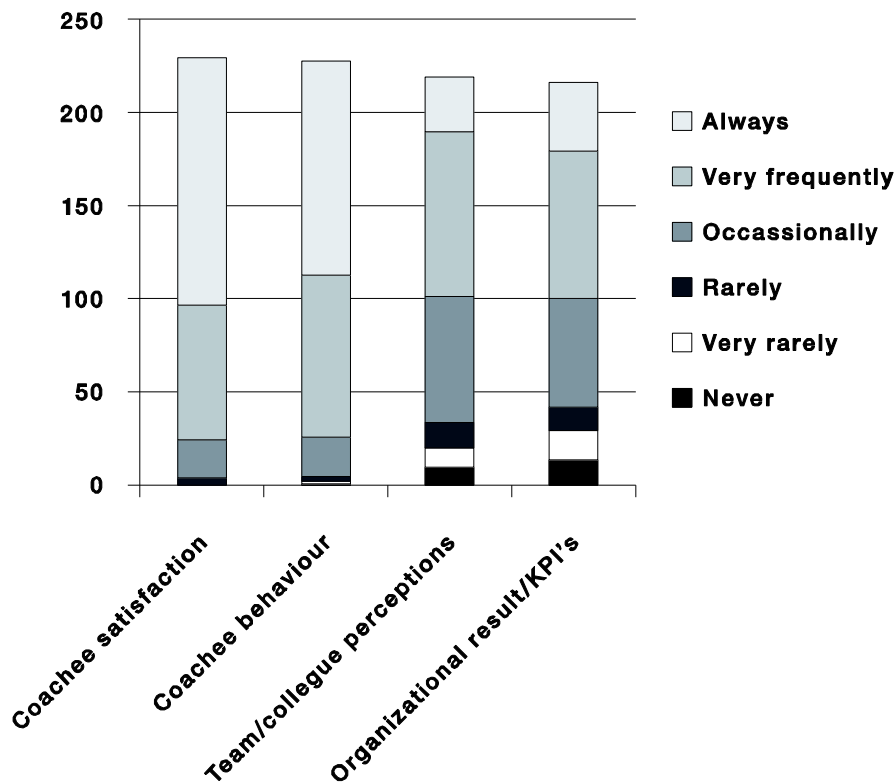


FIGURE A10 MEASURING COACHING OUTCOMES
(NO. OF RESPONDENTS BY CATEGORY)

A13 PROFESSIONAL DEVELOPMENT

Respondents were asked to what extent they engaged in seven forms of professional development, (see Figure A11). As measured by the percentage of respondents who said they engaged in these forms ‘very frequently’ or ‘always’, these ranked:

- (a) Self reflection after a session..... 95%.
- (b) Reading coaching books and journals 83%.
- (c) Seminars and conferences 57%.
- (d) Short courses and workshops..... 54%.
- (e) Peer review..... 45%.
- (f) Formal supervision..... 44%.
- (g) Formal academic courses..... 35%.

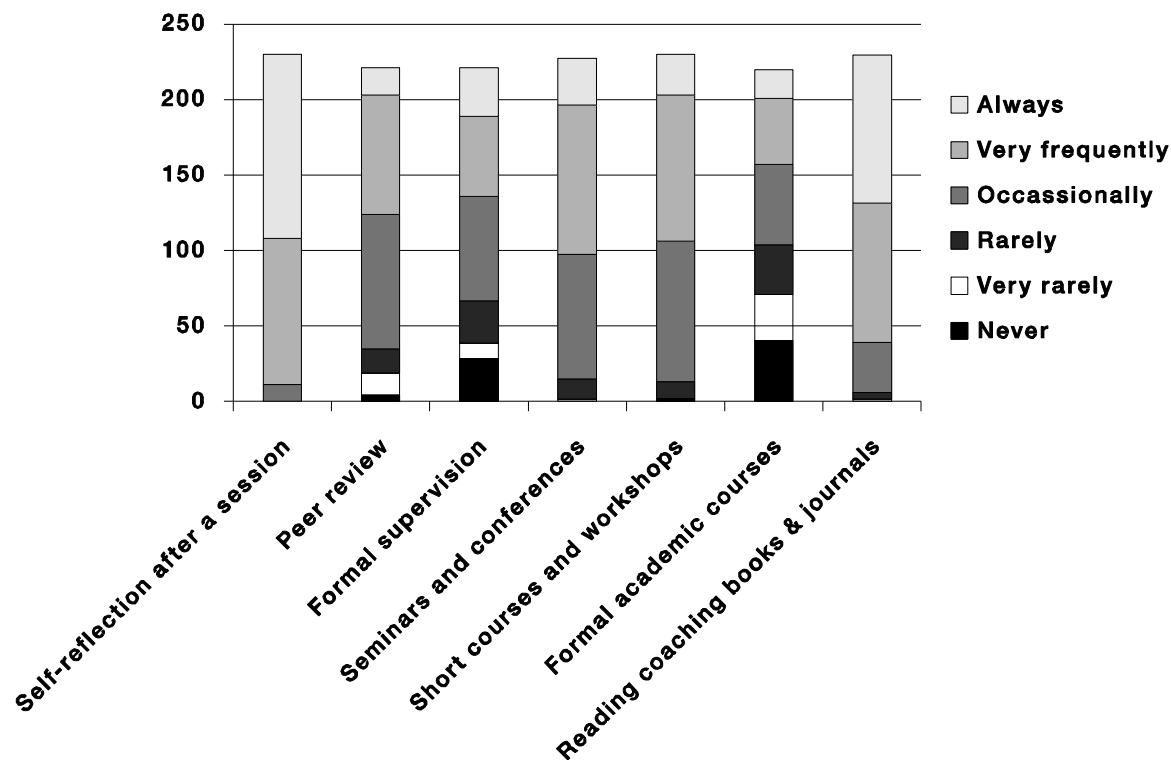


FIGURE A11 FORMS OF PROFESSIONAL DEVELOPMENT
(NO. OF RESPONDENTS BY CATEGORY)

Respondents were also asked how many hours of professional development they undergo every year. The average number of hours reported was 134 hours pa (or 17 days pa). However, answers to this question suggested that:

- (i) Different respondents used different definitions of professional development. Some included activities such as the work itself, lecturing, research etc. while others used much tighter definitions.
- (ii) Some respondents counted coaching specific professional development only, while others included professional development in related areas (e.g. general psychology).

The average number of hours was very sensitive to the number of respondents undergoing intensive training (e.g. Masters Degree).

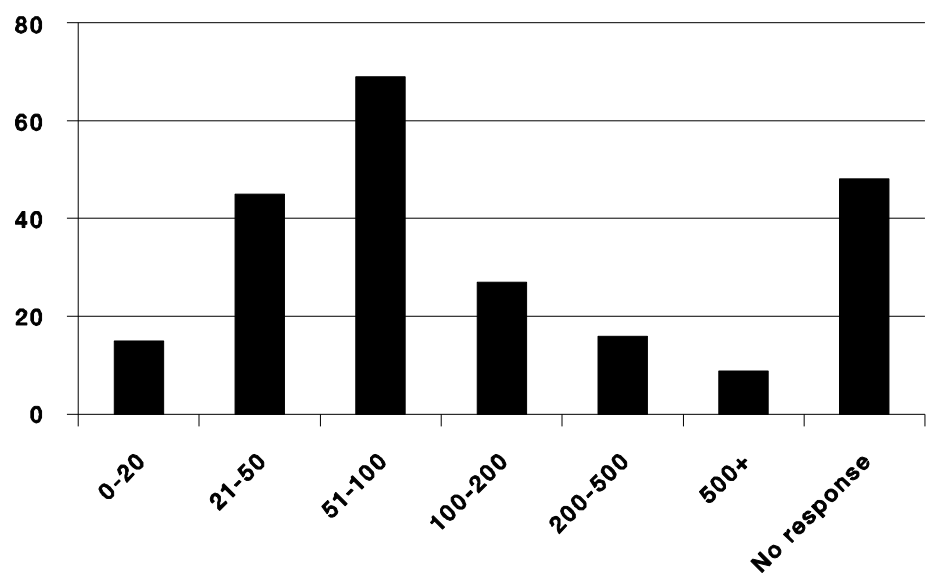


FIGURE A12 HOURS OF PROFESSIONAL DEVELOPMENT PA
(NO. OF RESPONDENTS BY TIME BAND)

A14 PROFESSIONAL ASSOCIATIONS

Respondents were asked which professional associations they were members of, with reference to six specific associations. Of the 197 people who responded to this question:

- (a) 38% said they were members of the ICF.
- (b) 21% said they were members of the APS/IGCP.
- (c) 13% said they were members of AHRI.

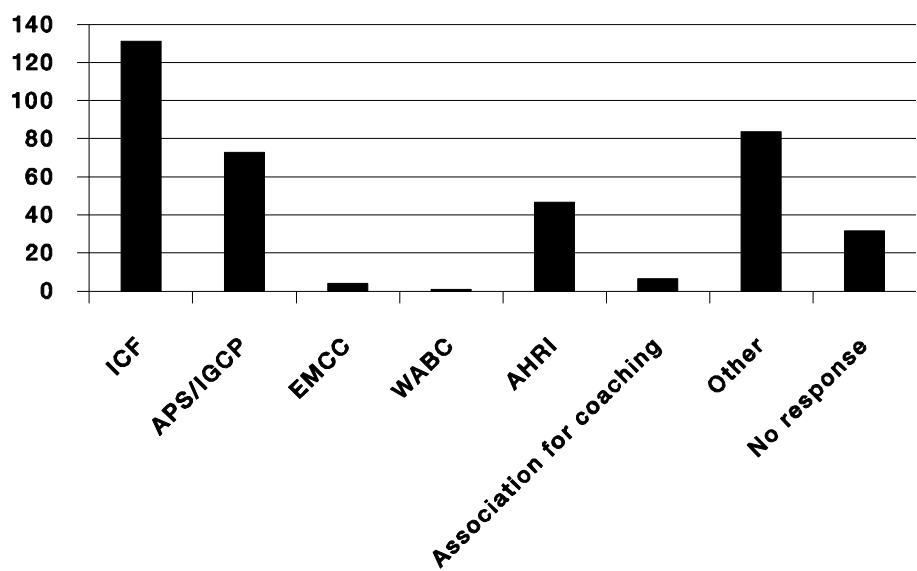


FIGURE A13 PROFESSIONAL ASSOCIATIONS
(NO. OF RESPONDENTS BY CATEGORY)

In the other category, the following organisations were mentioned:

- (i) Australian Institute of Company Directors (AICD)..... 10 responses.

- (ii) Australian Institute of Management (AIM)8 responses.
- (iii) International Positive Psychology Association (IPPA).....8 responses.
- (iv) The Australian and New Zealand Coaching Institute (ANZI)6 responses.
- (v) Career Development Association of Australia (CDAA)6 responses.
- (vi) Meta-Coach Foundation (MCF)5 responses.
- (vii) University of Sydney Coaching and Mentoring Association (USCMA)5 responses.

APPENDIX B

SUMMARY OF ETHICAL CODES RELEVANT TO COACHING

(Informative)

Disclaimer: Please note that this is a draft document only, the accuracy of which is currently being confirmed. Any amendments will be notified as soon as possible.

It should also be noted that the table represents one interpretation of the relevant Codes. We welcome comments as to whether this interpretation reflects the intentions of the authors when drafting the Codes.

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Definition of Client								
	Yes, client is the person receiving coaching	Not specified	Yes, differentiates between client (individual receiving coaching) and sponsor (company, institution or body funding the coaching)	Not specifically defined, parties to a Psychological Service -includes organization and sponsor	Yes, Client denotes anyone using the services of a coach/mentor Recognises that there are circumstances where there may be two clients, the individual being coached and the commissioning organization Sponsor is used to differentiate the latter	Yes, differentiates between Client (the person(s) being coached) and sponsor (the entity (including representatives) paying for and/or arranging coaching services to be provided	Not specified	The identified purpose of business coaching is described as addressing 'the client's development for the purpose of achieving business outcomes rather than achieving personal or career goals'; this may imply that the individual being coached is the client. However, reference to the purpose being to achieve business outcomes may also imply that the sponsoring organizations are also deemed clients.

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Coaching Agreement required								
	Not specified, however, responsible for ensuring that clients are fully informed of the coaching contract, terms and conditions prior to the initial session—therefore likely implied	Not specified	Establish a clear contract with the client and sponsor identifies items to be included	Not specified, likely implied	Not specified , likely implied	Will have clear agreements or contracts Specifies that a professional coaching relationship exists when coaching includes a business agreement or contract that defines the responsibilities of each party In all cases, coaching engagement contracts or agreements should clearly establish the rights, roles, and responsibilities for both the client and sponsor if they are not the same persons	Should provide coaches with a contract, which sets out clearly the terms and conditions of coaching prior to commencement; including the conditions under which the coaching services may be terminated, the client's right to withdraw at any time from the receipt of coaching services and , the costs and methods of payment for the provision of coaching services	Not specified, however, reference to coaching service agreements—likely to imply requirement.

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Integrity								
	All claims made should be honest, accurate and consistent with maintaining the coaching professions' good standing	Expected to: 1) enhance good name of profession and to promote importance of HR in the workplace, the business community and broader society; 2) lead others by modelling competent and ethical behaviour, by fostering ethical work environment and fulfilling professional role selflessly; 3) be honest, objective and truthful in their words, actions and representations and will not knowingly mislead employer, employee or clients; and 4) act with integrity and trustworthiness and will not promote own self interest to undermine their objectivity, accuracy,	Emphasizes: 1) autonomy (to help individuals and companies make their own decisions and move towards increasing self-authority); 2) fidelity (be faithful to contracts, relationships and promises made); 3) beneficence (to do what benefits the wellbeing of all); 4) non-maleficence (to avoid whatever might harm others); 5) justice (to maintain fairness); and 6) caring for self	Exercise their power appropriately and honour the position of trust. Including, but not limited to: 1) reputable behaviour; 2) honest communication –correcting misrepresentation-ions made by or about them in their professional capacity; 3) advertising material must not contain any statement which is false, fraudulent, misleading or deceptive or likely to mislead or deceive	Ensure that any claim of professional competence, qualifications and accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.	Aspire to conduct themselves in a manner that reflects positively upon the coaching profession; are respectful of different approaches to coaching; and recognise that they are also bound by applicable laws and regulations. Will not knowingly make any public statement that is untrue or misleading about what they offer as a coach, or make any false claims in any written documents relating to the coaching profession or their credentials or the ICF. Will accurately identify coaching qualifications, expertise, experience, certifications and ICF credentials. Will not knowingly mislead or make false claims about what their client or sponsor will receive from the coaching process or from them as a	Require a personal commitment and life -long learning to: practice ethically; encourage ethical behaviour; and consult with others concerning ethical issues. Represent themselves and their profession accurately and honestly, show clarity and professional integrity, show fairness in interactions with all persons. Provide fair and accurate representation of themselves (e.g. professional competence, knowledge, skill, training, education and experience). Promote the reputation of SCP and coaching psychology as a profession. Ensure that advertisements of their services are free of ambiguity and misleading statements.	Maintaining the highest ethical standards with clients, fellow members and WABC. Standards are founded on advancing the best interests of the client, the emerging profession of business coaching, the Association and the general public. Maintaining the highest ethical standards in the publicity and marketing of services, including offering only those services in which one has appropriate expertise or training. Business coaching establishes an atmosphere of trust, respect, safety, challenge and accountability to motivate both the coach and the client. In turn, this requires that the business coach conduct an ethical and competent practice, based on appropriate

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
		independence and behaviour.				<p>coach.</p> <p>Will not give prospective client or sponsors information or advice known or believed to be misleading or false.</p> <p>Will honour all agreements or contracts made in the context of professional coaching relationships.</p> <p>Will carefully explain and strive to ensure that, prior to or at the initial meeting, clients and sponsors understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and other terms of the coaching agreement or contract</p>		professional experience and business knowledge and an understanding of individual and organizational change.

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Act in accordance with the Law and Legislative Requirements (also covered by other provisions)								
	<p>Required to keep informed of any statutory of legal requirements that may affect their work.</p> <p>In relation to records, attention must be given to the coachee's rights under any current legislation e.g. Data Protection Act.</p>	<p>Will not act unlawfully or advise in a way that would knowingly countenance, encourage or assist unlawful conduct by their employer, employees of clients.</p>	<p>Always observe and comply with any U.K. or E.U. requirements or those governing the geographic area in which they work.</p>	<p>Respect and act in accordance with the laws of the jurisdictions in which they practice.</p>	<p>Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.</p>	<p>Recognize that they are bound by applicable laws and regulations.</p> <p>Will recognise and honour the efforts and contributions of others and not misrepresent them as own understands that violating this standard may leave them subject to legal remedy by a third party.</p> <p>Will honour ethical and legal obligations.</p>	<p>Give consideration to their obligations to the legislation and the provisions of the Code.</p>	<p>Act in accordance with law etc.</p> <p>Not specified</p>

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Consequences of Breach								
	Not specified	Not specified	Investigation by APECS under its Complaints Procedure.	Review in accordance with the Rules and Procedures of the Ethics Committee and Ethics Appeal Committee.	A client or sponsor should first raise the matter and seek resolution with the member. Either party can ask EMCC to assist in the process of achieving resolution. If the client or sponsor remains unsatisfied they are entitled to make a formal complaint according to the Complaints and Disciplinary Procedure.	If Code breached the ICF in its sole discretion may hold the coach accountable. Such accountability may include sanctions, such as loss of ICF membership and/or ICF credentials.	Resolve complaints, grievances and disputes with good faith and goodwill through fair and reasonable communication. If issues are unresolved, parties may seek advice from the SCP Council.	By virtue of their membership in WABC, all member coaches have agreed to abide by the Safe Harbor Conciliation and Adjudication Process. The Safe Harbor Process may be triggered if there is concern related to the WABC Code and the concern involves WABC, a member coach or a client of a member coach. Two stage process: 1) Consultation; and 2) Adjudication. Ultimate sanctions include, formal apologies, mandatory training, sharing of benefits and/or punitive actions (e.g., withdrawal of membership or credentialing, measures affecting WABC or its President and CEO).
Complimented by relevant Guidelines								
				Yes				

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Management of Multiple Relationships (also see conflicts of interest)								
	Required to consider the impact of any dual relationships they may hold with regards to their clients and/or any supporting organizations.			Definition of multiple relationships and guide to issues such as limits of confidentiality.			<p>Multiple roles occur when a coaching psychologist is in a professional role with a coachee and at the same time is in another role with the same coachee.</p> <p>Clarify role and the extent of confidentiality and thereafter as changes occur.</p> <p>Be aware of the issues of multiple relationships and professional boundaries which may lead to real or perceived conflicts of interest.</p> <p>Consider the impact of any dual/multiple relationships they may hold with regards to coachees upon the coaching outcome and the wellbeing of all the parties concerned.</p>	

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Definition of Coaching or Service								
	No specified	Not specified	No specific definition—however, required to ensure a sound understanding of expectations, where there are inappropriate expectations, explain limitations and uses.	No specific definition in Code but would seem to be included in the definition of Psychological Service.	Not specified, recognises that there will be many types of coaching/mentoring taking place and these will need to be defined when more detailed standards are produced.	Specifies that a Professional Coaching Relationship exists when coaching includes a business agreement or contract that defines the responsibilities of each party.	Not specified	Definition specifically of Business Coaching Business coaching addresses the client's development for the purpose of achieving business outcomes rather than achieving personal or career goals.
Consequences of lack of awareness of ethical standard								
	Not specified	Not specified	Not specified	Not itself a defence to an allegation of unethical conduct	Not specified	Not specified	Not specified	Consequences of lack of awareness Not specified
Respect for the rights of others								
	Must be sensitive to issues of culture, religion, gender and race. Must act in a manner that does not bring the profession of coaching into disrepute.	Will foster equal opportunity and non-discrimination and seek to establish and maintain fair, reasonable and equitable standards of treatment of individuals by their employer and by all employees in the organization, through their own behaviour and through the policies and practices of their employer. Will contribute to and encourage the learning and development of	Demonstrate: Respect for individuals and organizations, awareness of and sensitivity to difference, and concern for fairness and justice at all levels of work.	Engage in conduct which promotes equity and the protection of people's human rights, legal rights and moral rights. Respect the dignity of all people and all peoples. Recognise the importance of people's privacy and confidentiality, and physical and personal integrity, and recognise the power psychologists have over people as psychologists. Have high regard for diversity and	Acknowledges the dignity of all humanity. Will conduct themselves in a way which respects diversity and promotes equal opportunities. Demonstrate respect for a variety of different approaches to coaching and mentoring and other individuals in the profession	(see Integrity) Will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact. Will not become sexually intimate with any current clients or sponsors	Respect the rights and dignity of all human beings independent (but not exclusively) of their age, gender, disability, race, religion/belief, and sexual orientation. Use coaching methods and styles that are sensitive to coachees' individual and cultural differences. Give due regards to the psychological and physical wellbeing of the coaches.	(see Integrity) Avoiding all conduct that amounts to sexual, racial or other forms of discrimination, harassment or inappropriate relations with clients or their colleagues or superiors. Maintaining the highest ethical standards in relationships with business coaching colleagues at WABC and elsewhere, and respecting their professional

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
		employees.		<p>uniqueness of people and the right to linguistically and culturally appropriate services.</p> <p>Right to be treated fairly without discrimination or favouritism.</p> <p>Includes: Justice, Respect, Informed Consent, Privacy etc.</p>				<p>contributions and work.</p> <p>Will only use information about WABC members in an appropriate manner, as authorized by the Association.</p>

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Safeguarding confidentiality of information								
	Required to maintain appropriate records of work with clients, ensuring that any such records are accurate and that reasonable security precautions are taken to protect against third party disclosure.	Will respect the private or proprietary nature of information received in the course of their work.	Maintaining confidentiality of personal information, names and roles of coachees. Maintain commercial confidentiality regarding aspects of the sponsoring organization's business.	Must safeguard information having regard to their legal and organizational requirements, includes: collection; recording; accessing; dissemination; and disposal. Take reasonable steps to protect confidentiality of information after leaving a specific work setting, or ceasing to provide psychological services.	Maintain a level of confidentiality which is appropriate and is agreed at the start of the relationship.	Will maintain the strictest levels of confidentiality with all client and sponsor information. Will have a clear agreement upon how coaching information will be exchanged among coach, client and sponsor.	Respect rights of individuals including the rights to confidentiality, privacy etc. Keep coachee and client information strictly in confidence except as otherwise authorized by the coachee or client, or as required by law. Maintain confidentiality of coachee and client. Clarify role and the extent of confidentiality and thereafter as changes occur. Respect the privacy and confidentiality of coachees.	Maintaining the strictest levels of confidentiality with all client information. Will ensure that coaching service agreements clearly define which information can and cannot be disclosed.

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Disclosure of confidential information								
	(see above)	Will not disclose confidential information without the express consent of those concerned or as provided for by law.	Only disclose information from the coaching context to the sponsor with the specific permission of the client and then only if there are special reasons why this is in the best interest of the client. Disclose to sponsor or competent authority any matter which indicates illegal or illicit action or significant risk to another person or body. Client should be given first opportunity to disclose unless timing indicates that urgent action is needed.	Disclosure only under certain circumstances including, but not limited to: 1) with client consent or person with legal authority to act on behalf of client; 2) where there is a legal obligation to do so; 3) where there is an immediate and specified risk of harm to an identifiable person or persons that can be averted only by disclosing information; and 4) When consulting colleagues or in supervision either disguises client's identity or obtains the client's consent. Clients informed of limits of confidentiality and uses of information	Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.	Will have a clear agreement or contract before releasing information to another person, unless required by law.	Obtain agreement/ informed consent from coachees (or their duly authorized representatives) for disclosure before releasing personal confidential information. Obtain informed consent before using information about coachees for various purposes such as research and/or publication.	In the course of providing coaching services, there will be no unauthorized disclosure of client information (including the client or company name).

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Reasonable requests from clients for client information								
	Required to be frank and willing to respond to client's requests for information about the methods, techniques and ways in which the coaching process will be conducted.			Do not refuse reasonable request having regard to legislative exceptions and organizational requirements.				
Collecting information from associated parties								
				Only with consent of the client or person authorized by law to represent the client.				
Competence								
	<p>Required to recognise professional limitations, that is, whether their experience is appropriate to meet the client's requirements.</p> <p>Where this is not the case, clients should be referred to other appropriate services.</p> <p>Required to be sensitive to the possibility that some clients will require more psychological support than is normally available within the coaching remit.</p>	<p>Maintain highest standards possible in the advice, information and guidance provided to employees, employers and clients.</p> <p>Commit to maintaining and enhancing professional knowledge, skills and competence through CPD.</p>	<p>Properly qualified (see APECS Accreditation Criteria Guidelines)</p> <p>Ensure requirements of coaching contract are within professional ability or make clear to the client and the sponsor where the shortfall may be.</p> <p>Continue to learn and grow in professional knowledge and expertise.</p> <p>Invest in personal development work to enhance their self-awareness and emotional balance.</p>	<p>Bring and maintain appropriate skills, acting within the boundaries of professional competence.</p> <p>This includes:</p> <ol style="list-style-type: none"> 1) working within limits of education, training, supervised experience and appropriate professional experience; and 2) basing service on the established knowledge of the discipline and profession of psychology; 3) adhering to the 	<p>Develop and enhance their level of competence by participating in relevant training.</p> <p>Ensure that their level of experience and knowledge is sufficient to meet the needs of the client.</p> <p>At all times will act within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client to a more experienced coach/mentor, or support the client in seeking the help</p>	<p>Will accurately identify coaching qualifications, expertise, experience, certifications and ICF credentials.</p> <p>Will encourage the client or sponsor to make a change if believe would be better served by another coach or by another resource.</p> <p>Will suggest client seek the services of other professionals when deemed necessary or appropriate.</p>	<p>Required to consider own ethical competence.</p> <p>Recognize the standards and limits of their own professional competence and practice only within those competencies.</p> <p>Continue to develop themselves professionally so that they can perform at the highest possible standards.</p> <p>Apply evidence-based coaching psychology techniques and be able to explain</p>	<p>Making clear to clients what can be reasonably expected of business coaching services, and striving to ensure that clients fully understand the terms of coaching agreements.</p> <p>Will avoid making false claims, giving misleading information or raising false expectations with clients.</p>

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
	Required to monitor the quality of their work and to seek feedback wherever possible from clients and other professionals as appropriate.			Code and Guidelines; 4) complying with the law of the jurisdiction in which they provide services; 5) Ensuring that their emotional, mental and physical state does not impair their ability to provide competent Psychological Service.	of another professional, such as a counsellor, psychotherapist or business/financial advisor. Ensure that any claim of professional competence, qualifications and accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.		them when required. Evaluate outcomes to inform future ethical decision-making. Maintain high standards of competence in coaching and/or supervision. Give due regards to the psychological and physical wellbeing of the coaches. Recognize the limits of knowledge, skill, training, education, and experience	
Supervision requirement								
	Expected to have regular consultative support		Work with an approved supervisor to ensure client safety, review client case work and monitor own wellbeing and effectiveness. Will choose a form of supervision and supervisor that best fits learning needs further guidelines provided. Supervisor will agree an annual development plan that will be part of the supervisor's report.	Maintain professional competence; seek supervision or consultation as required.	Maintain a relationship with a suitably qualified supervisor, who will regularly assess competence and assess development.	Not specified	Seek appropriate consultation and supervision as part of their CPD.	Not specified

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Monitoring of professional functioning								
	<p>Required to recognise personal limitations, with respect to maintaining own good health and fitness to practice. Should this not be the case, coaches are required to withdraw from practice until such time as they are in good health and fit to resume.</p> <p>Clients should be offered appropriate, alternative support during any such period.</p>		<p>Required to look after oneself physically, emotionally, mentally, and motivationally so that clients and organizations receive the best service possible.</p>	<p>Ensuring that their emotional, mental and physical state does not impair their ability to provide competent Psychological Service.</p> <p>Taking appropriate measures to address the problem including whether to limit, suspend or terminate the provision of psychological services.</p>	<p>Ensure that capability is sufficient to enable them to operate according to the Code and any standards that may subsequently be produced.</p>	<p>Will, at all times, strive to recognise personal issues that may impair, conflict, or interfere with coaching performance or professional coaching relationships.</p> <p>Whenever the facts or circumstances necessitate, will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate coaching relationships.</p>	<p>Seek professional help when they become aware of their or their peer's own personal or health related problems that may impair their coaching practice; and refrain from practice when their professional competence is seriously impaired.</p> <p>Monitor own personal and professional lifestyles in order to maintain optimum coaching performance.</p>	

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Record keeping								
	Required to maintain appropriate records of work with clients, ensuring that any such records are accurate and that reasonable security precautions are taken to protect against third party disclosure. Attention must be given to the coachee's rights under any current legislation e.g. Data Protection Act.	Not specified	Ensure the safekeeping of all related records and data connected with the coaching contract and its delivery.	Make and keep adequate records. Records to be kept for a period of seven years since the last contact with the client unless legal or their organizational requirements specify otherwise. Do not refuse reasonable request to amend inaccurate information subject to legislation and organizational rules to which they are subject.	Not specified	Will maintain, store, and dispose of any records created during coaching business in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements.	Comply with requests by coaches who are withdrawing from services that any records by which they might be personally identified be destroyed. Keep appropriate records of coaching practice for a reasonable period of time.	Not specified

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Professional responsibility								
			<p>Be faithful to contracts, relationships and promises made.</p> <p>To do what benefits the wellbeing of all.</p> <p>To avoid whatever might harm others.</p>	<p>Must provide services in a professional manner. Including:</p> <ol style="list-style-type: none"> 1) act with care and skill expected of a competent psychologist; 2) take responsibility for the foreseeable consequence of their conduct; 3) take reasonable steps to prevent harm; 4) provide service only for period when those services are necessary to the client; 5) take reasonable steps to ensure that services and products are used appropriately and responsibly; 6) be aware of and take steps to establish and maintain proper boundaries; 7) review contractual arrangements where circumstances change. 	<p>Primary responsibility to provide the best possible service to the client and to act in such a way as to cause no harm to the client or sponsor.</p>		<p>Aim to benefit their coachees and take care to do no harm under any circumstances.</p> <p>Give due regards (and ensure) the psychological and physical wellbeing of the coachees.</p> <p>Should be aware of professional responsibilities to coachees, stakeholders, the society, the general public, and to the profession of coaching psychology.</p> <p>Should accept responsibility for behaviour, to uphold professional standards of conduct, clarify professional roles and obligations.</p>	<p>Fully accept that the fundamental principle of our emerging profession is to do no harm and to promote and protect human dignity and diversity.</p>

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Services requested by third party								
				Explain nature of relationship, role, uses of information, limits to confidentiality and financial arrangements.				
Guidelines for delegation of professional tasks								
				Yes				
Guidelines for collaborating with other professionals, accepting clients of other professionals and suspension of services								
				Yes			Provide reasonable collaboration with other professionals when there is evidence that the coachee would benefit from the referral to alternative and appropriate sources of intervention.	
Guidelines for the termination of services								
	Must respect client's right to terminate at any point during the coaching process.			Yes, including when confronted with evidence of a problem or a situation with which they are not competent to deal, or when a client is not benefiting.		Will respect client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract.	Should terminate the contract when there is evidence that the coachees are unlikely to derive benefit from coaching.	

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Guidelines on the conflicting demands of an organization which violate Code								
				Yes, including: 1) clarification of the nature of the conflict; 2) informing all parties of ethical responsibilities; 3) seeking constructive resolution upholding the Code; and 4) consulting a senior psychologist				
Guidelines on psychological assessment								
				Yes				
Guidelines on conducting research								
				Yes		Yes		

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Guidelines on conflict of interest								
		Will not promote own self interest to undermine their objectivity, accuracy, independence and behaviour.	Not use his/her position of influence to take advantage of the client. Will always act in the client's and sponsor's best interests.	Yes, including: 1) multiple relationships; 2) consultation of a senior psychologist; 3) declaring vested interests - including arrangements which would adversely influence the services provided and that psychologists must not receive or give remuneration for referring clients to, or accepting clients from, other professionals for professional services	Be aware of conflicts of interest of either a commercial or emotional nature and deal with them quickly and effectively to ensure that there is no detriment to the client or the sponsor. Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. Ensure that coaching/mentoring relationship is only as long as is necessary for the client sponsor	Will seek to avoid conflicts of interest, and potential conflicts of interest and openly disclose any such conflicts. Will offer to remove self when such a conflict arises.	Be aware of the issues of multiple relationships and professional boundaries which may lead to real or perceived conflicts of interest. Declare any possible conflicts of interests in pursuing duties.	Offering and performing services in the interests of the client. Will not engage in conduct that may compromise the client interests with a view to obtaining other contracts from third parties, including parties that may be compensating for services.
Guidelines on authorship								
				Yes				

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Communication of Code to clients								
			Code, ethical guidelines and complaints procedure must be formally brought to the attention of the individual client and the sponsoring organization.	Not specified	Will make the sponsoring organization and the individual client aware, at the contracting stage, of the existence of the Code.			
Openness								
			Demonstrate openness to new knowledge, competencies; and attitudes that further the quality of their work.					
Context and systems thinking								
			Demonstrate: 1) the importance of context in work; 2) commitment to establishing high quality and high level healthy relationships with individuals and organizations; and 3) insights into the impact of their behaviour on others		Understand and ensure that the relationship reflects the context within which it is taking place. Ensure that expectations of the client and sponsor are understood and that they themselves understand how those expectations are to be met.		Aware of the complexity of the coaching relationship and observe their professional boundary. Ensure that the coaching relationship reflects the appropriate context within which the coaching is taking place.	

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Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
CPD								
	Should aim to undertake a minimum of 30 hours of CPD in the theory and practice of coaching on an annual basis.	Commit themselves to maintaining and enhancing professional knowledge, skills and competence through CPD.	Continue to learn and grow in professional knowledge and expertise. Invest in personal development work to enhance their self-awareness and emotional balance. Committed to own learning and development and take steps to ensure up to date with current thinking and knowledge, to be reviewed in supervision.	Not specified	Develop and enhance their level of competence by participating in relevant training and appropriate CPD.	Not specified	Value and maintain CPD. Continue to develop themselves professionally so that they can perform at the highest possible standards. Seek appropriate consultation and supervision as part of their CPD.	Not specified
Professional Indemnity Insurance								
	Required to have current Professional Liability insurance.		Will have Professional Liability insurance of at least 1m (pounds sterling).				Have appropriate Professional Indemnity Insurance for the coaching practice in which they are engaged.	Not specified

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Referral requirements								
	<p>Required to recognise professional limitations, that is, whether their experience is appropriate to meet the client's requirements.</p> <p>Where this is not the case, client's should be referred to other appropriate services.</p> <p>Required to be sensitive to the possibility that some clients will require more psychological support than is normally available within the coaching remit.</p> <p>In these cases, referral should be made to the appropriate source of care.</p>	Not specified	Not specified	Not specified	<p>At all times will act within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.</p>	<p>Will encourage the client or sponsor to make a change if believe would be better served by another coach or by another resource.</p> <p>Will suggest client seek the services of other professionals when deemed necessary or appropriate.</p> <p>Will be alert to the indicators that the client is no longer benefiting from the coaching relationship.</p>	<p>Provide reasonable collaboration with other professionals when there is evidence that the coachee would benefit from the referral to alternative and appropriate sources of intervention.</p>	Not specified

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Acknowledging the contribution of others								
					Never represents the work and views of others as their own.	Will recognise and honour the efforts and contributions of others and not misrepresent them as own. Understands that violating this standard may leave them subject to legal remedy by a third party.	Provide due acknowledgement to the contributions from others who collaborated on work.	
Ongoing obligations								
				Take reasonable steps to protect confidentiality of information after ceasing to provide psychological services.	Understand that professional responsibilities continue beyond the termination of any relationship including: confidentiality; exploitation; provision of any follow up; and safe and secure maintenance of all related records and data.			

Organization Ethical Principle	AC	AHRI	APECS	APS	EMCC	ICF	SCP	WABC
Disclaimer								
							<p>Code is not intended to be a basis of civil or legal liability.</p> <p>Whether a member has complied with or violated Code does not itself determine whether the person is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.</p> <p>In the event of a conflict with other Codes to which they are subject, members should form their own opinion as to the most appropriate Code and practice to follow.</p>	
Public Liability and Employer's Liability Insurance								
				Where necessary will have cover				

APPENDIX C: EXAMPLES OF COACHING PROGRAMMES

This appendix contains three examples of coaching projects undertaken prior to the creation of this guideline. They are included here because they provide a realistic snapshot of how three large organisations used coaching and managed the coaching process. They illustrate part of the diversity and complexity of coaching in organisations.

As particular examples, they are not intended to be taken as exemplars of best practice nor as illustrating the full range of coaching practice. Rather, in an emerging and developing industry their value lies in capturing actual practice at a moment in time.

We thank the organisations involved for their candour in providing the examples here, and for their public contribution to their development of this field.

Case example 1

COACHING IN ENERGYAUSTRALIA—

Disclaimer:

This case example, generously provided by EnergyAustralia, is an illustration of one approach to engaging coaching services. Its inclusion in this handbook is not meant to indicate that the process used by EnergyAustralia is to be preferred. Indeed, procurement processes vary widely in organizations and across the public and private sectors. Rather it is included to give one practical example of engaging organizational coaching in practice. The reader is reminded that there are many other ways of sourcing, assessing and engaging coaches.

C1 BACKGROUND

In April 2009, EnergyAustralia received approval from the Australian Energy Regulator (AER) for a record investment to renew and upgrade our electricity network—some four times larger than the previous regulatory period. At the same time, the business anticipates the possible departure of a number of employees in 2011 and 2012 due to our aging workforce. The need for a talent program is driven by these business issues and guided by our succession plan.

Four objectives were set up front to clarify what success would look like for the talented leaders and EnergyAustralia, and to allow objective evaluation at the end of the program:

- (a) To identify high performance and high potential employees and objectively assess their individual leadership capability to provide targeted development opportunities.
- (b) Have more than 70% of participants on Talent Program promoted after 3 years on the program.
- (c) To increase percentage of High Criticality Roles with ‘ready now’ successors to more than 75% by 2012.
- (d) Talent program participants complete more than 90% of their annual personal development objectives.

Seventy-seven talented leaders were nominated by their Executive General Manager. After an intensive communication process regarding the benefits and demands of the program, 57 chose to apply. They completed a formal application and 360 feedback survey. Based on this information and Executive input, 39 were selected for the Talent Program.

These 39 went on to explore their potential using a range of tools prior to attending a two day residential. The residential outlined the key models underlying the program ‘The Leadership Pipeline’ (Charan, Drotter and Noel, 2001) and the ‘70:20:10 model’ (Jennings, Duntroon Associates, 2006). These models were chosen as EnergyAustralia needed to develop talented leaders at a range of levels and due to business pressures, development needed to be primarily on the job.

The practical application of these models resulted in each talented leader being asked to work to an individual development plan template over the course of their year on the Talent Program. As well as support from their direct manager, information gathered from the selection and exploration tools and access to a Talent Hub (with forums, Harvard content and internal resources), there were two key sources of assistance to assist them to determine the best areas to focus on. These were an internal mentor from EnergyAustralia’s Executive Team and an external coach.

The inclusion of a coach was considered critical for the success of the talented leaders. It allowed feedback, support and an external perspective to be tailored to the individual on the job. It also allowed the talented leaders to be supported while they enhance set organizational behaviours (enshrined in the development plan template): open feedback, delegation and coaching. We

required 9 meetings of 1.5 hours over the course of the year with an ‘annual leave’ month to be agreed between the coach and talented leader, and a break in January. For every third meeting, it was recommended that the direct manager or Executive mentor was included. From a financial perspective, coaching represents more than half of the cost of the Talent Program.

C2 COACHING PROCUREMENT

To ensure we selected the right coaching provider we short listed twelve recommended providers. We then met with each provider to give them a briefing on the talent program, our process thus far and what we were looking for from the successful provider.

We then invited suitable providers to an online tender. Of the ten invited, eight providers downloaded the documents and six applied. We used five criteria to rate the providers with the last two being the key decision-making criteria:

- (a) The plan for managing the project and demonstrated ability to achieve outcomes within a set timeframe and budget (including quarterly project management meetings, issue resolution process, cancellation policy and billing schedule).
- (b) The suitability of the methodology underlying the coaching sessions.
- (c) Demonstrated ability to adhere to the development plan template, models and coaching report template (which were all provided in the request for tender).
- (d) The skills and relevant experience of the key personnel who will deliver the majority of this engagement (leadership experience, relevant industry experience, coaching experience, qualifications and ability to work in various locations were all considered).
- (e) Price (split into Business Unit Leader, Mid-Level Leader and Front Line Leader categories).

We then invited the top three providers to short list interviews to clarify questions and to meet the coaches in person. The coaches were asked two questions ‘what is your coaching style?’ and ‘tell us about a success you achieved recently through your coaching?’ We also completed reference checks for each preferred coach with previous clients which provided another level of insight.

We decided to use a selection of coaches from all three organizations. As a result of this process, and our existing knowledge of the talented leaders, we were able to match the coaches with the talented leaders. We then asked for the coaching organizations to review the matches and confirm they were suitable. We then issued formal ‘recommendations to award contract’ which clarified insurance, pricing, responsibilities and other issues.

C3 COMMENCEMENT, PROJECT MANAGEMENT AND EVALUATION

The coaches had been briefed at a high level during the short list interviews. However, at the start of the coaching program, all coaches and project managers were sent an email reiterating what we were looking for from the sessions, the flexibility within the sessions, the reporting templates to use and the support structures in place.

For the project managers, the following table summarized the deliverables:

Talent Program—Coaching Project Deliverables	Timing—to be completed by:
Delivery of project plan	7 June, 2010
Contact to be made between coaches and talent program participants (by coach initially)	30 June, 2010
Initial coaching sessions completed	31 July, 2010
First coaching report submitted as per the template (continue to submit on third Tuesday of the month until the end of June 2011—excluding January 2011 and ‘annual leave’ month)	17 August, 2010
Quarterly project management meetings (continue to meet on the second last Wednesday of the month each quarter—August 2010,	25 August, 2010

November 2010, February 2011 and May 2011)	
Billing schedule—to be invoiced and paid as agreed.	As agreed
Issue resolution meetings—to be held as required.	As required

The talented leaders had also been introduced to the coaching process through the residential program. After the program they were sent an email with the biography of the coach and informed that the coach would make the first contact within two weeks to initially meet and set up the schedule of meetings.

The program will be evaluated using the monthly coaching reports, the changes in behaviour evidenced in the talented leaders individual development plans, learning journals and 360 feedback survey (which will be conducted again at the conclusion of the program) and the progress against the four objectives.

Case Example 2

COACHING IN SUPPORT OF ORGANIZATIONAL CHANGE

Abstract

This case example traces an evolving coaching intervention that started with concerns by a General Manager about the positioning and structure of her division of and has ended in a successful organizational change that repositions that division within the organization and has restructured it toward a new role and purpose.

It also demonstrates the potential for coaching to be a catalyst, and key support, for the ownership, planning and implementation of organisational change. In addition by investing in the individual and team development of its leaders the Division was able to draw on their knowledge, skills and energy to do the change largely on their own.

Context

The Customer Community Relations Division (CCRD) was formed in 2005 by the merger of two former divisions to drive –

- synergy between customer servicing and external communications and positioning; and
- better alignment between customer service objectives and regulatory outcomes.

A great deal had been achieved by CCRD management toward those objectives by way of a customer service strategy, improved coordination and delivery of programs, some structural reforms, significant efficiency savings and consistently good customer ratings of frontline services.

Still there was perceived cause for concern within the organization, namely–

- CCRD's mandate had become unclear;
- There were organisational rumblings around structure and efficiency of CCRD;
- There were symptoms that the way the CCRD Units worked together could be improved;
- The good customer ratings for customer service achieved by CCRD were not being recognised by the broader organization; and most importantly,
- Customer expectations and the organization's community role were causing the organization to rethink its strategy and CCRD had a major role to channel these.

Coaching the Leader

In 2009, the General Manager of CCRD chose to be coached toward addressing these concerns, rather than the traditional approach of contracting consultants to advise them.

As part of the initial coaching, the coach interviewed the CEO and key peers of the General Manager by way of a verbal review. The feedback from this review identify the key areas that the General Manager needed to address and provided the impetus for her to draft a statement of new directions (CCRD The Way Forward). This consisted of both the emergent divisional goals as well as how the Divisional Leadership Team (DLT) and the whole Division would become a star team. It highlighted the need for both business and cultural improvement.

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The General Manager's coaching goals were developed around her interpretation of what she now needed to do – build influence through strategy, deepen the engagement with her team and develop strategic agility in working on progressive step change.

Having shared the draft with the CEO and her peers, the General Manager then shared it with the DLT. The final part of the verbal review was then undertaken by way of a situational review of all six members of the DLT. Their insights and comments confirmed the former feedback, supported the new directions and provided some valuable insights on what they thought needed to be changed within CCRD. The change agenda had emerged.

Team Coaching

A workshop was then called to discuss the emergent new directions and the results of the situational review. Team dialogue led to the crystallisation and agreement of a new role for the Division – to be a champion of the customer across the whole of the organization. This entrenched the need for the Division and all Unit leaders to be more visible and influential.

The DLT then agreed on initial “rules” to improve how they worked together, as well as the strategic focus areas and actions plans that each member and collectively they had to undertake.

The team set a challenging goal of individually (and in smaller relevant teams) planning and agreeing the changes required for their Units and for the processes between their Units within a two month period. They met that challenge in time. In the meantime the General Manager influenced the CEO and her peers in support of the new directions and changes.

Executive Coaching in Support of Organisational Change

Then in early 2010, the General Manager contracted for the coaching of each Unit Leader of the DLT with the following broad divisional coaching objectives –

- The development of the DLT as a cohesive team;
- To support and enable the new directions; and
- To build the leadership and capabilities of each member of the team.

Each member had their own unique challenges, and developmental aspirations, in responding to the new directions driven. These challenges and aspirations drove each leader's individual coaching goals.

Unit leaders were matched with suitable coaches and where there were major interdependencies/relations between some leaders they often shared the same coach to facilitate the building of relations (from both sides) and the resolution of differences in approach and systems interfaces.

This case example now traces some of these coaching assignments and how they contributed to the organisational change.

Continued on next page

***Team
Development &
Value Adding***

One Unit leader explored with her team how to improve the cohesiveness and effectiveness of her Unit Management Team (UMT) and her Unit as a whole. It led to a change in the nature of UMT meetings (less operational and historic and more strategic), greater emphasis on problem identification and resolution and more discussion of relevant issues outside the Unit. As a consequence the Unit Leader could delegate more and participate more in Divisional and whole-of-SW issues. It also led to an aligned Unit in another Division being transferred to her control.

The Unit Leader was also able to take her team learnings up to, and influence, the DLT in relation to its own teaming through dialogue and discussion.

***Rethinking a
Unit's Purpose
and Influence***

The challenge of CCRD championing the customer in the organisation led another Unit Leader to explore and reposition his own profile and influence within the Executive as a more strategic and change agency role. Subsequently, he expanded on this by linking it to leadership development under the organisation's talent development program.

He also explored the purpose of his Unit with his UMT. This has led to the transfer of one section to another Division and refocusing of the remaining sections. It has also led to a greater facilitatory role across the organization.

***Leadership
Development
and
Behavioural
Change***

Another Unit Leader used her coaching to explore the team rules the DLT had adopted as a template for her own behaviours and interactions with Division peers and as a Unit Leader. It has led to greater awareness generally and improved communications and influence within and outside her Unit and Division.

She used the coaching to explore and develop herself into her new level 3 role – becoming more strategic and less operational, delegating more, working collaboratively across Unit lines and seeking opportunities and taking on responsibility for Divisional and organizational activities.

***Continuing
Reform***

One Unit was already well into a major restructuring and reform of his Unit based on customer segmentation. This Unit Leader used the coaching to build his own skills and to explore taking the restructure to the next two levels within the Unit using a visioning approach while building dialogue and buy-in.

He also explored the implications of this structure on the other Units in CCRD.

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Taking on a New Role

One of the outcomes of the new directions was that online strategy and the coordination of two key IT systems projects became mission critical. A Unit Leader was assigned to these and his coaching has dealt with the challenges of a successful people leader of 100+ people letting go his past style and facing the challenge of leading these major initiatives without any staff and as a change agent/facilitator across all operations.

He linked the changes with future career opportunities so there was a win-win and long-term incentive for his investment in change.

Major Change

The DLT's deliberations around the new directions led to the transfer of a major section from one Unit of CCRD to another Division. This Unit Leader facilitated the transition smoothly and has now set out to restructure his remaining sections on different lines that make sense of the customer process and systems within CCRD and the organization generally. He is working collaboratively with his peers to achieve joint goals.

As part of his coaching this Unit Leader concentrated on improved consultation, communications and building peer relationships. He has also worked successfully on building a collaborative and effective team.

Divisional & Organizational Benefits

The reform of CCRD has been very well received within the organization. The General Manager and Unit Leaders are seen to be working actively across Divisions and influencing the larger agenda. They have become more strategic and they are working collaboratively to rethink and change customer strategy as well as customer-facing systems.

Importantly they have demonstrated that they could individually and together rethink the role and purpose of CCRD and then quickly plan and implement the major changes involved with minimal use of outside management consultants. The coaching was facilitatory by nature and channeled their individual and collective knowledge of CCRD and the organization as a whole, their skills and energy to "do it largely themselves". The ownership was palpable.

Individual Benefits

As importantly, the General Manager and Unit Leaders grew through the process. The coaching gave them a rare chance to reflect on their career, their role and purpose within CCRD and the organization as a whole. That reflection and dialogue between them led to a series of (action learning) projects where they explored and implemented the changes.

They have achieved success way beyond what they might have expected as well as developing new styles, skills and insights for the future.

Case example 3.

CORRECTIVE SERVICES NSW

PURCHASING EXECUTIVE COACHING SERVICES

ABSTRACT

This case example describes the context and processes used in 2007 by Corrective Services NSW (CSNSW) to purchase executive coaching services. After a formal selection process, a panel of three coaches was selected based on a set of pre-determined criteria. These coaches were made available to participants in the Corrective Services Career Development Program (CDP) and the Senior Executive Succession Program (SESP). Coaching is compulsory for SESP participants, but an elective for those in the CDP. Between its members, the coaching panel provides coaching services to 20 - 40 participants each year.

CONTEXT

Corrective Services NSW provides an extensive range of leadership and management development programs for its 7,000 staff through Brush Farm Corrective Services Academy. These programs include two talent development programs called the Career Development Program (CDP), and the Senior Executive Succession Program (SESP). Both these programs use a variety of procedures to assess each participant's leadership development needs against the organisation's Leadership Capabilities Framework. Based on the identified needs, Professional Development Plans are negotiated between each of the participant, their managers, and Academy staff. A wide range of interventions are made available through the Professional Development Plans, including placements in other business streams and organisations, targeted training, academic studies, shadowing, mentoring and coaching.

CRITERIA FOR SELECTION OF COACHES

Qualifications

All three coaches were required to be accredited to an accepted industry standard. The minimum accepted standard was either International Coaching Federation (ICF) accreditation to Associate Certified Coach (ACC) level, a Level 3 Certificate through the Institute of Executive Coaching (IEC), or the Graduate Diploma or Masters Degree in Organisational Coaching (Sydney University). Qualifications considered equivalent to these would also be considered. *[Working committee note: It should be noted that these use of these criteria should not be taken as indicating equivalence between these qualifications.]*

Experience

All coaches required executive coaching experience, providing either in-house or external coaching services. Some of this experience must have been within the public sector.

Personal Qualities

All coaches were required to be able to build rapport, engage with, support and challenge public sector employees working in the corrective services industry. The working environment within CSNSW is hierarchical, authoritarian, disciplined and task oriented. The nature of the business is frequently stressful and personally challenging.

PROCESS OF SELECTION

Initial inquiries of commercial suppliers of coaching services indicated that the funding available (\$1,500 per participant for 7 hours of coaching) was insufficient to be of interest to them. It was therefore decided to seek individual coaches for whom these arrangements were attractive. While

it was acknowledged that the funding was below the commercial agency rate, it was also the case that the timing of delivery of the coaching was somewhat flexible, each of the coaching panel members would have an ongoing number of coaching participants each year, and Corrective Services NSW would provide venues.

A list of possible coaches was prepared from a number of sources, including recommendations from other public sector agencies, recommendations from individual coaches, and names of coaches who had already expressed an interest to provide services to CSNSW. This list was shortened based on the selection criteria, and 6 coaches were interviewed.

The interview assessed each coach's readiness to address the challenges of providing coaching within the corrective services environment. Questions also addressed the coaching style and methods to be used by each coach. Based on the interviews, three coaches were invited to form the panel.

THE COACHING SERVICES TO BE PROVIDED

Each participant is to be provided with a total of 420 minutes of coaching in formats of 60 or 90 minute sessions addressing both business and personal goals. These business goals are set out in the participant's Development Plan and analysis documents developed within the CDP or SESP.

MATCHING COACHES TO PARTICIPANTS

Prior to commencing coaching, CDP participants are provided with a group briefing (or a document setting out the coaching arrangements is emailed, along with the profiles of each of the coaches), to explain the scope and purpose of coaching and to allow them the opportunity to select their coach. During this briefing, each coach is given the opportunity to introduce themselves and explain their coaching style and approach. Typically, each coach also invites one of their past CDP coaching participants to provide a brief testimonial and to answer questions about the process and what was achieved. Generally, this briefing is offered at the start of the first CDP workshop, about a month after the two-day CDP Assessment Centre.

DURATION OF ARRANGEMENTS WITH COACHES

Coaching of CDP participants commences immediately after they are briefed about coaching, introduced to the coaching panel, and select their preferred coach.

Coaching for SESP participants commences immediately following their program commencement briefing. SESP participants are allowed a short period to exercise a choice about which coach they want to work with. If participants do not exercise this choice they may then be allocated to a coach in a manner that ensures approximately equal workloads for each coach. This is to ensure both that the participant has an opportunity to express a preference and that the workload balance between coaches is appropriate.

Coaching sessions are spaced to meet the individual participant's needs, but must be completed within twelve months of the commencement of the coaching.

MODES OF DELIVERY

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. Phone coaching sessions are initiated by the coach with the cost of these calls being met by the coach.

Academy staff facilitates access to region-based CDP participants for face-to-face sessions immediately before or after the compulsory CDP workshops. The CDP Program Coordinator provides panel members with workshop dates in advance. SESP participants do not currently participate in compulsory workshops.

INFORMAL CONTACT BETWEEN PARTICIPANTS AND COACHES

Outside formal coaching sessions, participants are encouraged to contact their coaches by phone or email during the coaching period for brief clarification, but not for general discussion or coaching. These clarification contacts are not included in the 420 minutes of coaching.

SUPPORT FOR COACHING PARTICIPANTS

Coaches who identify participants with emotional needs that fall outside the scope of coaching are required to immediately refer these participants to CSNSW's Employee Assistance Program. Depending on the circumstances, the coach may give this number to the participant or make contact on the participant's behalf.

PAYMENTS TO COACHES

For 420 minutes of coaching, CSNSW pays \$1,500 (inclusive of GST) per participant to the coach. Generally, participants are required to undertake all coaching sessions. If, however, circumstances are such that a participant undertakes less than 420 minutes, payment will be made on a pro rata basis. CSNSW will not pay for more than 420 minutes.

Each coach invoices CSNSW monthly through the Manager, Professional Development Unit, Brush Farm Corrective Services Academy for these services. Each invoice is accompanied by a coaching log for that month showing each coaching participant's name, as well as the date, time and duration of each session. The coaching participant is required to sign the coaching log after each session.

EVALUATION OF COACHING

Coaches are encouraged to undertake informal evaluation of the effectiveness of each coaching session.

At the completion of the coaching assignment, the coach provides a report to the program coordinator that provides advice on the developmental areas addressed during coaching along with the extent to which the participant was able to attain their goals, and any ongoing activities needed to support the changes. An assessment is also made of the level of engagement displayed by the participant during coaching. The coach's report is discussed with, and cleared by the coaching participant prior to it being submitted. This is done to ensure that the confidentiality of the coaching space is protected.

At the completion of the coaching assignment, two other reports are also prepared. One is prepared by the coaching participant and addresses the level of service and support provided by the coach. The other report is prepared by the coaching participant's supervisor and seeks comment on the level of change that has been observed in the coaching participant as a result of coaching.

TERMINATION OF ENGAGEMENT OF A COACH

CSNSW reserves the right to terminate the services of a coach without notice for any reason. If a coach's services are terminated, written advice will be provided by the Program Co-ordinator and any outstanding accounts settled.

APPENDIX D

SAMPLE COACHING CONTRACTS—COMPARISON OF ELEMENTS

(Informative)

Organization	International Coach Federation (ICF)	Association for Coaching (AC)
Contact details	Coach's details, address Client name Referral details	Contract between (Purchaser) and (Provider) Summarizes agreement for services outlined and agreed in the documentation provided by (Coaching Provider) to (Purchaser) and the three-way Objectives Meetings conducted on (Date). Coaching will be provided throughout by (Name). Any change to this will be notified in advance to everyone involved.
Fees and financials	Term of coaching Fees (per month) Client pays in advance Client pays long distance phone charges (if any)	
Timetable	Session dates and times Duration of sessions Number of sessions per month	Sessions of two hours duration every two weeks (or as close as possible). Sessions to be given priority and booked into the diary over the next 3-4 months.
Definition of coaching	Professional-Client relationship that is designed to facilitate the creation/development of personal, professional or business goals and to develop and carry out a strategy/plan for achieving those goals. Comprehensive process that may involve all areas of life, including work, finances, health, relationships, education and recreation.	

Organization	International Coach Federation (ICF)	Association for Coaching (AC)
Client responsibility	<p>Client calls coach at the specified time.</p> <p>Implementing choices and decisions is entirely client's sole responsibility.</p>	<p>Sessions are led by the Client. (Client) motivated and committed to the Coaching process by preparing for each Session with:</p> <ul style="list-style-type: none"> • An idea of Session Objectives. • A debrief of completed tasks and action plans (or obstacles incurred that have prevented completion). <p>(Client) will help the process with a willingness to:</p> <ul style="list-style-type: none"> • Be open-minded. • Challenge self. • Set goals. • Take action. • Be persistent. • Have self-belief. <p>(Client) gives the Coach permission to challenge self-inhibiting attitudes or ways of thinking and behaving.</p> <p>Client takes full responsibility for themselves and any actions they undertake from Coaching.</p>
Coach responsibility		<p>Coach is ready to work with (Client) at the agreed time, be open-minded, congruent, non-judgmental, focused and empathic.</p> <p>(Coach) provides support through effective listening, high quality questioning, assertiveness, constructive challenging and 'nudging' to assist in (Client's) development.</p> <p>The tools of (Coaching methodology) are available throughout the process and will be incorporated when appropriate with the Client's agreement.</p>
Sponsor responsibility		<p>Organization: (Manager/HR) is committed to supporting Client throughout the Coaching process within the boundaries of confidentiality.</p> <p>Collective feedback will be considered and acted upon in the best interests of all involved where possible and as appropriate.</p>
Coaching objectives		<p>Final three-way Objective Meetings between (Coach), (Client) and (Organization—HR or Manager) clarified:</p> <ul style="list-style-type: none"> • Coaching aims and objectives (include details). • Confidentiality. • Review meetings. • Timetable. • Cancellation. • Preparation and commitment.

Organization	International Coach Federation (ICF)	Association for Coaching (AC)
Dispute resolution		
Termination of contract		
Cancellation policy		72 hours notice required to cancel an appointment otherwise the full agreed rate is payable.
Confidentiality	<p>All information is confidential unless client states otherwise in writing or as required by law.</p> <p>Certain topics may be anonymously and hypothetically shared with other coaching professionals for training or consultation purposes.</p>	<p>To support openness and honesty and to build trust, confidentiality will be maintained between (Coach) and (Client).</p> <p>Any aspect of Coaching which (Coach) believes to be important for the (Client) to share outside the Coaching session will be highlighted as the Manager's responsibility. (Coach) is available for facilitation of such discussions if appropriate.</p> <p>Coach will only share agreed information with (Organization), or as required by law.</p>
Ethical guidelines		AC Code of Ethics
Boundaries and mental health	<p>Coaching does not involve the diagnosis or treatment of mental disorders as defined by the American Psychiatric Association or a substitute for any of these interventions.</p> <p>If receiving therapy or treatment for mental health issues, clients must have consulted with their mental health care provider regarding coaching before proceeding.</p> <p>Coaching is not a substitute for advice by other professional e.g. legal, medical, financial, business, spiritual. Client will seek independent professional guidance on these types of matters.</p>	If issues arise that should be handled by a health. Professional, (Coach) will advise that they should be attended to by an appropriate professional.
Supporting documentation		<p>Following documentation has been received and acknowledged:</p> <ul style="list-style-type: none"> • Agreement for services. • Client information sheet. • Client details form. • Ac code of ethics. • Quality questionnaire. • Coach's profile. • Client briefing and individual objectives.

Organization	International Coach Federation (ICF)	Association for Coaching (AC)
Approval and signatures	Client signs	Client signs Coach signs Organization signs
Sample contract available at:	http://www.coachfederation.org/includes/media/docs/ICF-Sample-Coaching-Agreement.doc	http://www.associationforcoaching.com/pub/SampleContract.pdf

APPENDIX E

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PREPARATION OF AUSTRALIAN STANDARDS

Australian Standards are prepared by a consensus process involving representatives nominated by organizations drawn from all major interests associated with the subject. Australian Standards may be derived from existing industry Standards, from established international Standards and practices or may be developed within a Standards Australia technical committee.

During the development process, Australian Standards are made available in draft form at all sales offices and through affiliated overseas bodies in order that all interests concerned with the application of a proposed Standard are given the opportunity to submit views on the requirements to be included.

The following interests are represented on the committee responsible for this draft Handbook:

Allens Arthur Robinson
AMP
ANZI Coaching
Australian Human Resources Institute
Australian Institute for Training and Development
Australian Psychological Society—Interest Group Coaching Psychologists
Australian School of Business
Australian Taxation Office
Blake Dawson
Corrective Services NSW
Development Alternatives
Executive Empowerment
Freehills Patent and Trade Mark Attorneys
Gilbert and Tobin Lawyers
Institute of Executive Coaching
International Coach Federation
International Coach Federation of Australasia
Lion Nathan
Melbourne Business School—Mt. Eliza Executive Education
Monash University, Department of Management
Nardoo Partnership
National Australia Bank
NSW Roads and Traffic Authority
Perpetual Trustees
Perspex Consulting
Rouse International
Stephenson Mansell Group
Stockland
Stolmack Group
Teleran Group
University of Sydney Coaching and Mentoring Alumni Chapter
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