“What is necessary to change a person is to change his awareness about himself”

Abraham Maslow
Did You Know That....?

- Coaching is a $1 billion industry and the fastest growing industry in the U.S. behind IT

- The ICF (International Coaching Federation) reports a 30% annual increase in membership

- Xerox Corporation studies indicate that 87% of the skills change brought about by training is lost in the absence of coaching

- *Training and Development Journal* reported that “coaching is the only cost-effective way to reinforce new behaviors...”
The Premise Of Coaching

Before Coaching:

1. Client’s interpretation of the world (structure of interpretation)

2. Action / Behavior

leads to

3. Results:
   - Positive
   - Negative

reinforces

brings about

Adapted from James Flaherty, *New Ventures West*
The Premise of Coaching

During Coaching:

Given by coach from relationship of mutual:
- Trust
- Respect
- Freedom of expression

New language
New practices
Learning
- Self
- Others
- Processes
- Things

expressed as

1. Client’s SOI*
   - which shift

2. New, more effective action
   - leading to

3. Outcomes:
   - Intended
   - Not intended
   - which brings about

* Structure of Interpretation

James Flaherty, New Ventures West
The Premise of Coaching

After Coaching:

**Internalized**
relationships of mutual:
- Trust
- Respect
- Freedom of expression

1. **New language**
2. **New practices**
3. **Learning**
   - Self
   - Others
   - Processes
   - Things

Client’s SOI*

expressed as

New, more effective action

Outcomes:
- Intended
- Not intended

* Structure of Interpretation

James Flaherty, *New Ventures West*
Coaching Works Best When There is *Real* Learning

1. Learning must result in change in behavior/action- not just change in thinking

   The coach should track observable behaviors and discuss them with you. You should report accurately and honestly on observable behavioral changes.

2. Change must be relatively permanent- for example, not resulting from fatigue or other temporary conditions

   Coach must put in practices that continuously reinforce the change and you have to be diligent in following through.

3. Some form of experience is necessary for real growth/learning

   Your coach and you should plan relevant experiences and ways to assess the learning from those experiences.

4. Change could result in learning “good” or “bad” behaviors

   The coach’s job is to make sure that learning results in positive change.
Most Frequent Coaching Conversations

1. EQ
   ✓ Listening- balancing inquiry with advocacy
   ✓ Influencing and coalition building
   ✓ Ego management-inappropriate ambition
   ✓ Self regulation- anger, anxiety, passive aggression...

2. “It’s lonely up here and I don’t trust anyone”

3. New role/responsibilities and fit with skill level
   ✓ Technical
   ✓ Leadership
   ✓ Change leadership
   ✓ International role
   ✓ Start-up or turnaround

4. Specific key project or leadership challenge with significant career implications

5. Work/life balance— emotional, physical and spiritual burn-out--as it influences current performance

6. Career management
FDU Coaching Program Overview
How Adults Learn Best

- Feedback
- Challenge
- Support

Developmental Experiences
Experiential Learning Cycle*

- Concrete Experience (An Event)
- Active Experimentation (What is done differently)
- Planning for Implementation (What will be done differently)
- Reflective Observation (What happened)
- Abstract Conceptualization (What was learned future implications)

The Learning Cycle is applied at 2 levels
- ABR
- Individual one on once coaching

* Adapted from Barnett, 1989
Integrated Action Learning Program

Classroom: Presentation of ABR models, frameworks and concepts

Coaching: Presentation of coaching framework, presentations, Insights

Classroom: Role plays to demonstrate practical application of ABR concepts

Coaching: Student applies new-found ABR knowledge on individual, real-world 'Stretch Project'

Coaching: Coach and student agree on content of and approach for 'Stretch Project' using Coaching Contract. Student discussion in Coaching Circles.

Classroom: Student reflects on experiences to write 'Breakthrough Paper'

Coaching: Students and coach conduct one-on-one coaching session to facilitate reflection and integrate ABR concepts into stretch projects. Student discussion in Coaching Circles.

Workplace: Outcomes achieved and feedback received

(1) Abstract Conceptualization (What was learned future implications)

(2) Planning for Implementation (What will be done differently)

(3) Active Experimentation (What is done differently)

(4) Concrete Experience (An Event)

(5) Reflective Observation (What happened)
Coaching Program Process

- Preparation:
  - Students and coaches are oriented to the philosophy, goals and approach of the Coaching Program.

- Investigation:
  - Preliminary information is gathered to tailor the selection of coaches to the specific profiles of the students.

- Contracting:
  - Agreement is reached and signed by the coach and student as to the topics and goals of one-on-one coaching.

- Coaching:
  - Approach and process for one-on-one coaching is described and executed.

- Evaluation:
  - Wrap up and reflections on learning.

Enabling Resources:

- Required Readings
- Student Profile
- Insights Evaluation
- Project Charter
- Coaching Contract
- Journaling
- Coaching Progress Report
- Reflections on Learning
- Breakthrough Paper
- Coaching Program Evaluation
Introduction

Overview
After engaging in the coaching sessions, EMBA-ABR students were asked to complete an EMBA-ABR Coaching Effectiveness Survey.

The survey measured the students’ coaching experience through a set of eight evaluative questions, set on a 1 to 3 scale (1: lowest rating, 3 highest rating).

Included in the following pages are sample testimonials and a presentation of the data.

About the data
- 48 students evaluated their own coach.
- Each student was enrolled in one of the following semesters: Fall 2004, Fall 2005, Spring 2005 and Spring 2006.
- Overall Average Rating: 2.9 out of 3
- Standard Deviation: 0.3
Sample Testimonials

“XXX has been a great coach. He really provided great insight during the entire coaching process. He was always available to provide necessary help and support needed. He offered to do additional coaching outside the class. I appreciate his commitment.”

“I truly appreciate XXX ability to get right to the heart of a matter. He is quickly able to assess a situation and surface underlying issues. XXX is also able to gain trust immediately. He shares his thoughts, opinions and feelings in a non-threatening way that encourages two way dialog. I found my time with XXX as the most valued asset of the program. Thank you, XXX.”

“I am 100% behind the coaching concept. During my busy and hectic schedule between work, school and family my coaching sessions provide the platform to tie things together and identify the situations I was going through. Most of my major breakthroughs were identified or recognized during my coaching sessions. Although I made a concerted effort to apply new disciplines and principles in my work and personal life, it was difficult to make sense of the learning and changing that was taking place without the coaching.”

“I believe that coaching throughout the program would be helpful. Often times in the pressure of personal and professional commitments result in you losing focus in the classrooms. The discussions with coaches helped me to focus. My coach was available when needed often at my request. For ABR in particular, which I found to be very conceptual in nature, coaching was a must.”
Overall Survey Ratings

Rating Scale (1 – 3)
1: To a little extent  
2: To a moderate extent  
3: To a great extent
How My Coach Helped Me

During our initial contracting meeting my coach helped me develop relevant and useful goals on which we could focus the coaching process.

Through powerful questions and other techniques, my coach helped me realize meaningful and useful distinctions and insights that have reframed some of my thinking and behaviors.

My coach recommended useful ideas and practices to reinforce the new behaviors and learnings that will help me achieve new levels of leadership effectiveness and/or personal growth.

My coach helped me apply the concepts of the ABR program to my project and my personal and professional life. He/she made the program a richer and more meaningful experience. We achieved most of the goals we had agreed to during the contracting session.

Rating Scale (1 – 3)
1: To a little extent  2: To a moderate extent  3: To a great extent
Strengths of My Coach

I trust my coach. I feel comfortable sharing my thoughts. My coach's primary objective is to help me achieve the goals we agreed to and help me learn, grow and realize my potential.

My coach is a great listener - I sense that when I speak he / she is fully engaged and listens to me in an engaged and objective manner.

My coach provided valuable facilitation and leadership for the learning group segments during the class.

If I had the time and resources I would continue the coaching process with my current coach.

Rating Scale (1 – 3)
1: To a little extent   2: To a moderate extent   3: To a great extent

Rating Scale (1 – 3)
1: Would not continue   2: Would consider it   3: Would plan on it
<table>
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<th>Modus Operandi</th>
<th>Coaching</th>
<th>Mentoring</th>
<th>Feedback</th>
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| Advocacy Versus Inquiry | • Active listening-listening that picks up content, emotions, body language and environment  
• Unbiased and objective | • Listening that is focused on similarities and differences between mentor and protégé  
• Bias towards that which is familiar or which the mentor is experienced in | • Mostly advocacy, little inquiry  
• Listening bias towards confirmation of judgments and pre-established outcomes |
| Basis for Behavioral Change-Commitment versus Compliance | Emphasis on co-creation and placing ownership and accountability with client—what will you do? For how long? How will I know it? | Advice giving. Onus of action and accountability are shifted away from mentee, who is encouraged to follow the way of the mentor | Compliance. Employee agrees to actions in order to satisfy requirements or to avoid negative consequences |
| Type of Learning-Engaged versus Passive | Attention is predominantly focused on client. Insights and learning are largely generated by client with assistance from Coach. | Role modeling. Attention is focused on mentor. Employee takes on “passive” learning approach, as he often mimics behaviors and styles that are “dressed for success.” | Judging and advocating. Manager assumes responsibility for validity of decision. Employee assumes role of defendant, or in best case, collaborator. |
| Role | Provide guidance and reinforcement for client to achieve agreed-upon goals. | Provide political and organizational know-how. | Consequence management – compensation, promotion, demotion, etc. |
| Key Competencies & Activities | • Reflection  
• Inquiry  
• Targeted practices & follow-through | • Expert knowledge  
• Role modeling  
• Providing solutions/advice | • Fact finding/investigation  
• Clarity of logic and basis for assessment |
Academic, Business and Professional Affiliations

- The Darden business school at the University of Virginia
- Georgetown University training and certification
- International Coaching Federation (ICF) Professional Certified Coach (PCC) certified coach
- ICF standards for coaching evaluation
- Corporate endorsements
Panel Discussion