

Measuring the Value of Executive Coaching – What Makes Successful Coaching?

Angela Mulvie BA, M.Sc, M.Phil, FCIPD, ACC (ICF), MAC
Executive Coach/Consultant
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Who we are

Our vision:

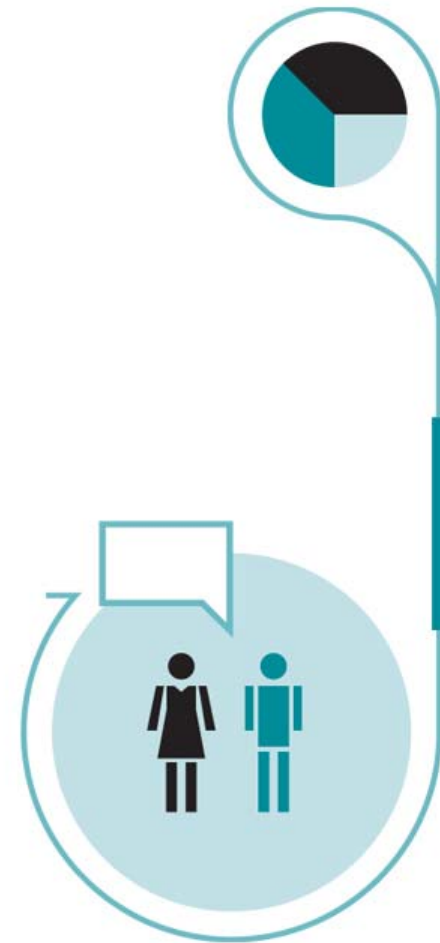
Social and economic prosperity achieved through excellence in leadership and management

Our mission:

To be an internationally recognised authority in defining, promoting and helping people to meet the highest standards in leadership, management, coaching and mentoring

Our members:

25,000 members all practising managers, leaders, coaches and mentors



The Institute of
Leadership &
Management
commissions and carries
out regular research into
leadership, management,
mentoring and coaching

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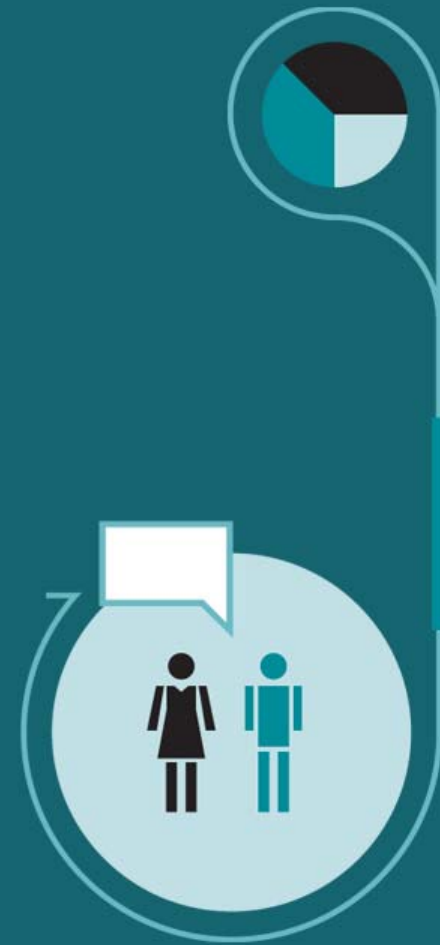
Objectives of this evening

- To explore some methods of measuring coaching outcomes
 - To consider the challenges involved
 - To review and add to the ILM research on what makes successful coaching
 - To contribute to the forthcoming white paper
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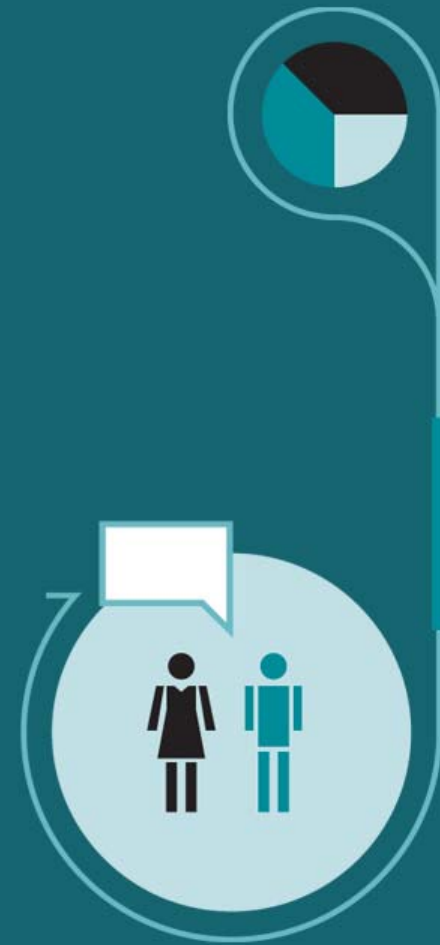
Coaching has grown to
become a multimillion
business worldwide

PWC (2012) suggest
revenues of \$2bn

24,600 active
professional coaches in
114 countries (ICF,
2014)



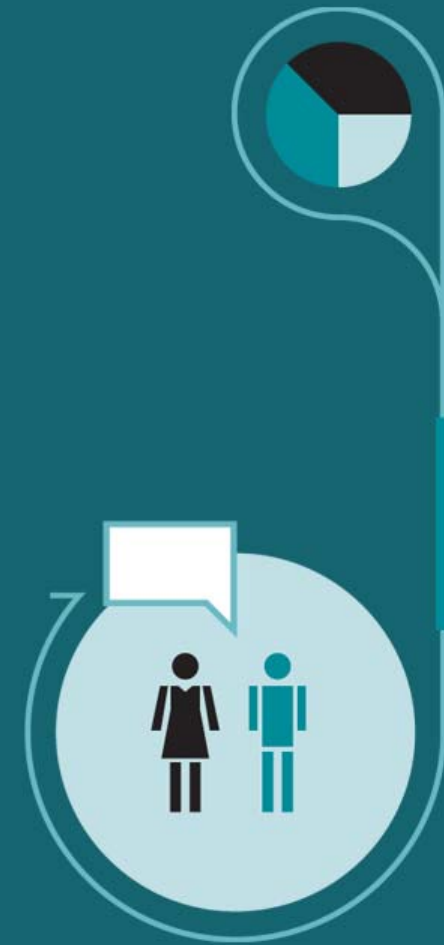
Many different types of coaching: executive, business, career, life, sports, performance improvement etc. – therefore many different contexts for measurement



Many different
stakeholders therefore
many different
measurement agendas
at play – line managers,
purchasers, coaches
and coachees



Consideration of
whether internally or
externally provided –
coaching the 4th most
popular development
method after in-house
training and on-job
activities (CIPD, 2014)



An investment in internal coaching contributes to the establishment of a coaching culture , makes coaching more accessible for middle managers, and helps to contain budgets (Ridler Report 2015)



Measurement enables:

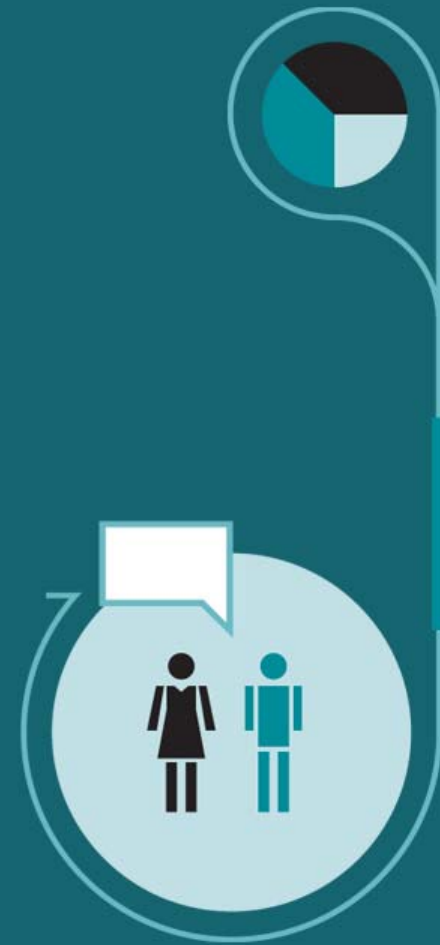
Best use of time and
resource

Provides feedback to
managers

Ensures right type of
coaching has been provided

Helps link measurement to
wider evaluation activities

Enables assessment of
competence of coach

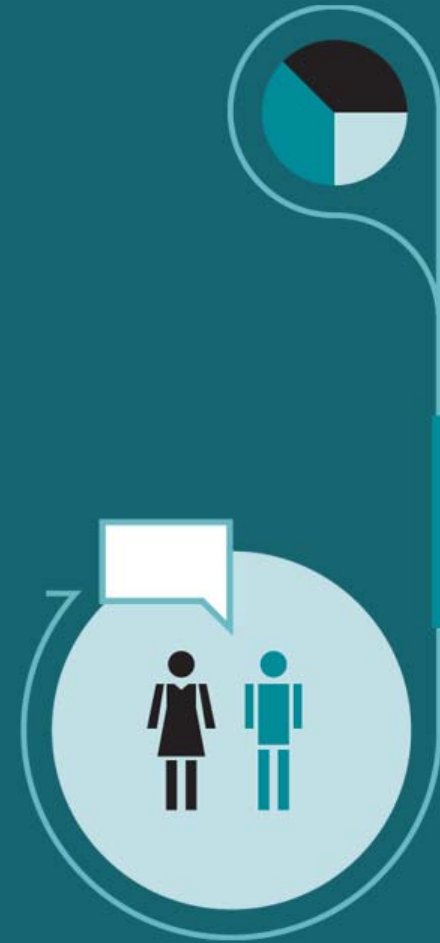


What are we Measuring?

Coaching has been claimed
to increase:
self-confidence,
self-awareness, sensitivity
towards others, increased
flexibility and adaptability in
relationships with others,
increases job performance,

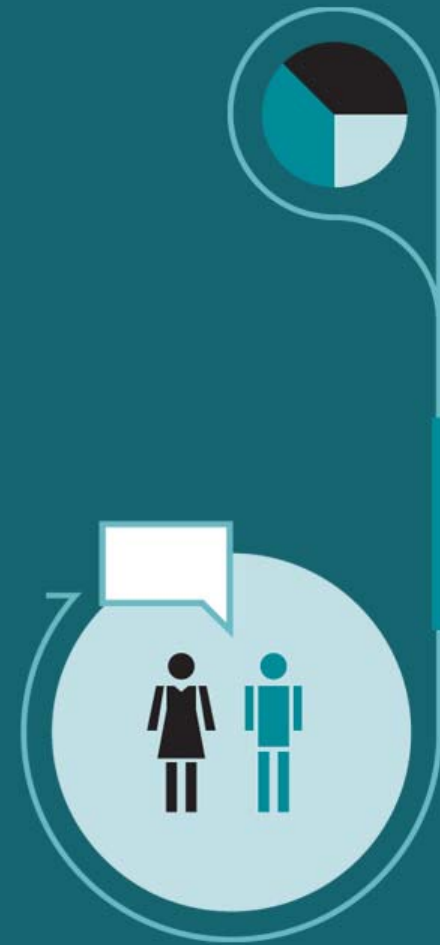
Individual
issues/performance

(Hall et al 1999, Wasylyshyn, 2003),



What we can also Measure?

Issues to do with the
performance of the
organisation as a result of
the coaching intervention —
related to HR related
systems/processes?



Influences on Measurement

- **Context** – what is this? – outcomes expected may be multi-dimensional
- **Change** – does this occur either small scale or long-term?
- **Confidentiality** – to what extent do stakeholders hide behind this issue?
- **Capability** – who is responsible for measurement – is measurement in the coach's toolkit?
- **Culture** – is there a culture of measurement in the organisation?
- **Connections** – what use is made of any evaluation tools and have the applicability to coaching outcomes?

(Mulvie, 2015)

Methods of Quantitative Measurement

- How have levels of satisfaction with the process resulted in motivated changes in behaviour, attitude and performance – Use of the four levels (Kirkpatrick and Kirkpatrick, 2006)
 - Application of Phillips' Level 5 to isolate costs - costs of developing the assignment, time of coachee away from role, external fees, facilities/venue rental costs, travelling/accommodation, telephone, admin costs etc.
 - Coaching investment as a percentage of payroll (Phillips, 2003)
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Methods of Qualitative Measurement

Collection of behavioural change data via outcomes from:

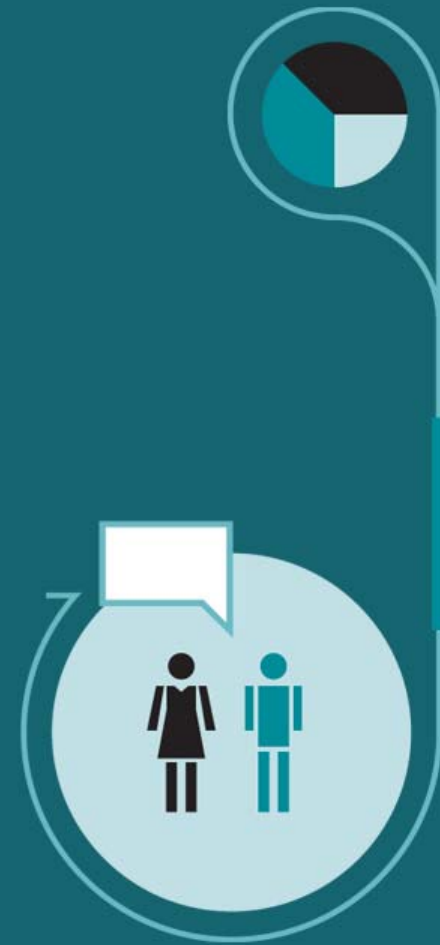
- Performance appraisals
- 360 degree feedback (multi-rater)
- Psychometric tools eg profiles
- Rating scales
- Interviews with line managers
- Use of other performance issues taken from HR systems

Also use of:

- Collection of pre and post assignment data eg consideration of relationships that became more functional;
 - Career goals and objectives and organisational alignment
-

ILM research into Successful Coaching (2014)

Key finding – huge
diversity of views on
how coaching is set up,
managed, delivered and
outcomes assessed



Our ILM Research

Undertook an exploratory study amongst range of managers (sector, gender, age, geographical location, role) to explore three key themes . Convenience sample, phenomenological, appreciative approach requested telephone interviews to relate their

Coaching Success Stories



Theme 1

How was coaching success being described and understood



Theme 2

How was 'good' coaching being described



Theme 3

How was coaching being defined



**Our First
Conclusion**
Success was
described in terms of
**change and
transformation**



Change and Transformation

- “I have different mechanisms which I can draw on”
 - “It gave him the kind of springboard into a whole different world”
 - “it’s almost like that lightbulb moment”
 - “move ..from a state of indecision or anxiety and disempowerment to a place where you can feel in control of things”
 - “I’ve got clarity from it, I’ve got a sense of purpose from it. I’ve also got alignment with my values and my vision”
 - “it’s enormously powerful as it gives ... control back”
 - “it helped me venture into spaces that on my own I couldn’t venture into”
 - “opening pathways without suggesting pathways”
 - “enable .. to be the best .. can be”
 - “give me ..confidence that I could break out”
-

Our Second Conclusion

Coaching was being
used to describe a
**wide range of
interventions**



Wide range of Interventions

- “reflective counselling”
 - “we talked about things like her love of cats”
 - Using ... NLP kind of techniques”
 - “it was the role of the coach to ...look at all of the techniques, the styles of management and how the people were engaging their staff”
 - “the coach would ... email me a summary of the conversation we had”
 - “you don’t have to be a psychologist or an NLP Master Practitioner”
 - “teaching some of the skills, facilitating them, mentoring them”
 - “champion ‘one to one’ support”
 - “is it counselling, is it something else?”
-

Our Third Conclusion

What linked the
successes was the
**relational nature of
the interventions**



Relational Nature of the Interventions

- “to get to understand her quite a lot”
 - “it’s an offline relationship”
 - “we got on quite well, you know personally”
 - “there was a kind of safeness with the relationship”
 - “the relationship becomes such that you can actually . . . declare an ignorance without fear”
 - “we were in a coaching agreement, a coaching arrangement”
 - “you create a relationship”
 - “create that bond and that trust”
 - “draw from a range of different things to support the person”
 - “the relationship has to be one that works”
 - “she was helping me see what my perspective was”
 - “we could make sure there was synergy between us”
 - “clear understanding between us”
-

**Our Fourth
Conclusion**
Experience of 'good'
coaching was
described in **very
similar terms** by our
interviewees



Experience of 'good coaching'

1. The coach was 'on their side'
 2. The coach enabled them to "see things differently"
 3. The coach assisted with refocusing and clarification of objectives
 4. The coach was not judgmental
 5. The coach could be trusted
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Success/Benefits/Value – Initial Thoughts

- Reflection and reflective learning enable; the coachee to articulate thoughts in a safe environment
 - People will do things differently because of their improved confidence
 - Coaching enables a thorough and consistent approach from one person rather than from several
 - Receiving coaching can be a sign of status
 - Improvements to the learning process at an individual level
 - Long term relationships grow when the coaching is finished
 - People do move into really big roles once the coaching is completed
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What Next

Looking for
clarification of our
findings and use *your*
experiences of these
issues – help us
complete this
research



Measuring the Value of Executive Coaching

We would like to collect your experiences of measuring outcomes and have drafted the following questions for you to discuss in your group and write-up your responses on the sheet provided for collection at the end of the event.

