

# Coaching 'Hot Topics'

Supervision, ROI, Leadership Effectiveness, Business Alignment



<b>Title</b>	Coaching 'Hot Topics'
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<b>Abstract</b>	This 'white paper' summarises the case studies and Q&A discussions from the third 'Henley Group' seminar entitled 'Coaching Hot Topics – The Coaching News at Ten!'. The case studies are examples of coaching best practice in areas identified as priorities for the development of the coaching profession – supervision, ROI, aligning coaching with business needs and linking coaching with leadership effectiveness. Contributors include HR and Learning & Development professionals from companies such as BBC, Jones Lang Lsalle, LogicaCMG, Shell, National Grid, Boehringer Ingelheim, Yell, Citigroup, Warner Brothers, Kingston Communications and Bentley Motors.
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<b>Full Text Word Count</b>	1,717

## 1. Summary

In May 2007, the third 'Henley Group' Seminar was held at Henley Management College. Following on from previous themes ('Taming the Wild West of Coaching' and 'The Coaching Olympics') – this year's theme was 'Coaching Hot Topics – The Coaching News at Ten!'. Our list of hot topics was generated from the 'Coaching at Work' survey in late 2006 which asked participants the following question - 'What are the top three priorities for the coaching profession in 2007?'

The top five topics revealed by the 'Coaching at Work' survey were :-

1. Supervision
2. Accreditation & Standardisation
3. Measurement / ROI
4. Alignment of Coaching with Business Needs
5. Linking Coaching with Leadership Effectiveness

The participants in the 'Coaching at Work' survey were coaching professionals. At 121partners, we were keen to benchmark these findings with the views of corporate consumers of coaching. Hence, we prepared a seminar that showcased case studies and best practise on four of the five topics as follows :-

- The Professional Supervision of Corporate Coaches  
*Liz Macann, Head of Executive Coaching, BBC*
- Measurement, Evaluation & ROI  
*Paul Barker, Director of Coaching, LogicaCMG*
- Linking Coaching with Leadership Effectiveness  
*Bill Barry, Lead Partners, 121partners*
- Aligning Coaching with Business Needs  
*Pascal Boulicault, European HR Director, Jones Lang Lasalle*

This 'white paper' summarises the key slides used by each presenter together with the results of the 'Q&A' discussions that followed each presenter. Participants in this seminar included Senior HR and Learning & Development professionals from Shell, National Grid, Boehringer Ingelheim, Yell, Citigroup, Warner Brothers, Kingston Communications and Bentley Motors.

For a full copy of the slides from any of the presentations, please contact us via [info@121partners.com](mailto:info@121partners.com).

## 2. Hot Topic 1 : Professional Supervision of Corporate Coaches

Liz Macann - Head of Executive, Leadership and Management Coaching, BBC

### What is Supervision

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“A structured formal process for coaches, with the help of a coaching supervisor, to attend to improving the quality of their coaching, grow their coaching capacity and support themselves and their practice. Supervision should also be a source of organisational learning.”

Hawkins and Schwenk, CIPD Research, 2006

### Or is it.....?

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- Jobs for the boys
- Too therapeutic for coaching
- Emperor's new clothes
- Only for experienced Coaches to deliver
- A self indulgent waste of time

## How it developed

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We defined its purpose:

*"To provide a regulatory and developmental framework by matching all BBC Coaches with another more experienced Coach in order to maintain and develop the quality of the coaching interventions and to ensure consistency of approach across the BBC Coaching Network"*

## ...and became Supervision

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- The Leads trained in the 7Eyed Model
- We modified it to allow our own purpose to be addressed ie providing a supervision structure which is a combination of:

**Formative** – to facilitate learning which comes through reviewing the client/coach relationship and encouraging reflection and self awareness on the part of the Coach

**Normative** – to promote consistent and best practise across the Network

**Restorative** –to facilitate personal development, shared learning and self care

- The word 'supervision' emerged at a time when the organisation was happy to accept it

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## Our current supervision structure

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### For all Coach Foundation Course trainees

- 1 to 1 Mentoring throughout the 4 month training period
- Mentors contribute to the final assessment of the trainee

### For all practising Coaches

- 1 to 1 supervision with Lead Coach every other month
- Shared Learning Group facilitated by Lead Coach every other month
- Lead Coaches contribute to the internal Accreditation process

## The Benefits

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### To the Coach

- space to reflect and to examine own practise
- opportunity to learn from Leads greater experience
- safe port of call
- chance to keep up to date with new developments in the profession
- be part of a like minded community

### To the Client

- another eye on what is going on
- a sharpened saw

### To the Coaching Network

- more confident, effective coaching
- meets industry standards
- reduces likelihood of conflict of interests
- protects against overstepping boundaries
- reinforces learning and best practise
- all parties develop - Mentor, Lead and Coach

**Q. How did you manage to get senior management support for the coaching?**

A. Our top team had coaching which was brought over from USA. We were fortunate to have Greg Dyke as CEO. He ran a big change programme and his belief was "...if you come up with a good idea, get on with it!" So, we did! We offered free pilots to staff to come and experience coaching and we were overwhelmed by the response. Based on the response, we decided to do it formally.

**Q. What is some of the criteria for assessing coaches?**

A. In the main, they are self-selecting. People apply via a purpose-built application form. They are asked why they want to be a coach. They are short-listed, and assessed on 5 major competencies: analyzing, building and maintaining relationships, self-awareness, communication and organising. We're looking for demonstration of these competencies and the most important part of it is their self-awareness. Not everyone passes the assessment.

**Q. What are your expectations regarding external coaches and supervision?**

A. We do ask if they have a supervisor, who it is and how often do they attend supervision? However, we can't police it and that is one of the worries of using external coaches.

**Q. What is the ratio of internal coaches to external ones?**

A. 95% internal. We do still use external coaches in some instances, particularly for people in high profile roles – they feel more comfortable around the confidentiality aspect if they use an external coach.

**Q. Why are people wanting to be a coach?**

A. To get to higher positions, they may need to leave creativity behind – so coaching can satisfy a need not covered in their normal role.

**Q. Is there any place for peer supervision?**

A. In their shared learning groups (of internal coaches) there is peer supervision for half that morning.

**Q. Do you recognise or reward the contribution of the internal coaches?**

A. There is no financial reward. They do it for it's own sake. They are not given dedicated time either so they fit it in around the needs of their own role. New internal coaches are self-generating. People often come in on their day off to coach! However, it is now so embedded in the culture that the coaches may be given dedicated time, possibly half a day a week. It is being recognised by some line managers, as they are asking me for contribution to their staff appraisals.

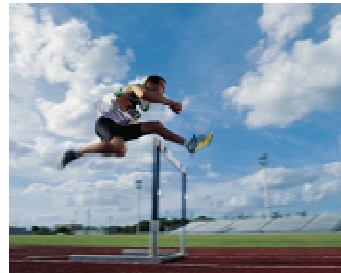
**Q. Has it resulted in losing some employees?**

A. As people gradually realise who they are, and their values and beliefs, typically some people start to make big changes. Some do go outside as coaches. What happens is their self awareness rockets, they understand what their strengths are, etc. Others stay and get satisfaction by taking on more clients internally.

## 3. Hot Topic 2: Measurement, Evaluation & ROI

### The Barriers to Successful Evaluation

- Ensuring clarity of goals against the intangibility of what is being measured
- The tension that inevitably arises between organic and mechanistic approaches
- Keeping momentum and maintaining sponsorship as a programme proceeds
- The possible conflict between personal and business goals
- The lack of skilled people available to carry out the evaluation
- The surrounding culture which may undermine efforts to establish disciplined evaluation
- Conflicting and changing priorities
- Lack of time and knowledge to complete the evaluation efficiently



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### Key process steps

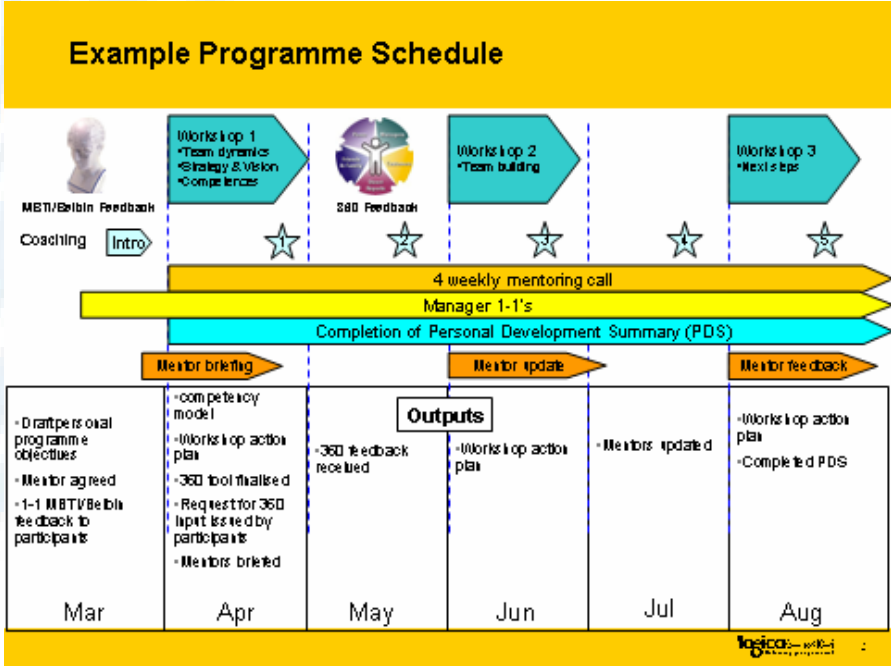


- Establish SMART goals for the programme that align personal and business agendas
- Obtain 'buy in' from all stakeholders in the programme at the start of the programme and maintain this through frequent, proactive communication
- Use mid-programme reviews to keep momentum, communicate progress and, if necessary, refine the initial goals
- Integrate the coaching programme measures into broader performance improvement and HR initiatives
- Once you have the results then ensure these are presented back in an appropriate way to all stakeholders

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## SMART Goals

- **Customer**
  - Be invited to speak at 2 conferences and write 3 articles within the next six months
  - Win £xxx of new business from at least x new deals by the end of May 2006
  - Be in the 'Top 3' by market share of e-Identity suppliers in Europe by the end of 2007
- **Internal Sponsors**
  - Create a sustainable self-funding business model that will support a team of 10 by the end of 2007
  - Within 6 months have signed up 2 additional business units to the e-Identity delivery model
- **Team Development**
  - Within 1 month assign an owner from the team for each of the target countries / regions
  - Within 6 months share personal goals and drivers across the team
- **Partner Perspective**
  - Within 6 months issue a partner strategy that identifies a preferred partner or partners for each component of the e-identity solution
  - Within 2 years have successfully achieved multiple reference site installations with each of the strategic partners



## Participant feedback

- *"The programme helped us identify the best people and put them in the right roles in the team"*
- *"We now have the confidence to grab the headlines through our PR activity"*
- *"The team has become adept at thinking on its feet and rapidly adapting to changing internal and market conditions."*
- *"The individual coaching helped me communicate more bravely when there were difficult team issues to discuss."*
- *"The team coaching workshop accelerated the process of understanding who we were as a team."*
- *"The individual coaching gave me a new framework for problem solving and increased my confidence in decision making."*
- *"The most valuable aspect of the programme for me was understanding my own personal drivers and recognising that these were different from other team members."*
- *"I have improved my organisational skills and clarified how success in this role fits in with my 2-3 year career vision."*
- *"Now I feel we are a REAL team and not a VIRTUAL team."*
- *"The programme is a fantastic concept without which we could not have achieved our business goals."*



logica — miki  
learning programme

### Q. Are you doing one-to-one coaching in your organisation?

A. We have mainly formal programmes of which coaching is a part of wider initiative, e.g. the context of a Leadership Development Programme. We also want to adopt a coaching style of management.

### Q. If you are involved in a team programme, what generates the need?

A. Various things. Publicity; word of mouth; me talking to business leaders. Probably the biggest draw is published success, e.g. at a Senior Management Conference we presented what we had been doing, and people could see how they could apply the 'tool' to their business. So it's 'push' and 'pull'.

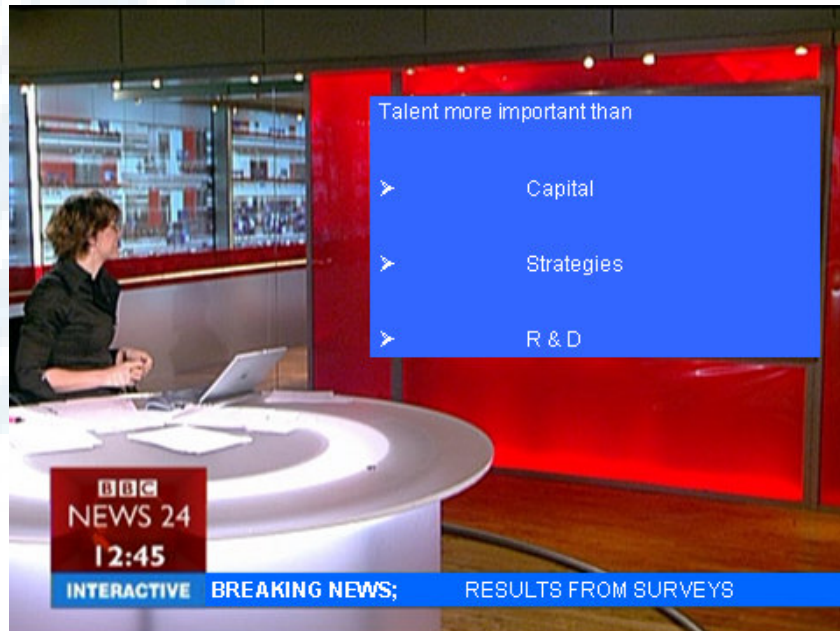
### Q. At what stage does the coach get to know the team 'issue'?

A. The coach may not need to know or understand the business or team issues as much as the mentor does. We involve the mentors from the start – the briefing of the mentors is critical because they need to understand the drivers of the business more than the coach.

### Q. In terms of management ownership, are there any issues regarding the coaches role versus the line manager role?

A. The role of the coach is seen as very complimentary to the role of the line manager. Often, the line manager is the sponsor for the coaching. Whilst we are aiming for all managers to adopt a coaching style, there is a definite role for the coach within our development programmes: confidential space, not directive. However, the individual can only get the best out of the programme/coaching with line management support. So every programme has a supporting cast of Line Manager, Mentor and Coach.

## 4. Hot Topic 3 : Linking Coaching with Leadership Effectiveness



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**Q. Do people pass or fail the development centre?**

A. With this offering, we are getting away from a 'pass /fail' mind set and moving towards observation, feedback and development. Everyone comes through the process with a development plan and with greater self awareness from which they can have discussions with line managers about ways forward.

**Q. How do people come on to the programme?**

A. With the involvement of the client, we develop a selection process. This will vary depending upon the objective of the talent management programme. Sometimes, the programme will be focused upon a specific team and their goals hence the participants select themselves. Other times, in a broader programme, then we will agree more sophisticated and objective criteria.

**Q. If everyone passes, how is development centre used to assess high potential?**

A. Everyone passes but not everyone moves forward immediately or in the direction they originally envisaged. Over a period of time, the organisation is looking for people to fill 'gaps' – the talent management programme develops people to fill these gaps. When gaps appear the client can confidently answer the question "What do we have in our asset box of people?"

**Q. How do you communicate to people that the Development Centre is different to an Assessment Centre?**

A. By the coaches explaining and by guiding people to look at future needs, "Where do you think you need to develop?". There has to be a two-way dialogue between the organisation and the individual. There is a subtle shift in how to engage individuals in the programme.

**Q. What do you think about team coaching? Isn't 'one to one' more eyeball to eyeball ?**

A. Well, I don't know. I think it's the same thing – you can still 'eyeball to eyeball' with a team in terms of commitment.

## 5. Hot Topic 4: Aligning Coaching with Business Needs

### Why a Leadership Development Program

#### Refocus and action the Personal Development Plans of our High Potential Managers with the view to :

- Promote and embed the critical leadership dimensions to deliver our 3 year Business vision.
- Bring more rigour and objectivity into the Succession Planning exercise undertaken last year
- Facilitate a greater number of cross-country and cross-business appointments in key roles
- Motivate/retain key individuals by defining a clearer path to future career opportunities

**In times of relative stability we need good managers who can hold a course. In more turbulent times we need leaders who can navigate through uncharted waters**



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### Leadership Development Programme (LDP)

- Owned by the European Board,
- Run with the help of an independent consultant
- Top 20 high potential Directors
- Clear Roles
- Structured Process



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## LDP Critical Leadership Dimensions

1. **Creating a Strong Market Image**
  - Promoting the company and its brand proactively to external parties
2. **Business Culture Sensitivity**
  - Able to navigate successfully across different country and company cultures
3. **Managed Risk Taking & Decisiveness**
  - Knowing when to challenge the 'status quo', be innovative and act dynamically to implement positive change
4. **Customer Responsiveness**
  - Listening to what customers' really want and providing those services on a reliable and consistent basis
5. **Ability to Implement**
  - Able to act with speed, focus and pragmatism to make things happen in the organisation
6. **Inspiring Others**
  - Having the charisma, credibility and communication skills to win the loyalty and support of key stakeholders
7. **Hybrid Management Skills**
  - Combining professional management skills with strong experience and expertise in the property marketplace
8. **Strategic Focus**
  - Being able to see the 'big picture', communicate this clearly and focus on core services



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## LDP Process

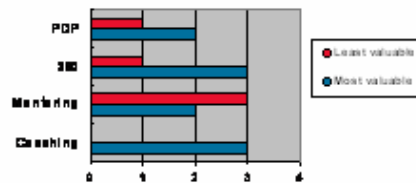
- Identify 8 critical leadership dimensions through interviews with European Board members
- Generate knowledge, skills, attitude and behaviours underpinning each dimension
- Conduct a quick 360 feedback around behaviours required followed by confidential report to participant and coach
- Deliver a cycle of 4 x 2 hours coaching meetings focused on developing 2 or 3 leadership dimensions where development is needed.
- Agree action plan leading to specific business goals, set with mentor and demonstrating mastery in these dimensions.
- Work between coach and participant to identify and remove "blocks to success"
- Organise networking event



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## Feedback on Programme design and content



- All aspects of the programme are perceived as valuable with each person giving a minor preference to one area or another
- When pushed, the feedback on the mentoring was more variable than for the other aspects in the programme. Time management and logistics issues seemed to be the biggest problem in this area.

- 100%** consider the coaching and mentoring as more valuable than more traditional leadership development training courses.

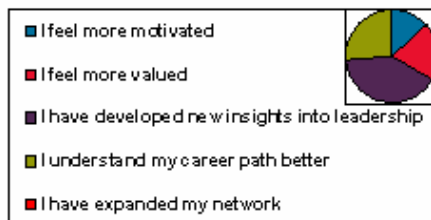
### Subjective comments :

- 'You are not 'spoon-fed' on this programme, there is a lot more about you and your responsibility'
- 'Individual coaching is more appropriate at this level but group training sessions would be more appropriate at a more junior level'
- 'This programme is more valuable because it is personal and the coach / mentor can adapt to who you are on 1-2-1 basis'



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## Feedback on Personal and Business Impact



- 'If I am focussing upon the 'bigger picture' I can see how this will lead to retaining contracts and winning new business'
- 'I have now got 8 or 9 directors working on business improvement projects alongside their day to day roles'
- 'I have made some fundamental changes in how we run the European team to focus upon growth in developing countries. This has already led to X euros booked in one new country and X euros pipeline in another'
- 'I am focussing upon the 'bigger picture' rather than having my 'fingers in every pie'
- 'I am much more approachable, I am not scowling in my new role !'
- 'I am holding people more accountable and demanding excellence from them'
- 'I am thinking more strategically and using my travel time more productively'
- 'I have improved my planning to manage my workload more efficiently'
- 'I now know how to delegate whilst retaining appropriate control, the door of my office is sometimes closed now !'
- 'I have broadened my focus outside my home country and am more confident to contribute to European issues'



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**Q. What was it that stopped your mentoring programme from working well?**

A. Availability. We had targeted the highest levels within the company to be mentors but the demands on their time made it very difficult. For instance, the CEO of Asia is not easily available. Also, when expecting global people to mentor people across the world, it is not easy to achieve face-to-face mentoring.

**Q. If you could change one thing next time – what do you think would have biggest impact on refining your approach?**

A. Apart from the networking event involving all the participants on the programme (which didn't happen and should), we simplified the document itself (the Personal Development Plan). We focused on getting more from the coaching and mentoring rather than 'filling the form in'. We have more focus on the Action Plan part of it. It is still written down, and they are accountable for achieving it, but we have cut down on the steps to get to the action plan.

**Q. When planned career paths cross countries and/or divisions, this can be very difficult to achieve. Has it improved within your company? If not, how will you manage this challenge?**

A. It has improved. Over the last six months, there has been a huge increase in interest and opportunities to work in other markets across the world, which is resulting in cross fertilisation.

**Q. How do you get line management support to these moves – most managers do not want to lose their best people?**

A. We have agreement from the European Board for this programme and for doing talent reviews throughout Europe. We built support at senior management level to make it happen. We have data now to be able to match individuals to opportunities. If we are raising expectations, we have to be confident that we can make it happen.

## 6. Further Information

For further information and copies of the full set of slides for each presentation, please contact us via [info@121partners.com](mailto:info@121partners.com).