COACHING FOR CHANGE: MORE THAN FOCUS AND OUTCOMES

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Queens University of Charlotte (USA)
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Coaching for Change

- Discount (20%) code: RRK56
- Discount available through June 30, 2014
- www.routledge.com/books
Examples of Change

**Individual**
- New role or responsibility
- New process or performance expectation
- New location or culture

**Group/Team**
- Performance review or audit
- New or changing membership or team charter
- Improvement of existing product or policy
- New process or product

**Organization**
- New product development
- New or adjacent market entry
- New leader/strategy/direction
- Organization redesign/restructuring
- Merger/acquisition
Perspectives

Individual
Team
Organization
Environment
Challenge of Organizational Change

Nearly two-thirds of all major changes in organizations fail

- Only 20 to 30% of reengineering projects succeed\(^1\)
- Only 23% of mergers & acquisitions make back their costs\(^2\)
- Just 43% of quality-improvement efforts make satisfactory progress\(^3\)
- 9% of major software development applications in large organizations are worth the cost. 31 percent get cancelled before completion.\(^4\)
- 53% will result in cost overruns by 189 percent!\(^4\)

Owens-Corning Transformation Experience

“The support we provided to our leaders was key to our transformation…

We have also invested in developing the change management capability of our managers by teaching them key methodologies, skills, considerations and approaches to initiating and sustaining change in their businesses and with external stakeholders.”

Robert Paxton, SPHR
VP Human Resources
Owens-Corning

Coaching is an Optimal Intervention for Change

- Leaders at all levels embrace their roles in change
- Effective change strategies are used
- Targets of change get what is needed
- Challenges & obstacles to change are identified and addressed
- Individual & organizational capacity is built

All coaching is about change.
Coaching is…

Trans-disciplinary (adds the element of systematic coordination among disciplines to study and develop theory and practice)

(Figure 3.1) (Bennett & Bush, 2014)
What is change coaching?

- Helping relationship focused on client, action, & results
- Applied behavioral science grounded in numerous disciplines
- Cognitive, emotional, behavioral, spiritual aspects
- Requires self-awareness
- Skill, tool, & role used by leaders at all levels
- Competencies can be taught & developed
- Focused on change: performance, development, and/or transformation

Helps individuals, teams, & organizations prepare for, excel through, and improve from change
Change Coaching Process: Steps

- Current Situation
- Needs/Desired Goals
- Information Gathering
- Possible Actions
- Action Planning
- Summary/Agreement

(Bennett & Bush, 2014)
## Coaching Skills Linked to the Change Coaching Process

<table>
<thead>
<tr>
<th></th>
<th>Situation</th>
<th>Goals/Need</th>
<th>Gathering Information</th>
<th>Possible Actions</th>
<th>Action Planning</th>
<th>Summary/Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening for</td>
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<td>Understanding</td>
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<td>Asking Powerful</td>
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<td>Questions</td>
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<td>Reframing</td>
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<tr>
<td>Providing Feedback</td>
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<tr>
<td>Providing Insight</td>
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<td>Building Support</td>
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<td>✔</td>
<td>✔</td>
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Change Coaching

Mindset
Values:
- Accountability
- Authenticity
- Boundaries
- Candor
- Client's focus
- Compassion
- Behavior change
- Confidentiality
- Discovery
- Learning & Development
- Mutual respect
- Mutual trust
- Process: Coaching
- Results

Assumptions:
- Coach brings a process
- Client desires help from the coach
- Client is able & willing to change
- Client is open to feedback
- Client has answers and/or access to them

Behaviors
Change Coaching Model
Skills:
- Listening for Understanding
- Asking Powerful Questions
- Reframing
- Providing Feedback
- Providing Insights
- Developing Support

Presence
Partnering

Impacts
- Performance
- Development
- Transformation

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Using the Change Coaching Approach

I can use these skills and tools when the situation calls for them.

I will use this approach when I am in X role.

This is how I want to be in the world.

If you change your mindset, you will naturally be able to use the skills and tools in any role you are in.

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## Focus of Change and Coaching are Similar

<table>
<thead>
<tr>
<th>Focus</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td>• Applying knowledge and skills to achieve a desired result (e.g., sales) &lt;br&gt;• Acting on a plan; making decisions, and following through (accountability) &lt;br&gt;• Communicating, influencing others to change</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>• Gaining self-awareness of strengths &lt;br&gt;• Acquiring knowledge about a barrier to performance &lt;br&gt;• Developing a skill &lt;br&gt;• Creating a strategy and gaining stakeholder agreement &lt;br&gt;• Creating an action plan and building supportive relationships required to implement a course of action &lt;br&gt;• Moving to a new level of human development</td>
</tr>
<tr>
<td><strong>Transformation</strong></td>
<td>• Shifting professional and career focus &lt;br&gt;• Developing a clear, compelling vision for a project or group &lt;br&gt;• Transitioning from one level of responsibility to another (e.g., supervisor to manager, or senior leader to executive) &lt;br&gt;• Focusing intentionally, creating a legacy and a desired future</td>
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</table>
Levels of Change Resistance

1. I don’t understand it
2. I don’t like it
3. I don’t like YOU

(Maurer, 1996)
Mastery Model

AWARENESS
- Understands that a change is likely
- Has insight about self in relationship to the change

ACCEPTANCE
- Engages in the new role or change
- Commits to shifting mindsets and behaviors because of the change

ADOPTION
- Actively engages in the new change mind sets, behaviors
- Acquires or develops the capabilities to perform in the change

INTEGRATION
- Blends the mindsets, behaviors and capabilities in order to make the new performance "natural"
- Links changes into existing processes, policies for sustainment

MASTERY
- Continues to develop the capacity to make additional changes
- Applies the development in new and different contexts (i.e. future changes)

Level of Effectiveness

Time

Conscious Incompetence

Conscious Competence

Unconscious Competence

(Bennett & Bush, 2014)
A CEO asks the CFO, “What do we do if we invest in our people and they leave?”

The CFO responds, “What happens if we don’t and they stay?”
## Focus of Change Coaching—Examples

<table>
<thead>
<tr>
<th>Focus of Change</th>
<th>Individual</th>
<th>Team</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td>Making a direct report aware of a performance gap and helping them develop a plan of action.</td>
<td>Coaching a group to identify key stakeholders for a change, and develop an action plan to support the change.</td>
<td>Coaching to help organizational stakeholders understand the importance of an organizational change initiative and take action in the role of a change agent.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Coaching an employee to identify and work toward additional goals or projects that would gain additional visibility or lead to promotion in the organization.</td>
<td>Coaching a team to improve creativity or critical thinking; its decision making or other processes that will increase productivity.</td>
<td>Coaching a change leader to develop a compelling case for change, or change strategy or communications plan and messaging.</td>
</tr>
<tr>
<td><strong>Transformation</strong></td>
<td>Supporting an employee in transitioning to a new role, shifting a work focus to a new role, expanding responsibilities that will benefit the organization.</td>
<td>Supporting a group in taking on a significant new level of responsibility, influence or coordination that will result in innovation.</td>
<td>Coaching key leaders or teams to advance the business strategy, identify new markets and partnerships, or create product/process innovation.</td>
</tr>
</tbody>
</table>
The Change Coaching Process

1. Enter the System
2. Contract with Client
3. Assess Current State
4. Develop the Approach
5. Coach the Client
6. Address Risks & Opportunities
7. Assess Progress
8. Plan for Sustainment
9. Review Progress
10. Conclude Coaching
Coaching for Change: A Systems Perspective

- Performance
- Feedback
- Agenda for Coaching
- Contracting for Coaching
- Coaching
- Results
Skilled Coaching Practitioners

- Giving feedback
- Being present and listening actively
- Building trusting relationships
- Understanding context and culture of executives
- Being aware of business/management goals/impacts
- Creating a commitment for change
- Fostering self-awareness/reflection
- Acting on intuition with courage
- Being a reflective practitioner
Coaching: Being/Doing

Hargrove (1995) asserted that “a coach is something that you ‘be’” (p. 39). He identifies the coach as being who one is, as opposed to an approach or model that one must follow step by step. The coach’s self-awareness, confidence, and focus allow a coaching engagement to be what it needs to be to meet the needs of the client.
Mastery Requires

- High level of competence in, and application of, coach interpersonal and intrapersonal skills in the service of clients’ needs
- Pursuing self-awareness and self-management
- Learning agility
### Dreyfus Model of Skill Acquisition

<table>
<thead>
<tr>
<th>Level</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **Novice**     | - Situation has not been experienced  
                 - Concrete principles, rules, models                                           |
| **Advanced Beginner** | - Context is still new  
                           - More sophisticated rules, Analytic frame of mind  |
| **Competent**  | - Context no longer new  
                 - Lessons from personal experience learned, may apply                            |
| **Proficient** | - Situation has been experienced long-term, Connections made  
                 - Intuitive ability to use patterns                                              |
| **Expert**     | - Intuition takes over  
                 - Situation and execution absorbed and acted upon immediately                  |

# Advanced Beginner & Expert Coaches

<table>
<thead>
<tr>
<th>Advanced Beginner</th>
<th>Categories</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-focused</td>
<td><strong>Self-awareness</strong></td>
<td>Self-aware</td>
</tr>
<tr>
<td>Client-aware</td>
<td><strong>Awareness of the Coaching Client</strong></td>
<td>Client-focused</td>
</tr>
<tr>
<td>Hopeful</td>
<td><strong>Confidence</strong></td>
<td>Free</td>
</tr>
<tr>
<td>Explored</td>
<td><strong>Role of the Coach</strong></td>
<td>Known</td>
</tr>
<tr>
<td>Learning / Weaving</td>
<td><strong>Acquisition of Coaching Skills and Abilities</strong></td>
<td>Experimenting / Reflecting</td>
</tr>
<tr>
<td>Compassionate</td>
<td><strong>Application of Coaching Skills and Abilities</strong></td>
<td>Reflective Sage</td>
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(Bennett & Rogers, 2013)
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References


