Developing an Integrated Model for Coaching Psychology

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Objectives

• The aim of the session is to:
  – Review the nature of coaching & coaching psychology
  – Review coaching research: Outcome & behaviour research
  – Drawn from the parallel research domain of therapy
  – Offer a model for Integrating coaching practice
Definition of executive coaching

“a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organization within a formally defined coaching agreement” (Kilburg, 2000).

Definition of Coaching Psychology

- Coaching psychology is for enhancing well being and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches.

(adapted from Grant & Palmer, 2002)
Executive coaching

‘Executive coaching
“a one to one relationship between an external coach and a senior manager coachee, paid for by the organisation, with the purpose of enhancing the performance of the manager, and thus the organisation, through the use of a range of behavioural, cognitive and motivational interventions”

(Passmore, 2006).

Outcome research

• Gyllensten & Palmer (2006)
  – Found Anxiety and stress decreased more in the coaching group compared to control group
• Evers, Brouwers & Tomic (2006)
  – Found Coaching increased outcome expectancies’ and self-efficacy
• Green, Oades & Grant (2006)
  – Found coaching increased goal attainment, wellbeing, and hope. 30-week follow-up found gains were maintained
• Green, Grant & Rynsaardt (2007)
  – Found coaching increased cognitive hardiness, mental health and hope.
Outcome Research 2

- Spence & Grant (2007)
  - Found professional coaching more effective in increasing goal commitment, goal attainment and environmental mastery.
- Passmore & Brown (2008)
  - Found student aged 16 exam performance increased in poor performing schools to national average.
- Passmore (In review)
  - Found coachees identified improved performance with coaching.

Meta-analysis

- Peterson (1993): 1.98 (N = 100)
- Luthans & Peterson (2003): 0.02 (N = 20)
- Evers et al. (2006): 0.34 (N = 30)
- Wolfred (2003): 0.46 (N = 23)
- De Meuse & Dai (In Press)
  - The true effect size corrected for sampling error is 1.27 for self rating
  - The true effect size is 0.60 for others rating
What behaviour’s make a difference?

Learning from other domains

- Client
- Relationship
- Hope & expectation
- Theory & approach

Lambert and Barley, 2002
Therapy lesson: 1

• The client
  – Readiness to change
  – Organisational culture
  – Support system: Boss and colleagues

(McKenna & Davis 2009; Passmore 2009a)

Principals to practice

• Never believe it is all about you; it is the client who ultimately makes magic and makes meaning.
• Take the time to understand readiness and the personal elements that contribute to ability to learn and change.
• When needed, work with the individual to increase readiness to change.
• Terminate the coaching relationship or don’t take it on in the first place if there is no way to activate this ingredient.
• Tap into the individual’s networks for change and other modalities she uses to learn – like social networks, books, mentors, friends, etc.
• Help the client identify specific strengths and resources that he can put into action to make changes back at work.
Therapy lesson: 2

- The relationship
  - Coachee involvement / empowerment
  - Coaching partnership (alliance)
  - Flexibility: changing approach
  - Coachee sensativity
  - Awareness of criticality of sessions 3-5

Principals into practice: 2

With new clients:
- Make building the alliance a high priority right from the start.
- Organize your thinking and interaction with the client around establishing the three elements of the alliance: goals, tasks, and bonds.
- Set the client’s expectation that you will have regular conversations about the relationship itself and how it’s working for them. Then follow up and ask them for their evaluation of the elements of the alliance.

With existing clients:
- Take stock of the quality and strength of your alliances; ask yourself how the state of the alliance is affecting progress in each engagement and what you can do to improve each relationship.
- Assess your own strengths and weaknesses in building client alliances; where are your opportunities for improvement?
- Recognize that you are half the equation in an alliance. You can’t be effective when distracted, anxious, fatigued, or unprepared. Take care of yourself to be a more effective partner.
Therapy lesson: 3

• Hope & expectation
  – Hold high expectations of coachees
  – Be hopeful and provide evidence of your past successes;

Principals into practice: 3

• Don’t be shy about describing your capabilities or the changes you have seen individuals make in their lives through coaching.
• Treat hope as a cognitive variable: consider how you are helping your coachee create pathways and agency thinking.
• Recognize you are part of the equation. Constantly ask yourself whether you believe in your coachee’s ability to change and your own ability to assist. If you lose faith, figure out whether you can regain it. If not, terminate the coaching engagement.
Therapy lesson: 4

• Theory & approach
  – Clear understanding of model and its application
  – Belief model works
  – Flexibility in drawing from different approaches to meet different needs

Principals into practice: 4

• Use theory, models, tools, and techniques that you believe in and can deliver with competence and confidence.
• Use your expertise on leadership and organizations to draw out and deepen the coachee’s own theory of his situation
• Use your expertise in individual differences to help the coachee understand his strengths.
• Be confident and clear about how the coaching process will work.
How much of this do you do in your own coaching practice?

Literature research: Key behaviours

- Reflecting back (Hall et al, 1999)
- Probe and challenge (Gonzalez, 2004, Hall et al, 1999)
- Be credible (Hall et al, 1999, Sue-Chan & Latham, 2004)
- Bring a rich career history (Bush, 2005, Hall et al, 1999)
- Be collaborative (Gonzalez, 2004, Hall et al 1999)
- Be discursive (Gonzalez, 2004)
- Be authentic (Gonzalez, 2004)
- Be confident in their own abilities (Jones & Spooner, 2006)
- Be friendly without becoming a friend (Jones & Spooner, 2006, Lubbe, 2005)
- Be confidential (Lane & Spooner, 2006)
- Be candid with feedback (Lubbe, 2005)
- Be committed to the process (Bush 2005)
Improved performance at work

Steam 1 & 2: Working with the relationship

- Focus on building a relationship from the start of the contract
- Use your interpersonal skills to develop a friendly aspect to the relationship
- Use notes to remind you between sessions of personal aspects of coachee’s life
- Use emotional intelligence competences to manage the on going relationship
Stream 3: Working with coachee behaviour

- Where the coachee is seeking performance improvement of a skill, use as a starting point behavioural approaches.
- Teach coachee the approach
- Set home work to work on these between sessions

Stream 4: Working with conscious cognition

- Where the coachee is seeking understanding themselves, or you identify feels or PIT’s are an issue in performance improvement problem, use a cognitive approach approaches.
- Teach coachee the approach
- Set home work to work on these between sessions
Stream 5: Working with unconscious cognitions

- Where the coachee is seeking to explore a deeper understanding, or where the coach identifies parallel processes that deepen coachee understanding
- Caution in use, be able to manage emotional reactions
- Use later once relationship of trust is in place

Stream 6: Working with systemic themes

- Use as relationship develops to help coachee recognise that they are part of a wider system and play a ‘role’ in the system.
- Most effective in wider coaching across organisation
- Feed back issues into system, where able to maintain confidentiality
What’s next in research?

- More impact studies
  - Larger samples
  - Control groups
  - Random allocation to conditions
  - Control group receives some form of intervention:
- Better understanding of different approaches in different situations

Coaching publications

- 2006: Excellence in Coaching
- 2008: Psychometrics in Coaching
- 2009: Diversity in Coaching
References


References 2

• Passmore (In review).
References 3
