

Performance Coaching



Defining Coaching

'Applied coaching psychology aims to enhance life experience and increase well-being by adopting psychological theories.'

Palmer and Whybrow (2007); Grant (2007)

'It [coaching] focuses on providing a structured framework to encourage individuals to explore their potential and deal with transitions and changes in life.'

Green et al. (2006)

Coaching keeps developing...

- Increase in the use of internal coaches.
- The Executive Coaching Survey (Sherpa Coaching 2016) → estimates a 40% rise in internal coaches over the last four years.
- CIPD Learning and Development Survey (2015a) state that line managers are most likely to take the main responsibility for delivering coaching (as a day-to-day management activity, embedded into one-to-one meetings and performance conversations)

However... What about the effectiveness of line managers as coaches?

Think about the power relationship and the need for some distance and impartiality in the coaching relationship!



Coaching or Counselling?



What is Counselling?

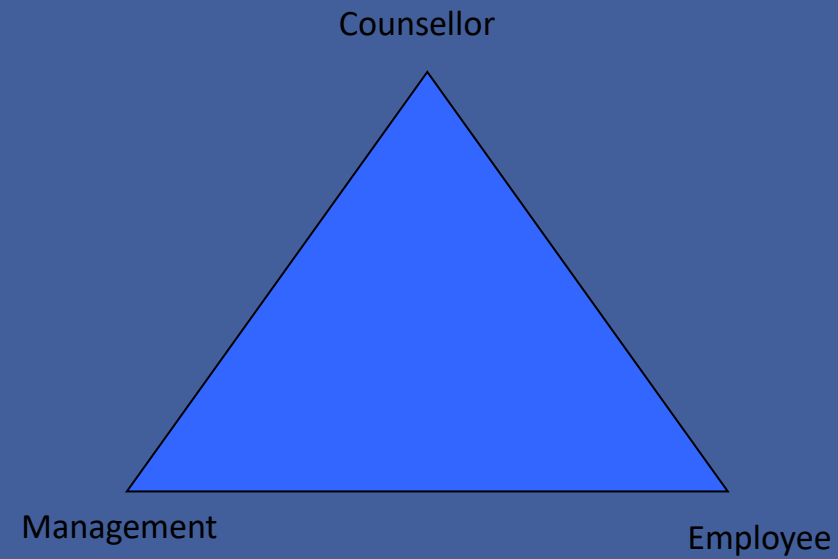
‘a process aimed at helping people explore a problem or issue, and alternative ways of dealing with it, so that something can be done about it.’
(McKenna 2006)

Workplace Counselling

- ▶ Different to counselling in private practice
- ▶ Organisational and management constraints
- ▶ Legalities
- ▶ Culture
- ▶ Counselling relationship



Relationships in Workplace Counselling



Employee Assistance Programmes

- Employee assistance programs (EAPs) consist of professional services provided primarily by **licensed clinicians** offering problem identification and/or assessment, referral, **short-term counselling**, treatment coordination, and follow-up to employees affected by a variety of personal concerns.
- Help employers manage performance issues
- Help employees to manage the balance between work and personal pressures
- An EAP needs to meet changing pressures in Society and be reflective of these
- It should be flexible and accessible for all



EAP Elements

General EAP programme elements include:

- Diagnosis: An employee with a problem asks for help; EAP staff attempts to diagnose the problem.
- Treatment: Counselling or support therapy is provided either by internal staff or outside referral.
- Screening: Periodic examination of employees in highly stressful jobs for early detection of problems.
- Prevention: Education and persuasion used to convince high risk employees to seek help to change.



Ethical considerations

- EAP professionals should be adequately trained
- They should abide by an ethical code a provided by the EAP Association
- Confidentiality **MUST** be maintained
- Consent forms must be used to disclose information
- Disclosure may only be made if:
 - There is a risk to self or others
 - Serious alleged crime
 - Legal requirements (e.g. protection of children)
 - Threat to health and safety of others within organisation

(Source: Winwood and Beer 2008)



How is Coaching Different to Counselling??

Counselling Psychology

- Focuses on the use of therapeutic interventions for the alleviation of mental distress.
- Aims to **identify & cure** psychopathological states and symptoms.
- If cure is not possible, aim is to equip individuals with more effective means of managing distress & attaining a better quality of life.

Performance Coaching

- Focus on applying psychological techniques to understand and enhance **employee performance & wellbeing** and ultimately organisational performance.
- Supports employees with devising self congruent goals and means of achieving these eg; performance related, skill acquisition.
- Can have therapeutic effects and consist of adopting psychological approaches adopted from counselling psychology ie; Cognitive Restructuring.



Differences Continued...

- Performance Coaches can recognise when referrals to Clinical or Counselling Psychology is necessary since they would not delve into psychopathological issues.
- Not necessarily trained in clinical or counselling psychology- not focal point.



Example: Driving a Car Analogy (Performance Coaching: A Complete Guide to Best Practice Coaching & Training. Wilson, 2014; p14).

Therapist:

Explores what is stopping you from driving the car

Counsellor:

Listens to anxieties around driving the car

Mentor:

Shares tips about driving the car

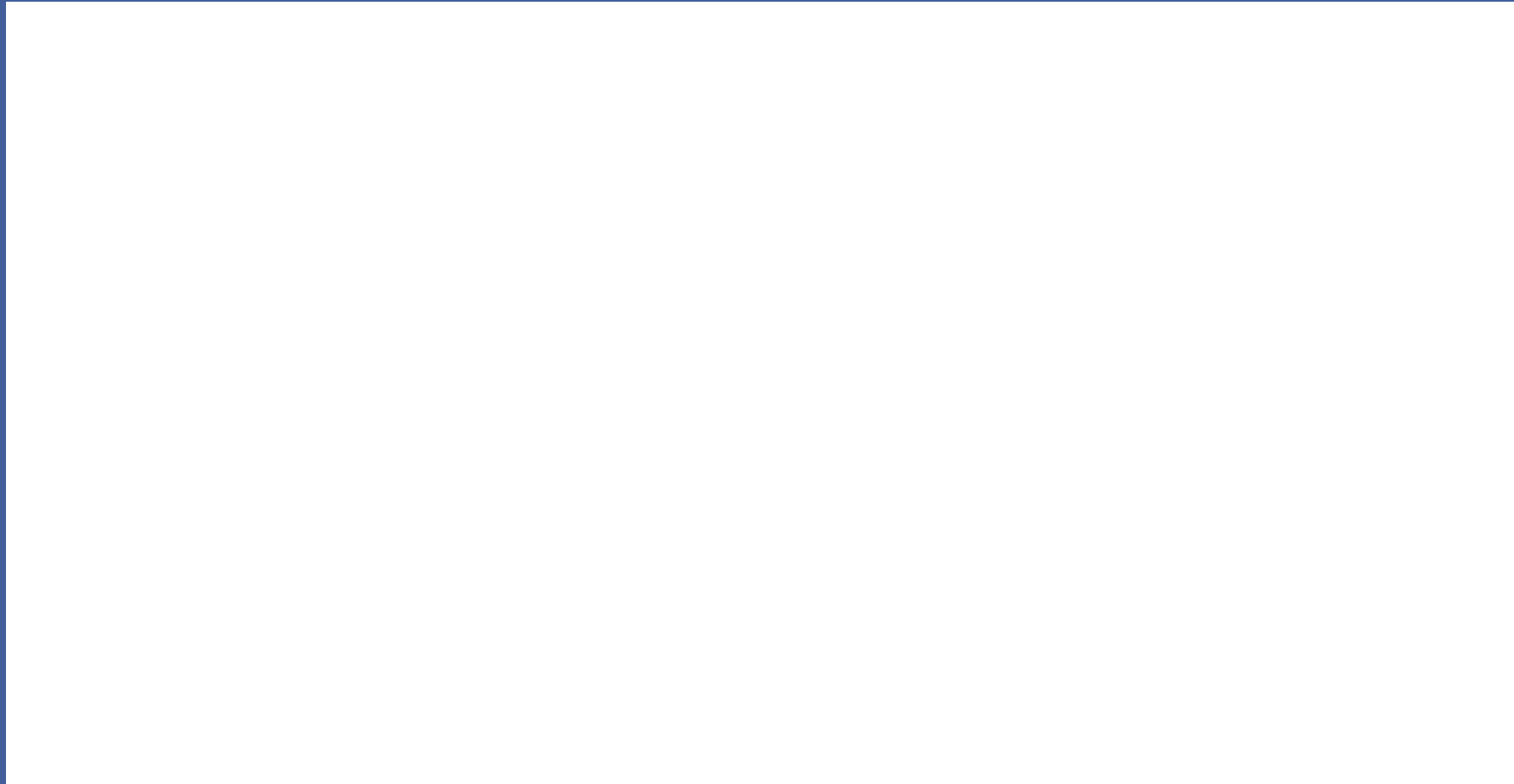
Consultant:

Tells you how to drive the car.

Coach:

Encourages & Supports you in driving the car.

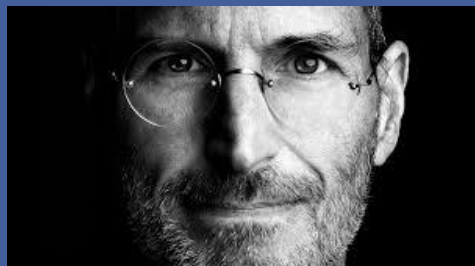
Coaching Models



<https://www.youtube.com/watch?v=F5mUnwzyk7o>



Activity: Could you name some famous coaches?



An Effective Coach....

- Respect for Confidentiality
 - Supportive
 - Sensitive
 - Emotional Intelligence
 - Ability to Collaborate
 - Observant
 - Self Aware
- Professionalism
 - Mirroring
 - Comfortable with the use of silence
 - Summarising & Paraphrasing
 - Listening
 - Questioning
 - Gently Challenges



Evidence Based Performance Coaching

- Between 1937 and 1999 total of 93 articles related to coaching cited in the PsycINFO.
- 2000- 2008 400+ articles. Most were discussions, opinion or social commentary articles, minimal empirical research.
- Literature search 2008 found only 42 empirical studies related to coaching interventions. Majority of these consisted of a case study approach. (Grant et al, 2013)
- Demonstrates increase in psychological research exploring the effectiveness of Performance Coaching.
- BUT more is needed!



Is Performance Coaching Effective?

- The limited but rich research validates that actually it is..
- CIPD (2004)- Enhances Employee Engagement, Performance & Wellbeing. Also assists with organisational and change transitions.
- Coaching & Leadership:- Coaching approach essential for Transformational Leadership (Bass & Avolio, 2000); Situational Leadership (Hersey 1984); Goleman's Model of Emotionally Intelligent Leadership (2000).
- Grant (2007)- Explored the impact of Coaching Skills training programme on participants coaching skills & emotional intelligence. Discovered that a short intensive programmes improved managerial's coaching skills; for improving underlying Emotional Intelligence & have a lasting Managerial Coaching impact, spaced out programmes lasting 13 weeks were more effective (follow ups and refreshed block day in between).
- Within the contemporary workplace, it is now encouraged that Managers undergo training to develop Coaching skills.

Performance Coaching & Employee Wellbeing

- Bowles & Piacano (2006) improved **Quality of life** measurements for Recruitment Managers within the Army. Follow up (2007), particularly effective for middle managers.
- Increases **Resilience** at work through reducing **negative self talk, self defeating** behaviours & increasing focus on goals over time (Grant et al, 2009).
- Participants **Workplace wellbeing scores significantly increased** following coaching (Grant et al, 2009). Conclusions were that could be related to the **Social Support** & increased **Sense of Autonomy** elements of Performance Coaching. Could also be linked with increased **Self Acceptance & Confidence** derived from Performance Coaching.

Use of Assessment in Coaching

- Open areas for discussion
- Provide a useful source of data
- Enable the coach to coach more effectively
- Provide structure to coaching sessions

Assessment types used

1. Personality measures (e.g.. MBTI, Firo B 16PF etc.)
2. 360-degree feedback
3. Learning Styles
4. Emotional Intelligence
5. Interest Questionnaires
6. Performance Data
7. Intelligence/Aptitude tests
8. Competency measures

(Source: McDowall and Smewing 2009)

TEDxOslo

x = independently organized TED event

The logo for 'Learning Outcomes' features the word 'Learning' in a bold, black, sans-serif font with a yellow outline. A small red apple with a green leaf is positioned above the letter 'i'. Below 'Learning' is the word 'Outcomes' in a larger, bold, black, sans-serif font with a yellow outline. To the left of 'Outcomes' is a blue graduation cap with a tassel.

Learning Outcomes

- Critically evaluate current research and theory in relation to Performance Coaching at work & its impact upon employee wellbeing.
- Develop the ability to identify both wellbeing and performance indicators which suggest the need for Performance Coaching within the workplace.
- Demonstrate understanding & application of the various models of Performance Coaching within the context of the workplace.
- Develop an understanding and ability to demonstrate the benefits of implementing Performance Coaching techniques upon both employee wellbeing & organisational performance.

*Thank
you*

