Center for Coaching Certification

www.CoachCert.com

STARTING AND RUNNING AN INTERNAL COACHING PROGRAM

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EXECUTIVE SUMMARY

Creating and running an effective coaching program within an organization supports organizational success and, as with so many worthwhile efforts, comes with challenges. Initially it starts with creating buy-in for the program, then program design challenges, operational challenges, and challenges with the people the program serves and supports."

Internal Coaching program design begins with determining which department and which employees have oversight. Next is developing the infrastructure, policies, and procedures. Ultimately all these steps, done well, provide the foundation for operating a successful coaching program. Addressing ongoing questions and concerns ensures the sustainability of a coaching program.

THE CASE FOR A COACHING PROGRAM

The first challenge, creating buy-in, starts with acknowledgement of the current obstacles the organization faces. Position utilizing coaching as the solution. It typically involves providing decision makers with the statistics on the Return on Investment, ROI, along with a brief outline on the application of coaching within the organization. (The other leaders in the organization also want this information and will take their direction from above.) The buy-in at the top levels is key to ensuring organization-wide buy-in as well as long-term support. Once buy-in exists at the top, build it throughout the organization with information, stories, and engagement in program development ideas.

The following is a sampling of the research that backs up a coaching program to increase engagement, productivity, and bottom line results (and supports making the case for a coaching program):

- A 2001 study by Metrix Global to determine the business benefits and return on investment for an executive coaching program found that "coaching produced a 529% return on investment and significant intangible benefits to the business; including the financial benefits from employee retention boosted the overall ROI to 788%."
- An internal report of the Personnel Management Association showed that when training is combined with coaching, individuals increase their productivity by 88% as compared to 22% with training alone.
- A survey by Manchester Inc. of 100 executives found that coaching provided an average return on investment of almost six times the cost of the coaching.
- “We’ve done lots of research over the past three years, and we’ve found that leaders who have the best coaching skills have better

business results." *Tanya Clemens, V.P. of Global Executive & Organizational Development at IBM*

- "The goal of coaching is the goal of good management: to make the most of an organization's valuable resources." *Harvard Business Review*
- Metropolitan Life Financial Services offered a coaching program to retail sales people. The productivity increased an average of 35%, and 50% identified new markets. Metropolitan retained all of the salespeople who were coached. The coaching program cost about $620,000 and delivered $3.2 million in measurable gains.

Coaching programs support organizational development and specifically:

- Enhance Employee Skills
- Address Derailing Behaviors
- Maximize Productivity
- Boost Employee Engagement
- Increase Talent Retention
- Cultivate High Potential Employees
- Develop Leaders
- Facilitate Transition

Tying the application of your proposed coaching to specific organizational challenges backed by the research maximizes the buy-in at the top.

COACHING PROGRAM PLAN

Internal coaching programs are more effective and sustainable with appropriate planning and management. For this reason, creating a business plan and program manual makes sense. Start with the foundation of a mission, vision, ethical code, and core values.

Defining the mission and vision of a coaching program in an organization is a powerful tool for promoting the program, fostering buy-in, and providing direction. The mission and vision for the coaching program must support the mission and vision of the organization. When a mission or vision statement is a single sentence, it has more meaning and is more memorable.

Examples of each include:

Mission: Promote and empower employee engagement through powerful conversations.

Vision: Enhanced organizational effectiveness and productivity through fully integrated and supported employees.

Generally, companies have a Code of Ethics in place. Because of the nature of a coaching relationship, there are nuances to coaching ethics that address the coaching conversations specifically. It makes sense to review the organization's existing ethical code and the Code of Ethics from the International Coaching Federation, ICF. Then, determine what to address specifically in the coaching program to ensure clarity and awareness along with adherence to the ethical standards for coaching.

Defining Core Values for a coaching program speaks to the beliefs around the reasons for the coaching program. Naming and defining three to six Core Values supports the mission, vision, and ethics. Examples include:

- Engagement – Ensuring employees are interested in their work, involved in how it is done, and intentional about achieving results.
- Empowerment – Providing opportunity and means for employees to explore their best course of action and implement it.
- Independence – Ensuring the appropriate level of autonomy for completing the work effectively, efficiently, and to the required standards.
- Productivity – Maximizing positive results and outcomes.

After building the foundation of the coaching program, enhance impact and sustainability by addressing processes and procedures in the coaching program plan /manual.

COACHING PROGRAM PROCESSES

When starting an internal coaching program, how do you select internal coaches? Internal coaching programs involve employees who serve as coaches either as their primary function or in addition to their primary function. It is essential that there be a process in place for identifying the potential coaches, vetting the candidates, and preparing them for coaching. Selecting coaches for a program within an organization calls for an awareness of capacity, both in terms of skill and time.

Options for identifying candidates for coaching include reviewing personnel files, asking for recommendations, and asking for volunteers. Reviewing personnel files is done within the HR department. Ask for recommendations and volunteers for coaching when promoting the coaching program throughout the organization.

Creating a list of criteria is helpful both in identifying candidates and in vetting possible coaches, or to select from a pool of candidates. Specifically, look for employees with the ability to focus completely on another person, to develop rapport, an interest in coaching, a willingness to learn a new approach, and the appropriate level of availability in their work day.

Once the internal coaches are selected, the next step is to plan training. Unfortunately, some companies use internal training. A study by the American Management Association found that **external** training for the internal coaches was the most effective. Explore the options; chances are an external coach training program is available at a cost on par with that of developing internal training. The advantage of external training is the professional expertise with coaching competencies and ethics.

Next, consider selecting External Coaches. Best practices for an organization's coaching programs include having internal coaches (employees) for entry level to mid-level management, and external coaches (outside service providers) for the top levels of management and those running the coaching program.

When hiring external coaches, it again makes sense to have criteria in place. The high ROI for coaching is related to the success of the coaching relationship, which in turn is tied to the skill of the coach. Given the investment in a coach, it makes sense to ensure they have the appropriate level of training. Standard criteria for hiring a coach generally include membership in the ICF because members are required to have 60 hours of training, plus they are accountable to the ICF Code of Ethics. In addition to asking about coach training, ask prospective coaches about their related experience. The greatest indicator of success in a coaching engagement is rapport, so involve the client selecting their coach.

Once the criteria for coaches is in place, the next consideration is sourcing prospective coaches. Resources for finding coaches include:

- LinkedIn for searching profiles of coaches
- Referrals from other companies or from professionals in a similar capacity that have a coach
- Authors of books found by searching the topic of coaching on Amazon
- Online directories such as www.FindaCertifiedCoach.com
- Coach training companies such as www.CoachCert.com
- Companies that provide coaching services such as www.Coach-123.com

After identifying prospective coaches, provide clients with one-page bios of the possible coaches, and have them interview several to choose a coach.

For both internal and external coaches, ensuring they are a good match for the individual client is a critical component of the coaching engagement.

The process for matching a coach with a client is as follows:

1. Define the reasons for engaging a coach.
2. Identify prospective coaches.
3. Provide the client with bios to select three coaches for interviewing.
4. Schedule the interviews / introductory sessions.
5. Client selects their coach.

Step 1: The reasons for engaging a coach will vary from person to person. Sometimes it is over-all skill development, leadership development, or change management. Other times a coach serves as a sounding board or to develop a strategy. Occasionally a coach is engaged to address a derailing behavior. In many cases, there are specific goals.

Step 2: Identifying prospective coaches, whether internal or external, was discussed previously.

Step 3: Once prospective coaches are identified, provide the bios of each to the client for review and their choosing from the three possible coaches.

Step 4: In addition to arranging for interviews as mentioned in the previous chapter, another tool is a brief introductory coaching session. An Introductory session is typically 20 to 30 minutes and it may be combined with an interview. In addition to the client having a sense of how the coach works, it also creates client buy-in to the process.

Step 5: To prepare a client, provide a simple checklist of considerations. For example:

When interviewing three prospective coaches, rank each on a scale of 1 to 5 where 1 = Limited, 2 = Poor, 3 = Average, 4 = Good, and 5 = Excellent

Rank each Coach	Coach (Insert Name)	Coach (Insert Name)	Coach (Insert Name)
My Level of Comfort Talking with the Coach			
Coach Ability to Expand My Thinking			
Coach Training			
Coach Experience			

My Sense of this Coach Supporting My Success			
Total Score			

After the client has interviewed and/or experienced an introductory session with each of three prospective coaches, have the client select their coach.

INFORMATION MANAGEMENT

As in any business, information management is an important consideration. Companies generally have policies in place on how information is handled. General forms and agreements used in a coaching program are made readily available. For notes taken during coaching sessions, the information must be handled differently.

For example, a coaching program will ideally have standardized coaching agreements. (In the agreement, refer to the Code of Ethics and either attach it or provide it electronically.) Often questionnaires are available for the coaches to utilize as a foundation or starting point.

The program may also want a form that a coach and their client complete together for the client to report on progress and results. (For example, in a form the coach and client list goals the client is working on, their action steps, and the client progress report. A notes section may be used for further explanation.) When the form is complete, the client may be the one presenting it to their supervisor or if the coach is presenting it they must first ensure the client has given permission.

Goal:	Action Steps:	Progress Report:	Notes:

Information that is handled differently includes the notes taken during coaching sessions. The notes are for the coach and client only, which means using either paper or the coach's personal computer and personal email addresses. Notes kept on a company computer are accessible by others, so coaching confidentiality is violated. The Code of Ethics for coaches, as published by the ICF, specifically addresses confidentiality and record keeping.

In summary, information management involves forms, tools, and worksheets that are available to all who have access to the coaching program materials. The notes taken during a coaching session are accessible only by the coach and the client.

The exchange of information from coaching sessions is guided by rules that include the ethical use of the notes from the coaching session. An example is that in the ICF Code of Ethics, the following definitions clarify roles for coaching relationship:

- Client: The "client" is the person(s) being coached.
- Sponsor: The "sponsor" is the entity (including its representatives) paying for and/or arranging for coaching services to be provided.

This is significant because Section I of the Code of Ethics states:

4. Have a clear understanding about how information is exchanged among all parties involved during all coaching interactions.
5. Have a clear understanding with both Clients and Sponsors or interested parties about the conditions under which information will not be kept confidential (e.g., illegal activity, if required by law, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or to others; etc.). Where I reasonably believe one of the above circumstances is applicable, I may need to inform appropriate authorities.

Specifically, this means before coaching begins it is essential to establish what information is exchanged and how it is exchanged.

The confidentiality of the client or client is essential for a successful coaching relationship. If a client is concerned that what they say is less than completely confidential, then the success of the program is limited.

When a client is aware that it is confidential, then the client feels free to share information openly and thus explore options, concerns, and influencing factors. This in turn supports effective strategy development and action planning.

For an internal coaching program, it makes sense to address this in a program manual as well as ensuring the coach training includes discussion on the Code of Ethics. In the program manual, cite the Code of Ethics and state that what is discussed during coaching sessions is completely confidential and kept between the coach and the client. The only exceptions are a threat of harm and an unreported crime. One option for providing direct supervisors or managers with information that is in keeping with the ethics is co-creating a report.

A policy that explains how information is exchanged will minimize conflicts in terms of requests for information.

LENGTH OF THE COACHING ENGAGEMENT

The average coaching relationship lasts one year. Some coaching relationships are just a few sessions and others continue several years. For internal coaching programs, provide parameters for the length of the coaching engagement.

Often a minimum number of sessions makes sense because this creates and supports commitment to the process. At the same time, be aware that coaching is a process and creating meaningful change takes time.

Ultimately it is important that the coaching is providing value. Whether just getting started or after many sessions, the key consideration in whether to continue is the benefit the client is gaining from the coaching relationship.

The ICF Code of Ethics addresses this specifically in Section 1:

> 3. Maintain the strictest levels of confidentiality with all parties as agreed upon. I am aware of and agree to comply with all applicable laws that pertain to personal data and communications.
> 4. Have a clear understanding about how information is exchanged among all parties involved during all coaching interactions.
> 7. Maintain, store and dispose of any records, including electronic files and communications, created during my professional interactions in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements. Furthermore, I seek to make proper use of emerging and growing technological developments that are being used in coaching services (technology-assisted coaching services) and be aware how various ethical standards apply to them.

CREATING A COACHING CULTURE

In an organization with a coaching program often there is a goal of creating a coaching culture. This means coaching is happening informally and coaching skills are applied in conversations generally. Developing a coaching culture and using a coaching style of management with listening and asking questions is a tool increasingly used in organizational development.

Pros of a Coaching Culture:

- Perceived as positive at all levels and appropriate at all levels
- Proven impact on skill development and application
- Increases engagement and motivates productivity
- Enhances company culture and ultimately success
- Improves talent retention
- Benefits leadership development and transition

Coaching empowers people to find and apply their own answers. It is positive. It is proactive. It works.

A coaching leader is a strategic partner that:

- Asks questions for the clarifying of goals
- Explores options for moving past obstacles
- Empowers the creation of action plans
- Supports discovery of opportunities to achieve
- Empowers decision making and action

How is this done? A coaching leader takes time to ask about goals and actions for moving forward. The individual is empowered to think about overcoming obstacles and create their own action plans, which means they are engaged and follow-through increases exponentially. Coaching leaders delegate responsibility effectively and support individual growth. Coaching leaders encourage individual decision making and action. Coaching leaders acknowledge contributions so individuals know they are valued and valuable.

COACHING PROGRAM RESOURCES AND SUPPORT

When creating and managing a coaching program, consider the resources that are appropriate for three distinct segments: managing the program, supporting the coaches, and supporting the clients.

- Resources for managing the program include appropriate training or consulting, time and expenses for administration, the time and cost of training for the program managers, and time for running the program.
- Resources for the coaches include ICF-approved coach training for coaches, access to information on coaching, access to information appropriate for supporting clients, a list of resources available for clients, time and a place for coaching, helpful forms and coaching tools, ongoing coaching for the coaches, and a contact person.
- Resources for clients include access to training when appropriate for skill development, access to information for self-directed learning, access to a form for reporting on progress, and a contact person for questions and concerns.

Managing the program includes planning the budget and the time. Often training and/or consulting services are also explored and put in place. In developing a program manual, include listings or directories of forms, resources for training and learning, options for meeting space, and contacts. These resources can be presented to both coaches and clients during a program orientation.

Plan support including managing on-going buy-in, time, a budget, logistics for coaching sessions, coaching tools, and resources for skill development. The components for each of these areas are outlined below for easy use in your program plan and manual.

Support On-going Buy-in:

1. Track results using:
    a. Evaluations
    b. Engagement Measures
    c. Productivity Numbers
    d. Turnover Costs
2. Share success stories:
    a. Internal website or online bulletin board
    b. Company newsletter
    c. In meetings
3. Continue to promote coaching as a benefit:
    a. Through HR in orientation and meetings
    b. In employee manuals
    c. In company publications
    d. At company events

Provide Time and a Budget:

1. Time for:
    a. Planning
    b. On-going learning
    c. Training coaches
    d. Client sign-ups
    e. Matching coach with client
2. Budget for:
    a. Training for coaches
    b. Coaching for coaches
    c. Learning materials
    d. Consulting
    e. External coaches
    f. Training for clients working on skill development

Ensuring time and location for coaching (whether coaching is done face-to-face, online, or on the telephone):

1. Provide private space
2. Ensure time for coaching
3. Coordinate scheduling

Assistance with coaching tools:
1. Code of Ethics
2. Coaching agreement
3. Coaching questionnaires
4. Goal-planning worksheets
5. Self-assessment tools for clients

Resources for skill development
1. Access to a Learning Management System for self-directed learning
2. Opportunity to take classes for skill development
3. Library of materials to check-out for individually focused learning

Using this outline as a foundation, further define each component, and then create your own internal coaching program plan and budget.

DIFFERENTIATE BETWEEN COACHING, MENTORING, TRAINING, AND MANAGING

It is essential to differentiate between Coaching, Mentoring, Training, and Managing. While these roles are often inter-mingled and misunderstood, a clear awareness of the value and distinctions of each role enhances positive results. Each role is truly unique and distinct, serves a specific purpose, and is deployed differently. Knowing how coaching is different and understanding the role is essential for a successful program.

What does each do?

Mentor
- Provide expertise
- Gives advice
- Offers input

Manager
- Informs of decisions
- Provides direction
- Gives feedback

Trainer
- Assesses learning needs
- Develops training programs
- Manages learning environment
- Provides information

- Creates learning exercises

Coach
- Elicits the focus and expertise from the client
- Provides the process for the client to strategize and plan
- Empowers the client to make decisions and determine actions
- Asks the client how their plan is going and what they will adjust
- Affirms client progress and success

Bottom line: how coaching is the most different from the other roles is that the coach does NOT: tell, make it about their opinion, give direction, nor decide on strategy or actions. The coach DOES empower the client, serve as a sounding board to give them space to explore, ask probing and clarifying questions to expand and challenge thinking, then asks the client to define what they want and how they will make it happen.

SEPARATE HR AND COACHING FUNCTIONS

An essential discussion when establishing an internal coaching program revolves around HR policies and coaching ethics. The company Code of Ethics, HR ethics, and policies and procedures address current functions. Coaching ethics include very significant differences. Review all ethical codes together and determine the policies and applicable ethical codes for a coaching program in advance.

Specifically:
- HR ethics focus on the company as the client and coaching ethics focus on the client as the client (the company is the sponsor).
- HR ethics address confidentiality from the perspective of all information being owned by the company and coaching ethics address confidentiality from the perspective of the information being accessible only by the coach and client.
- HR ethics focus on serving the company while coaching ethics focus on serving the individual client.

While it may seem these are mutually exclusive, by virtue of the coaching program serving the client, the company benefits. An example of how this applies is shown below.

An employee has been identified as a high potential and is being groomed for a leadership role. The employee privately plans to stay with the company for another six months and leave. Whether this is discussed and what happens differs based on whether it is during an HR Meeting or during coaching.

	HR Meeting	Coaching Session
Sharing of Information	• Employee unlikely to disclose plans to leave • If shared, the information is owned by the company and managed by HR, impacting duties and potential retention	• Employee likely to disclose and discuss • Information remains confidential
Possible Outcomes	• Company less likely to provide training opportunities or stretch assignments • If employee stays with the company, they are more likely to be watched closely • Employee more likely to follow through on leaving and less likely to be positive	• Employee may change their mind and stay with the company • If employee does follow through and leave they are more likely to be positive about the company • Either way, while the employee is with the company their performance is maximized

The concern HR will have about the scenario is that if the company invests in opportunities for the high potential to have coaching, then others may miss out on that opportunity or the investment may be for naught.

In this specific example the company benefits because they will either:

A. Retain a high potential employee because they consider their options and decide they want to stay.

OR

B. Maintain a positive relationship with the high potential - who in turn may refer others to the company, return themselves in the future, or simply speak positively about the company and the opportunities.

AND

C. Maximize the value of the work the employee performs.

Coaching sessions are different from HR meetings and amongst the most important distinctions are confidentiality and the relationship.

- Confidentiality: Specifically, HR records are confidential and owned by the company. Coaching session notes are confidential and owned by the coach and the client. This means the notes are kept either on paper or on a personal computer because notes on a company computer or in a company email are owned by the company and accessible by others (as previously mentioned).

- The Relationship: The HR professional is by necessity loyal to the company and the company is their client. For a coach, including internal coaches, the client is their client. The separation of these roles ensures and enhances the value of coaching because of confidentiality and trust. Specifically, when the client knows that what they say is kept between them and their coach, they are given permission to openly discuss challenges and strategies, and to develop an effective plan.

There are four steps for separating coaching from HR:

1. Review and compare the company Code of Ethics, HR Policies, and the ICF Code of Ethics.
2. Define the differentiation and separation of coaching and HR meetings, and publish the distinction.
3. For each meeting state clearly whether it is an HR meeting or a coaching session.
4. Keep all records for HR as per requirements and keep all coaching session notes as per coaching ethics.

Both HR functions and coaching relationships benefit from this separation. Specifically, done correctly, coaching supports employee engagement and productivity, which in turn enhances outcomes for HR and for the company. Company records are retained for a specific length of time. Coaching notes are handled differently. Currently there is no legislation directing how long coaching notes are retained. Best practices for coaches are to have the notes while actively coaching, and then at the time the relationship ends or up to 12 months later, destroy all notes retaining only the agreement and perhaps a one-page summary.

Just as confidentiality impacts the level to which individuals are willing to go in a conversation, record retention is a factor. When an individual knows notes are retained for a long period of time, they are less likely to talk openly. Conversely, when the same individual knows about the level of confidentiality and how records are handled in coaching, they are more confident openly talking to explore their situation, options, obstacles, and possible strategies.

For a coaching program, in addition to establishing policies around the differentiation of HR and coaching roles along with confidentiality, define the application of ethics for record retention.

MEASURING THE ROI OF COACHING

Companies have metrics; measuring coaching results has its own intricacies to work out. Internal coaching programs are well served to measure the competencies of coaches and the results of the coaching program. This helps ensure the appropriate training is in place and for defining the value of the coaching program.

Coach training ensures a clear understanding of the role of the coach and develops coaching competencies. According to the ICF there are 11 Core Competencies within four groupings:

- Foundation – ethics and coaching mindset
- Co-creating the Relationship – agreements, trust, and presence
- Communication – listening and evoking awareness
- Cultivating Learning and Growth – facilitate client growth

How are coaching competencies measured?

- Assessment following training – completed by the trainer
- Observation – managed through the program administration
- Feedback from the constituency – surveys of coaches, clients, those working with the clients
- Coaching 360 – the Center for Coaching Solutions has a 360 evaluation of coaching competencies

How are the results of the coaching program measured?

- Qualitative measures include: employee engagement, skill development, workplace relationships, employee wellness, and company culture.
- Quantitative measures include: talent retention, turnover, productivity, and sales (based on the numbers in company reports from before and after the program implementation).

As a best practice, tie the measure to the program goals.

Funding the measure of coaching competencies and program effectiveness validates the program. It is possible to measure results on a tighter budget. For example:

- Free survey tools such as Survey Monkey for qualitative feedback.
- Evaluation forms completed by participants with results compiled.
- Before and after company reports on turnover, productivity, and sales.
- Intern students that develop and complete a measurement.
- Coaching organizations that will measure results.

COACH TRAINING

How important is coaching-specific training? As with any type of skilled work or service, training is essential. Coaching is a very specific process and is often misunderstood. Some think coaching is part training, part mentoring, part managing; it is very different.

The American Management Association, AMA, in their Global Study of Successful Practices, shared several major findings on coaching programs inside companies, including one on training for the coaches:

> **Correlations**
> Another interesting finding is that the internally based methods of providing training were less strongly correlated with overall coaching success than were the externally based methods, even though the internally based methods are more commonly used.

Internal training programs are often based on common misunderstandings of coaching instead of being built on ICF's 11 Core Competencies of a coach.

> The AMA/Institute for Corporate Productivity survey shows that external development programs for coaching are more highly correlated with success than internal ones.

Specifically, the AMA recommends external training for internal coaches to achieve the best results.

> Finding Nine: *External training seems to work best.* Externally based methods of providing training on coaching are most strongly correlated with overall coaching success, though they are less often used.

What type of training for coaches is best?

- Ensure the training is approved by the International Coaching Federation, ICF.
- Maximize value with training accredited by the International Association for Continuing Education and Training to offer CEUs.
- Verify the training is specifically designed to develop the ICF's Core Competencies of a coach.

What are some resources that can be utilized for coach-specific training? An internet search will turn up many options. Do visit the Center for Coaching Certification at www.CoachCert.com.

COACHING OPPORTUNITIES

Internal coaches may ask about opportunities within the coaching program to provide coaching. Their opportunities often include:

- Develop High Potentials
- Skill Development
- Increase Employee Engagement
- Enhance Productivity
- Follow-up on Training
- After 360s or Assessments
- Creating a Coaching Culture
- Leaders in Transition
- Change Management

What is the focus of the coaching for these purposes?

- ✓ Develop High Potentials – Coach High Potential employees to explore their interests, possible career paths, and skill development areas. Support learning opportunities the coach and client co-create.
- ✓ Increase Employee Engagement – Coach your managers and supervisors on their people and communication skills. Provide coaching for group or team leaders to create a trickle-down impact. Focus on opportunities for creating an environment where employees share ideas on how to do their work more effectively.
- ✓ Enhance Productivity – Coach individuals along with team leads, supervisors, and managers on empowering employees to set goals, manage their work, and enhance their results.
- ✓ Follow-up on Training – Coach training participants to develop their plan for implementing the learning.
- ✓ After Assessments – Coach individuals to focus on their own learning, what they want to change, and skills they want to develop. Partner with them to develop their strategies and action plans.
- ✓ Creating a Coaching Culture – Offer a combination of training on coaching skills, individual coaching, and group coaching.
- ✓ Leaders in Transition – Support the leaders in understanding their new role, defining expectations, enhancing appropriate skills, and managing the working relationships.
- ✓ Change Management – Offer coaching for leaders and for teams on designing change, communicating, and managing processes.

COACHING PROGRAM MANAGEMENT

Plan for implementing and managing a coaching program using the following table with a list of tasks and room for estimating your time and budget.

Start-up:	Time	Budget
Coach training for the program administrator(s)		
Researching and creating a presentation to develop organizational buy-in		
Designing the program and creating the manual		
Planning and preparing program resources		
Sources and contracting with external consulting, coaches, and training		
Planning coach training for coaches		
Identifying and recruiting the internal coaches		
Identifying and engaging clients		
Planning and facilitating program orientation for coaches and clients		
Organizational education on the coaching program		
Other?		
Totals		
On-going Administration:	Time	Budget
Coach recruiting, training, and coaching		
Client engagement		
Matching coaches with clients		
Responding to inquiries and challenges		
Managing and providing resources		
Tracking and reporting outcomes		
Other?		
Totals		

Resources to get you started with your research include:

- www.CoachingFederation.org
- http://www.amanet.org/training/articles/Coaching-A-Global-Study-of-Successful-Practices-02.aspx
- http://www.coachingfederation.org/files/includes/docs/156-ROI-is-a-Poor-Measure-of-Coaching-Success--2012.pdf
- http://www.linkageinc.com/thinking/linkageleader/Documents/Merrill_C_Anderson_What_ROI_Studies_of_Executive_Coaching_Tell_Us_1004.pdf
- http://www.boldanhayes.com/ecroi.pdf
- http://www.ncl.ac.uk/staffdev/assets/documents/CALCULATINGROIFROMEXECUTIVECOACHING.pdf

- www.CenterforCoachingSolutions.com
- www.CoachCert.com

Helpful Videos on YouTube:
Creating a Coaching Program Manual: http://youtu.be/qHFeONsNr0M
Establishing a Coaching Program: http://youtu.be/dPEwo5OBxkk
Coach Training: http://youtu.be/TF5myRxdtgI

CONFLICT COACHING

Helga Rhodes said, "Conflict is a fact of life; it does not have to be a way of life." Conflict can be a good thing when managed well because it enhances understanding, creates awareness, supports brainstorming ideas, and leads to effective planning and follow-through. Conflict Coaching is a way to handle conflict within your organization.

How does having a process for managing conflict help with a coaching program?

- Coaching program administrators face conflict between program participants and the constituency.
- Individuals being coached are dealing with conflicts.

What is an effective conflict coaching process? Based on years of work conducting conflict mediation and training mediators in addition to coaching, here is a simple, easy to remember model that works.

STOP Model for Conflict Management

1. **S**tories – each person takes a turn and shares their perspective with a coach or facilitator rephrasing what is shared to ensure understanding.
2. **T**opics – everyone involved creates a combined list of topics to be addressed and is involved prioritizing each.
3. **O**ptions – each person involved generates several options for addressing each topic; all options are listed and choosing which to use follows with everyone involved. (Sometimes the option to choose is obvious, sometimes options are eliminated and you back into the answer, sometimes the option chosen is a mix of the ideas.)
4. **P**lan – each person involved is included in deciding on specific action steps that include who, what, and when for implementing the chosen option.

When coaching one person dealing with this conflict, have them provide their perspective, plus have them reflect on the perspective of the other person. After working through all four steps, explore how they can use this process in a conversation and/or follow through to effectively address the conflict.

The conflict coaching model shared here is an effective model in many conversations and is very similar to the coaching process: sharing of the story, listing topics of focus, exploring options, and creating the plan.

CONFLICTS OF INTEREST

From a learning perspective, think transparency: transparency about what might be perceived as a conflict, transparency about known conflicts, plus transparency about coaching roles, ethics, and relationships.

The ICF Code of Ethics, under Conflicts of Interest, says, "I will seek to avoid conflicts of interest and potential conflicts of interest and openly disclose any such conflicts. I will offer to remove myself when such a conflict arises."

To facilitate addressing a possible conflict of interest, in the Center for Coaching Certification class on ethics the below decision tree is provided:

As a coach, start with the first question: "Can I effectively coach this client?" Follow the tree based on your answers.

If you answer yes, the question, "Could this be perceived as a conflict?" significantly includes the word 'perceived'. As a generalization, if you are asking the question, chances are the answer is yes.

If your answer to the first question is no, the question, "Could telling the client the specific conflict potentially add to or create a problem?"

significantly includes the word 'potentially'. Again, as a generalization, if you are asking the question chances are the answer is yes.

If there is a conflict of interest, determine whether to continue the coaching relationship and what to disclose using this decision tree.
Prevent conflicts overall by educating the constituency on coaching roles and ethics in advance. Then, if a conflict arises, such as a manager or supervisor wanting information disclosed, refer them to the program manual and Code of Ethics. In this case, share that the confidentiality of the coaching sessions in fact supports the high ROI of coaching. For other conflicts, use the STOP Conflict Coaching Model provided above.

INTERNAL POLITICS

While there is wide-spread growth and use of coaching, there is also a lack of understanding of coaching and the bottom-line impact of providing coaching. Internal politics play in to establishing a coaching program and impact the management of the coaching program over the long term.

Possible Political Considerations:
- Reasons for having the coaching program
- How selected coaches are viewed
- How being coached is viewed
- How information is shared
- Perceived value

Effectively managing the politics calls for creating buy-in, defining the process for selecting coaches and clients, determining how information is managed and shared, publicizing the coaching program policies, measuring outcomes, and promoting the successes. All except the last of these topics have been addressed. For promoting the successes, plan the opportunities. Decide how you will collect success stories, ensure you have permission to share them, and then plan opportunities in meetings, on common area displays, on the company website, and through an internal newsletter.

COACHING IS INTEGRAL TO ORGANIZATION MANAGEMENT AND DEVELOPMENT

Coaching is already part of your organizational management and development. Specifically:
- The Society for Human Resource Management, SHRM, lists coaching as one of the sub-competencies for HR professionals.

- The Association for Talent Development lists coaching as a core competency.
- Organizational Development professionals increasingly cite coaching as a tool of choice.

Ensure your internal coaching program involves the people working in each of these areas, and that it is recognized as a normal part of operations.

CONFIDENTIALITY

The number one indicator of success in a coaching relationship is the rapport between the coach and the client. Effective rapport building requires establishing trust. Foundational to establishing trust is the level of confidentiality. Ensuring confidentiality is a challenge for an internal coaching program – both real and perceived.

The Real Challenge of Confidentiality:
Recognizing that the conversations and the notes belong only to the client and the coach.

- This means that the notes must be on the coach's personal computer, the client's personal computer, or on paper in their personal keeping.
- When the coaching relationship is complete, the coach has a set time for keeping notes and then they are either given to the client or destroyed.

The Perceived Challenge of Confidentiality:
Within an organization is the concern that the information is kept in HR files or is shared.

- Define the location of records and the retention timeline in the coaching program manual.
- Discuss ethics, confidentiality, and record keeping with everyone in advance, and ensure follow-through on established protocols.

The Follow-through to Protect Confidentiality:
Occasionally a manager or supervisor will ask for a report on the coaching relationship. (Ideally this is pre-empted in a coaching program with established policies that are public.)

- If it does occur, refer to the Code of Ethics and the policies manual.
- Alternatively, provide the form for the coach and the client to complete together and they submit it.
- Explain the reasons: when confidentiality is protected, the coaching relationship is effective. This in turn provides the high ROI for the coaching.

With this trust come boundaries. Establishing boundaries for your coaching program is smart. One effective tool for doing this is an FAQ section in your coaching program manual. What follows are questions that come up for clients, coaches, and the constituency with example answers. Use these as a foundation for your coaching program manual.

CLIENT FAQ'S

⇒Q: How do I know whether to talk with my coach or my manager?
A: When you want an answer, direction, or feedback, speak with your manager. When you want to figure something out, consider possibilities, or develop a plan, speak with your coach.

⇒Q: What is the accessibility of my coach?
A: Sessions are usually scheduled once or twice a month and the coach is available for calling or emailing a few times between sessions. If you want more time, please contact the coaching program administrator.

⇒Q: What if I think the coaching is ineffective?
A: Start by having a conversation with your coach and exploring what is working, what isn't working, and what the possibilities are for enhancing effectiveness. Next explore whether to continue the coaching relationship with your coach. If you want to address this further, please contact the coaching program administrator.

⇒Q: What if I want to continue coaching longer?
A: Start by having a conversation with your coach and exploring the benefits, reasons, and opportunities for continuing. Then, to address this further, please contact the coaching program administrator.

COACH FAQ'S

⇒Q: What is the training before I start coaching?
A: Prior to starting as a coach plan on attending an on-site program, Coaching Skills for Leaders, offered by the Center for Coaching Solutions. Alternatively, you may attend the Certified Professional Coach and Certified Master Coach programs offered by the Center for Coaching Certification.

⇒Q: What time commitment is required?
A: Each coach is asked to commit to coaching two non-direct reports for 12 months each as a minimum. After that, please talk with the program administrator if you are interested and willing to coach more.

⇒Q: How often and how long will I be coaching?
A: On average, coaching sessions are twice a month for 60 minutes; sometimes a longer session once a month is equally or more effective. You can plan on emailing and having short conversations with your client between coaching sessions. The average coaching relationship is 12 months.

⇒Q: What exactly are my duties?
A: In addition to the training, as a coach you will meet with your assigned clients once or twice a month, take notes and share the notes with your client only using personal emails, plus manage interactions via email and in conversation between sessions. Please note that everyone in the program is expected to follow program procedures and the coaching Code of Ethics.

CONSTITUENCY FAQ'S

⇒Q: What role do I play as a supervisor or manager?
A: Encourage and support your employees to take advantage of the coaching program. Affirm their involvement and recognize their progress and successes.

⇒Q: How do I access the records?
A: The records are not accessible as all the information is confidential. This is one of the reasons the coaching process provides such a high ROI. For further information, please contact the program administrator.

⇒Q: How come the coach does not report to the manager of the client?
A: When the client knows the information is confidential, they are more comfortable really exploring opportunities, barriers, and strategies. This in turn leads to more effective planning, more buy-in for following through, and thus enhanced achieving of results.

⇒Q: What can I expect from this process?
A: By supporting and promoting the program and your employees' participation, you are supporting individual development. For the organization, this impacts employee engagement and productivity positively.

FOCUS OF THE COACHING SESSIONS

For an internal coaching program, discuss in advance whether the coaching conversations are only about job goals and skill development, or also provide for discussing personal considerations. Explore the benefits of allowing time for personal coaching and consider the parameters in terms of coaching time discussing personal challenges.

- Sometimes the thinking is that company resources are utilized and therefore it is only about the job and performance.
- Most are aware that if the personal aspects are ignored, the coaching relationship itself is less effective and the personal considerations do impact job performance.

Addressing personal goals is a best practice to maximize results. When a coaching program supports coaching time for discussing personal challenges, the question arises of how to effectively do so within the scope of an internal coaching program. This is one of the reasons that it is most effective to have internal coaches for entry level to mid-level management, and external coaches for the higher levels of management.

It is essential that the client has the freedom to choose what they want to discuss. Sometimes it is the coach that is hesitant to discuss personal challenges. Therefore, an effective option is for the coach to provide the client with a choice between focusing purely on work or having the door open for addressing personal considerations. Set this up by exploring their big picture first and then focusing on the job. The client is then empowered to discuss personal challenges as desired.

Because the notes and records are confidential and separate, this supports the client choice and in turn enhances results for the organization.

COACHING MODEL AND COACHING PROCESS

One thing that is interesting in reference to a coaching model is defining a model as compared to process. Dictionary.com includes "a standard or example for imitation or comparison" in the definition. A search on process turns up "a series of actions or steps taken in order to achieve a particular end" in a definition.

For the purposes of coaching, a model is the standard or example of how the coaching relationship works. A process is the series of steps used in coaching sessions to support the client moving forward.

Imagine the coaching process as a staircase leading to a doorway called success. The client defines success; the coach upholds the foundation of the staircase. The coach walks with the client up the staircase.

- The Stairway to Success requires a foundation
    1. Training
    2. Competency
    3. Ethics

- In the coaching process, the client and coach partner and move up the steps of the Staircase to Success together
    4. Agreement
    5. Understanding
    6. Rapport
    7. Communication
    8. Exploration
    9. Strategy

- Moving up the staircase achieves results
    10. Success

On the surface, the success of a coaching relationship is decided based on a client achieving specific goals. Dig deeper because sometimes goals change and there are additional benefits to a coaching relationship.

To measure success, a coach and a client have a conversation at the beginning of the coaching relationship to choose how success of the coaching relationship is identified. This is revisited periodically.

In coaching, the client is empowered to choose their focus and explore how they define success.

With a coaching model comes the coaching process. Prior to engaging in a coaching relationship, an introductory coaching session provides exposure to the coaching process and an idea of the benefits. This is done by giving the client an opportunity to explore interests, objectives, and wants. During the introductory session, both the coach and the client are considering whether they are a good fit for working together.

After engaging in the coaching relationship, including signing an agreement and reviewing the Code of Ethics, an opening coaching session is a big-picture exploration that provides perspective and an understanding of the client's priorities, values, and influencing factors.

In support of client success achieving their goals now and for the long term, in the second coaching session tools and techniques for maintaining focus and developing habits over the long-term are developed.

By the third coaching session the client chooses the focus of the coaching conversation, deciding what they want to accomplish in that session.

Coaching sessions are a time for checking on progress, exploration, strategy development, and action planning. The client may want to focus on skill development, change, strategizing, or making decisions. The coach checks in with the client and adjusts the process to the client.

The coaching relationship supports the client developing new tools, skills, and processes for them self. While the length of the coaching relationship varies, the average time is twelve months. Prior to ending the regularly scheduled coaching sessions, plan a coaching session focused on how the client will maintain and build on their success. Plan a final debrief of the coaching relationship and coaching process.

RAPPORT

The greatest indicator of success in a coaching relationship is the rapport between the coach and the client. While this is developed between the coach and the client, how a coaching program is managed does impact the opportunity for rapport.

Specifically, in a coaching program there are several things that support creating rapport in the coaching relationships:

- Use volunteer internal coaches – people that want to coach.

If the coach is only coaching because it is expected or because they were told to, they will be disinterested in connecting with the client and supporting their success.

- Use volunteer clients – people that want to be coached.

Occasionally an initial coaching session or two may be utilized to create buy-in to the coaching process for the client. Ultimately it is essential that the client want the coaching and want to create meaningful change for the process to be successful.

- Ensure the client has a choice of several possible coaches.

By giving the client choices, they consider who will be most effective for them as a coach. This in turn increases the likelihood of developing rapport.

During the coaching relationship, do check in with the coach and client on how they feel it is going. Ensure everyone knows that sometimes it is appropriate and even ideal to change coaches.

PROGRAM ASSESSMENT AND ADJUSTMENT

How do you assess a coaching program and adjust? Effective planning and engagement are an excellent foundation for a coaching program. To support ongoing success and sustainability, plan to assess the coaching program process and outcomes on a regular basis. One simple check is to survey the people involved. What follows are examples of questions for coaching program assessment surveys.

Assessment survey for program administrators:

- What have you learned through the coaching program?
- What feedback is coming in?
- What is the level of support for the program?

- Which policies are working well?
- What policy changes do you recommend?
- Which coaching tools are working well?
- What changes to coaching tools do you recommend?
- What additional coaching tools do you recommend?
- Which resources are used often?
- What changes to resources do you recommend?
- What additional resources do you recommend?
- How can the coaching program be enhanced?

Assessment survey for the coaches and clients:

- What are your thoughts on the coaching process?
- What is working well?
- What do you recommend be changed?
- What additional tools do you want?
- What additional resources do you want?
- How is the coaching making a difference?

Assessment survey for the bosses, peers, and direct reports of the clients:

- What changes are you noticing since the coaching began?
- What are the benefits of the coaching program?
- What are your recommendations to improve the coaching program?

Based on your organization and culture, change, add, or delete questions.

When you survey people involved in the coaching program, it is best to share a report on the responses and share the plan to make changes as a result.

BEST PRACTICES

This list of best practices is compiled for coaching programs from the research:

- Assess the objectives and define the goals for a coaching program.
- Create buy-in from the top down.
- Plan and organize for a solid foundation, effective implementation, and a sustainable program.
- Define the policies and processes.
- Communicate goals, process, and outcomes to maintain engagement.
- Prepare for challenges and address them effectively.
- Recruit volunteer internal coaches for entry level through middle management.
- Provide external training for internal coaches.

- Source trained external coaches for the higher levels of management.
- Use the Staircase to Success Model and start with effective training, developing the coaching competencies, and the Code of Ethics.
- Use a defined coaching process.
- Provide appropriate tools and resources for program administrators, coaches, and the clients.
- Evaluate outcomes.
- Adjust as appropriate.
- Be excited about the opportunities and outcomes.
- Communicate the results.

Coaching is a powerful tool and supports both individual and organizational success. When a positive, forward focus is maintained and supported, the outcomes are both amazing and measurable.

SUMMARY

An effective Internal Coaching Program that creates buy-in, provides responsible management and support, plus includes a sound infrastructure with clearly stated policies and well-outlined procedures will have an ongoing beneficial impact on your company's ROI. Trained coaches that build rapport and employ a coaching model that works to benefit the client as well as the organization, providing a win-win-win relationship desired by the coach, the client, and the organization.

ABOUT CATHY LISKA

Cathy Liska, the Guide from the Side®, is the CEO/Founder of the Center for Coaching Certification. As the Guide from the Side®, she is recognized among the best internationally in coaching, training, conflict management, and facilitation. Cathy is a sought-after trainer and facilitator, freely sharing from her 20 years of experience in business ownership and management. Cathy certifies others to coach in her ICF-approved programs.

Her personal mission statement is "People." Cathy is known for her passion in sharing the insight, experience, positive attitude, and information that empower others to achieve the results they desire.