

Success factors in executive coaching

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Our agenda



This morning, we will review

- Current thinking about the success factors in therapy
- Major similarities and differences between coaching and therapy
- What distinguishes good from great coaches
- A recommended coaching process protocol
- The unique demands of coaching under different employee performance scenarios

A few questions



- By show of hands, how long have you provided executive coaching services?
 - Not yet
 - Less than a year
 - 1 to 5 years
 - More than 5 years
- What is the context of your coaching?
 - Part of your employee assistance work
 - Informal help to others
 - As a separate, paid activity

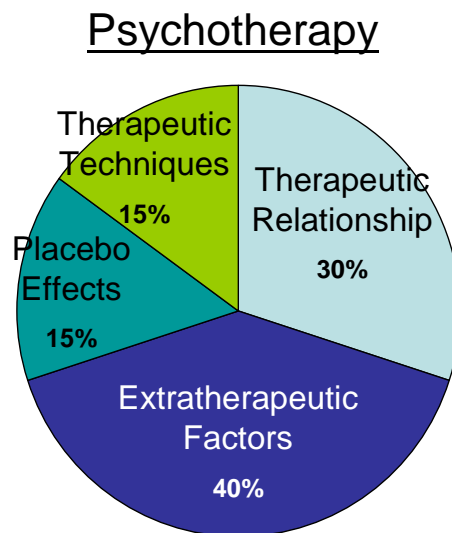
A coaching case study



- Jake is a newly appointed global Chief Technology Officer
 - 37 years old
 - Recently promoted over his peers
 - Only has led small teams in the past
- Jake and family have repatriated from Europe
 - Recently bought a home
 - Wife is Japanese
 - Expecting first child

Success factors in therapy and counseling

“Active ingredients” in psychotherapy



Douglas McKenna, Ph.D. & Sandra Davis, Ph.D.: 2008 SIOP
Leading Edge Consortium

“Active ingredients” explored



- Therapeutic techniques (15%)
 - Patient involvement predicts success more than therapist attitude or technique
 - If the therapist's model of change fails to match the client's, odds of success drop
- Placebo effects (15%)
 - Attacks “it's personal” dimension of Seligman's depression model (a stable, global and personal situation)
 - There are related clues in the self-assessment research

“Active ingredients” explored



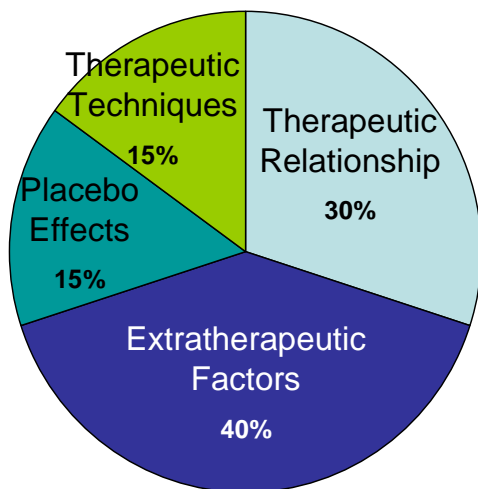
- Therapeutic relationship (30%)
 - Empathy and positive regard are key ingredients
 - Therapy is an alliance focused on the patient
- Extra-therapeutic factors (40%)
 - The environment may be stable or shifting, e.g.,
 - Family situation
 - Work and financial pressures
 - External change support may exist, or be lacking
 - Disruptions can occur, e.g., crisis with child

“Active ingredients” in coaching?

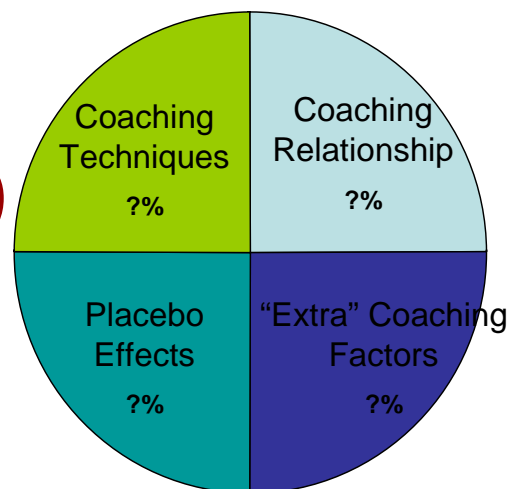
- How might these same ingredients impact coaching results?
 - The coaching relationship
 - External factors, e.g., an overloaded schedule, being “assigned to” a coach
 - Specific coaching techniques
 - Expectations about coaching
- What are the implications for your practice?

“Active Ingredients” in Psychotherapy vs. Coaching

Psychotherapy



Coaching



Contrasting therapy and coaching

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Initial coaching questions



- What are his apparent needs?
- Where do you begin ____?
 - With the new job
 - With his personal situation
- Where does the line lie between assisting him with professional and personal issues?

Comparing duration & goals



Scenario:	Counseling & therapy	Executive feedback & coaching
Single session (1-1.5 hours)	“Moment of insight”	Blind spot awareness
Short-term (5-10 Sessions)	Conflict discovery & emotional relief	Targeted behavior & self-management
Solution focused (12-20+ Sessions)	At-risk behavior change and maintenance	Higher stakes executive intervention (+/-)
Longer term (6 mos. – 1+ year)	Personality change & self integration	A full executive makeover & maintenance

Comparing other dimensions



Dimension:	Counseling & therapy	Executive feedback & coaching
Sponsor	Individual and/or family and friends	Boss, possibly employee
Focus	Personal insight and coping/behavior repertoire	Current or future job performance
Success criteria	Symptom relief/behavior change	Visible behavior/performance improvement
Funding source	Individual and/or insurance carrier	Boss's or HR budget

Returning to Jake



- What are your job goals for coaching him?
 - Become an executive
 - Strategic thinking
 - Manage managers vs. the work
 - Orchestrate resources
 - Manage former peers
 - Manage his boss, the Chief Operating Officer
 - Establish his leadership signature
 - Assume place on senior leadership team

Returning to Jake



- What is the appropriate focus on personal matters?
 - Wife's move to US
 - Support her pregnancy
 - Learn to be a father
 - Community integration

Good versus great coaches

Good coaches



- Have coaching experience
- Are external, objective resources
- Establish a relationship as a vehicle for change
- Provide perspective
- Create space for reflection
- Identify the easier and more obvious first steps
- Develop accountability
- May blame the client for lack of progress

David Peterson, Ph.D.
2008 SIOP Leading Edge Consortium

Great coaches



- Have deep expertise and mastery (10,000+ hours)
- Use a complex multifaceted process, e.g.,
 - Assessments
 - 360 degree feedback from stakeholders
 - Job shadowing
 - Homework assignments
 - Planning and feedback includes the person's manager

Great coaches

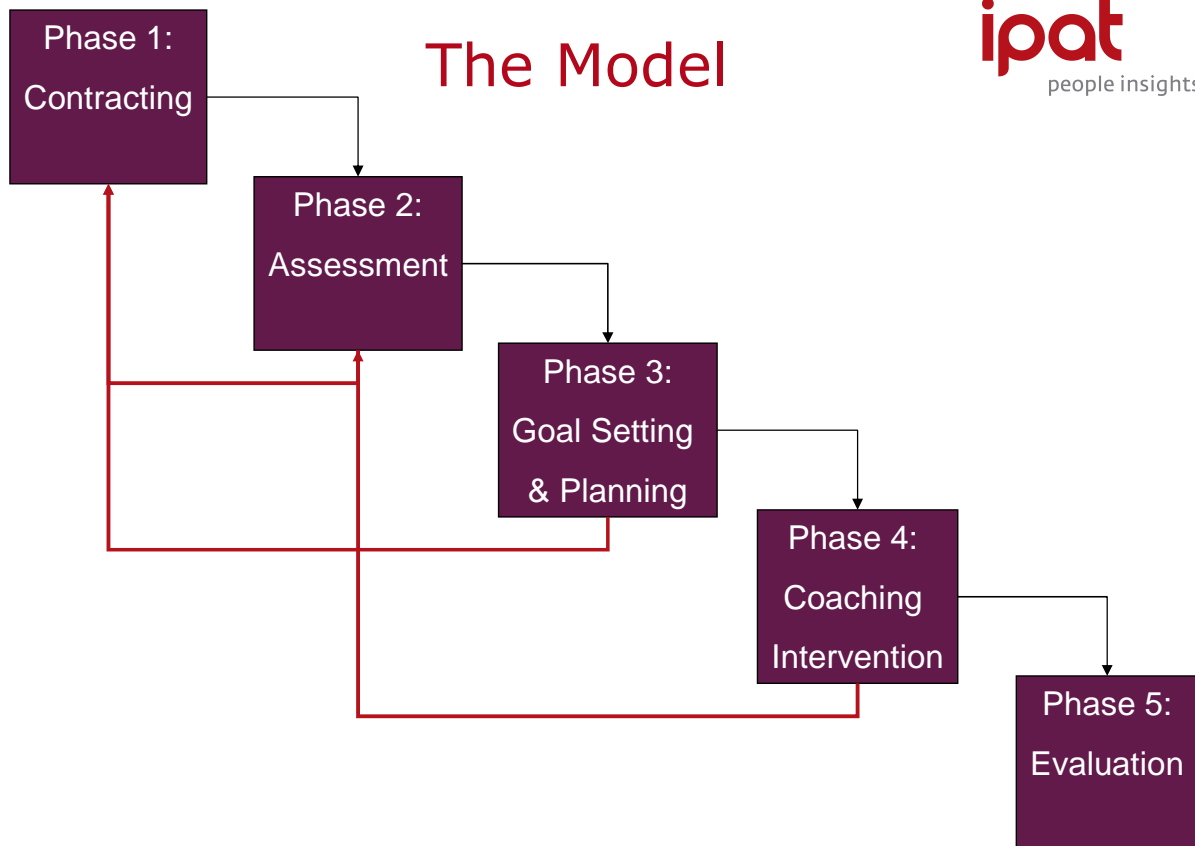


- Put the learner in the foreground
 - Have moved from offering insight to learning through action
 - Use an adaptive approach
 - Teach clients how to learn for themselves
- Take personal risks and show vulnerability
- Challenge and stretch the client
- Are effective even with difficult cases (e.g., self-absorbed, resistant people)

How can you move from a good coach to a great coach?

A recommended
coaching process

The Model



Phase 1: Contracting



- Avoid distractions and conflicts of interest
- Promote an advocacy posture
- Coach willing participants (This isn't an EAP referral!)
- Ascertain the challenge (e.g., a little repair versus substantial development)
- Ensure that the organization is behind coaching

CTO case study



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Returning to Jake

- What elements should you include in his coaching contract?
- What form should that contract take?
 - Oral
 - Written
- How detailed should it be?
- What role should the boss play?

Phase 2: Assessment



- Utilize a multi-part assessment process
 - Structured behavioral interviews
 - 360-degree multirater inventories
 - Standardized tests
 - Client prepared resumes or autobiographies
- Systematically link all sources of information
- Interpret and review results with client
- Use the most relevant information to focus the coaching program

Looking at Jake's situation



- What information would you like to have about him and his role?
- How can you integrate the various bits of information to craft a complete picture?

Phase 3: Goal Setting & Planning

- Focus on 1-2 mission critical opportunities/exposures
- Align the coaching goals with job and organizational strategic goals
- Use measurable objectives
- The coaching goals should
 - Take the client farthest in his/her career
 - Have the greatest impact on success
 - Cut across the broadest range of strategic objectives

Jake's goals



- What are his 1 or 2 most essential developmental areas?
- How can you link them to higher-level goals?

Phase 4: Coaching Intervention

- Coaches must continually challenge and expand a leader's definition of his or her role
- Coaches should remind participants about risky personal "blind spots"
- Timely and incisive feedback is essential
- Regular dialogue will help the participant maintain focus on development
- The work scenario can shift unpredictably

Coaching Jake



- How can you help him apply your assessment feedback and tactical ideas most effectively?
- What feedback will be most helpful to him?

Phase 5: Evaluation

- Both should agree to success measures used
- The action plan outlines commitments
- Accomplishments must be monitored
- The participant should be rewarded for what he/she accomplishes
- The boss's or coworker feedback can provide critical perspective on progress
 - Provide regular progress reports
- The behavior change impact needs to be documented

Evaluating Jake's progress



- What will success look like for him?
- How can you best recognize and reward his developmental efforts?
- Where can the boss most effectively contribute to evaluating his progress?

Making Coaching Work: 10 Questions for Directors of Coaching Services (Effron, 2006)

1. What is the company's **strategy**?
2. Does the senior leadership team **support** coaching?
3. Who will **participate** in the overall coaching process and who is the key decision maker?
4. What coaching **methodology** will you use?
5. Are you more inclined to provide **feedback, coaching, or both**?

Making Coaching Work: 10 Questions for Directors of Coaching Services *(Effron, 2006)*

6. What is your **success measure**?
7. **How long** is the coaching process?
8. Who will your **coaching provider** be and why?
9. How **personally involved** will you be in the coaching process?
10. How will you **use the findings** from coaching to benefit the organization?

Coaching under different scenarios

Coaching across the performance spectrum

- Coaching scenarios range across a variety of individual situations
 - High performers who need further grooming
 - Average performers in need of on-the-job development
 - Low performers on the verge of being demoted or terminated
- Each scenario creates different dynamics for the employee, boss and coach

The high performer: Mark



- Mark was hired to head up corporate marketing for a major North American retailer
- He previously had been very successful at Procter and Gamble and other companies
 - Intelligent
 - Personable
 - Well-schooled in traditional marketing
- Management was concerned about how to best integrate him into a relational, fast-moving, less structured and high-stress culture

Potential high performance dynamics

- Employee perspective
 - Eager for substantive feedback
 - Confident that concerted effort will succeed
 - Impatient for performance and signs of change
 - Strong drives to advance career vs. build capabilities
- Manager perspective
 - Compare own (*?!) talents to employee's
 - Concerns about employee understanding and accepting message
 - Knowledge that employee is likely to change roles

Potential high performance dynamics



- Coach's perspective and role
 - Navigate employee and manager relationship
 - Communicate with a capable, driven employee
 - Illustrate the benefits of development in context of career progress
 - Help the employee calibrate an accurate time sense for achieving change
 - Manage employee and manager expectations

The average performer: Suzy

- Suzy is a career HR individual contributor who was appointed to lead a business unit's function
- Assessment results and manager feedback after 6 months indicate that she is
 - Steady and deliberate versus high-powered
 - Facilitative and team-oriented versus aggressive
 - A bit introverted
 - Lacking much knowledge of the site's business

Potential average performer dynamics

- Employee perspective
 - May or may not embrace need for change
 - Proud of skills and historical performance
 - Commitment to development effort?
 - Respect for boss and views?
- Manager perspective
 - Best ways to communicate performance gap(s)
 - Views of employee's ability to improve
 - Priority given to employee's development

Potential average performer dynamics



- Coach's perspective and role
 - Determine true weight placed on performance change
 - Help employee and manager maintain focus on improvement
 - Collaboratively identifying behavior change measures
 - Address emerging shifts in scenario/job requirements

Poor performer scenario: Charlie

- A very accomplished, intelligent senior-level manufacturing director
- 18 months in his role
- Recent observation and feedback indicates
 - Very quick to criticize employees and suggestions
 - Often defensive of his own ideas and behavior
 - Employees have complained and threatened to leave
- Charlie is a physical fitness fanatic

Potential poor performer dynamics

- Employee's perspective
 - Sensitive to issue(s)
 - Lack of clear, useful feedback, including about consequences
 - Mixed feelings or defensiveness about feedback
 - Mistrust of management (and coach)
- Manager's perspective
 - Frustrated with employee
 - Uncertain about handling situation
 - Pessimistic about odds of improvement
 - Possible pressure from own manager to act

Potential poor performer dynamics

- Coach's perspective and role
 - Maintain neutrality in midst of strong feelings
 - Objectively determine situation
 - Communicate views of employee and manager behavior
 - Realistically gauge (and communicate) odds of success
 - Create hope when justified

Additional cases

The non-profit EVP

- Lars is the heir apparent for the top role
- Complaints have begun to surface from a key lieutenant who threatened to quit
 - Very verbal and dominates conversations
 - Doesn't listen
 - Loves "endless" meetings
 - Keeps switching directions on his team
- How might you structure a coaching engagement with Lars?

The dyad: key details

- HR Manager was focal person
 - HR Director thought she was too excitable and fanciful
 - He also had typical gender stereotypes
- HR Manager was very effective but verbal and forthright about her feelings and concerns

Case study: the dyad



	Employee	Boss
	Vivian-HR Manager	Dave-HR Director
Warmth	Above average	Average
Reasoning	High	Average
Liveliness	Average	Low
Abstractedness	Above average	Low
Privateness	Low	Average

Coaching the dyad: major questions

- Looking at their profiles
 - What are the potential personality sources of tension?
 - How could you advise each of them to ____?
 - Understand themselves
 - Improve their communication

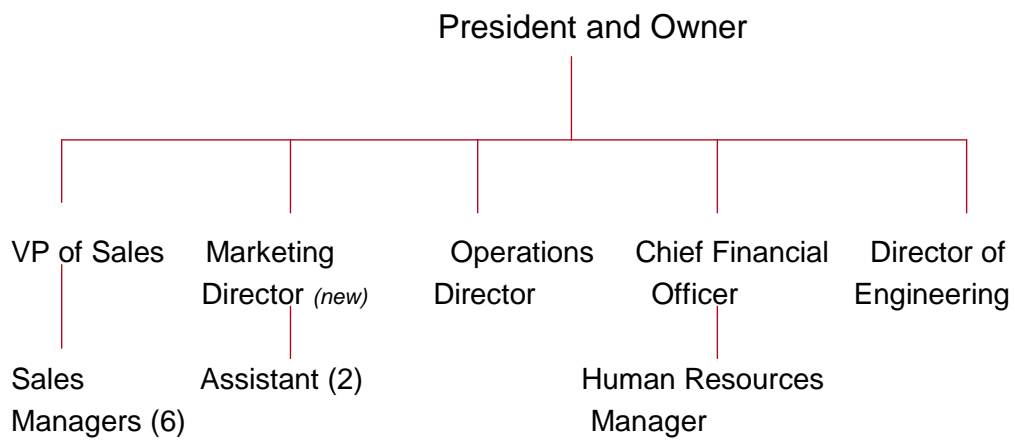
An example: new Marketing Director role



- New role for \$100M Midwest manufacturing company
 - Sales are depressed, profits under pressure
 - Competitive edge is sophisticated, build-to-order technology
- Major duties entail
 - Formulate marketing strategy
 - Plan and direct marketing activities
 - Manage 2 marketing employees
 - Coordinate efforts with sales team
 - Apply market research findings
 - Deliver promotions
- Role reports to President



Apex Manufacturing organization



Ella's background



- MBA 2004 from Indiana University, marketing concentration
- Internship at Procter and Gamble
- Ran a small marketing consultancy
- Apex was one of her clients
- Two months on the job
- Management likes
 - Her creativity
 - Readiness to jump into projects
- Mixed signals about her relationships with employees

Your interview findings



- Ella is bright and articulate
 - Verbal reasoning stronger than quantitative
 - An intuitive thinker
- Motivationally, she
 - Is very self-reliant
 - Digs into possibilities that intrigue her
- Warms up slowly to strangers
- Forthright about her ideas
- Likes being her own boss

Ella's 16PF personality profile (Global factors only)



Extraversion factors are low average

- Reserved and self-reliant but socially bold
- Leadership and sales implications

Independence is high

- Forthright and very sensitive to hidden agendas
- Affects leadership and team contributions

Tough-Mindedness is low average

- Leans towards creativity and subjective decision making
- Influences both leadership style and innovation

Self-Control is low

- Tends to follow own ideas and resists much structure
- A strong performance predictor

Anxiety is average

- Typical emotional highs and lows, level of self-criticism and sense of urgency
- No likely impact on boss or coworker relationships

Coaching Ella



- What are her key developmental needs?
- How could you help her ____?
 - Gain an understanding of them
 - Work on building the proper strengths
- How could you coach her boss to work with her?

What are your
questions?

Thank You

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Ralph consults with decision makers facing strategic talent, organizational and leadership issues. He has over thirty years of diverse consulting, human resources and teaching experience. He has specialized in talent assessment and executive coaching for much of his career.

Ralph has coached and assessed hundreds of executives, middle managers and professionals, including screening candidates for CEO and other C-suite roles. Ralph joined IPAT after more than 20 years with his own firm, Aon Consulting, YSC Ltd., and RHR International. He began his career in human resources.

Ralph is board-certified in Organizational and Business Consulting Psychology by the American Board of Professional Psychology. He is a licensed psychologist in Ohio and Virginia. His doctorate is in Industrial/Organizational Psychology from Wayne State University in Detroit, Michigan.