



Third National Coaching Psychology Symposium

'Leading Coaching Excellence – How to do it'

Working Out the Approach:

Non-clinical assessment of
executives for coaching

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2008



INTEREST GROUP IN
COACHING PSYCHOLOGY

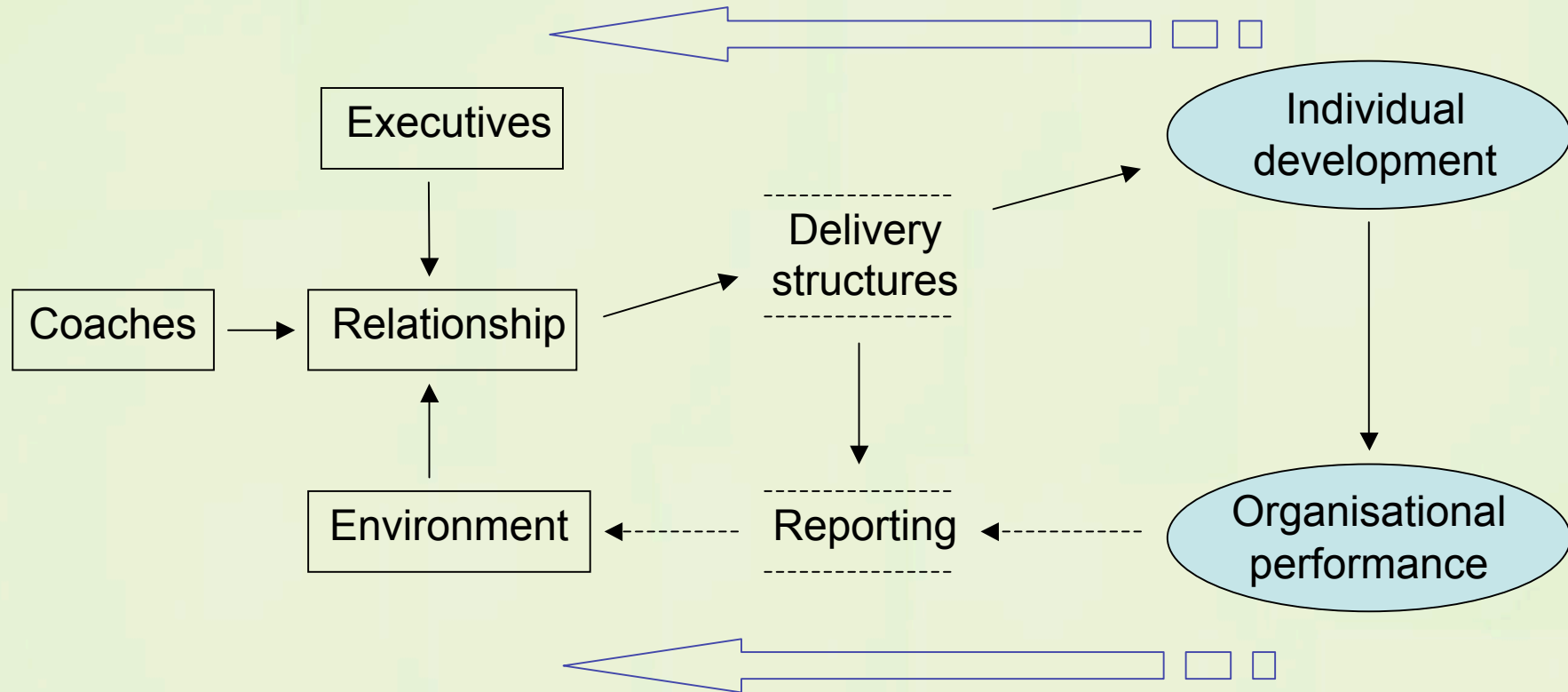
Working out the approach

- differentiation and assumptions
- literature resources
- method
- cases

Definitions and assumptions

executive coaching ...

- differentiating
- where we work
- how we work
- task vs goal vs change
- our offer



Approaches

What **methods and approaches**
have you found most successful ...
and when do you use them?

Literature resources

- working alliance
- goal theory / solution focus
- transtheoretical model
- motivational interviewing
- transition theory
- insight therapy

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Working alliance

O'Broin, A., & Palmer, S. (2006). The coach-client relationship and contributions made by the coach in improving coaching outcome. *The Coaching Psychologist*, 2, 16-19.

Solution-focused counselling

Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Transtheoretical model of behaviour change

Levesque, D. A., Prochaska, J. M., & Prochaska, J. O. (1999). Stages of change and integrated service delivery. *Consulting Psychology Journal: Practice and Research*, 51, 226-241.

Motivational interviewing – ambivalence, intrinsic motivation, and self-efficacy

Passmore, J. (2007). Addressing deficit performance through coaching – using motivational interviewing for performance improvement at work. *International Coaching Psychology Review*, 2, 265-275.

Adaptation to transition

Schlossberg, N. K., Waters, E. B., & Goodman, J. (1995). *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Springer.

Client assessment for therapy

Joyce, A. S., & McCallum, M. (2004). Assessing patient capacities for therapy: Psychological-mindedness and quality of object relations. In D. P. Charman (Ed.), *Core processes in brief psychodynamic psychotherapy: Advancing effective practice* (pp. 69-100). New Jersey: Lawrence Erlbaum.

Integration of multiple theoretical approaches

Passmore, J. (2007). An integrative for model for executive coaching. *Consulting Psychology Journal: Practice and Research*, 59, 68-78.

Method

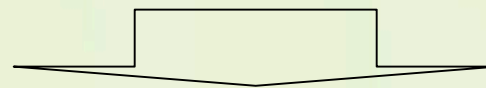
task clarity & awareness

+

commitment and readiness

+

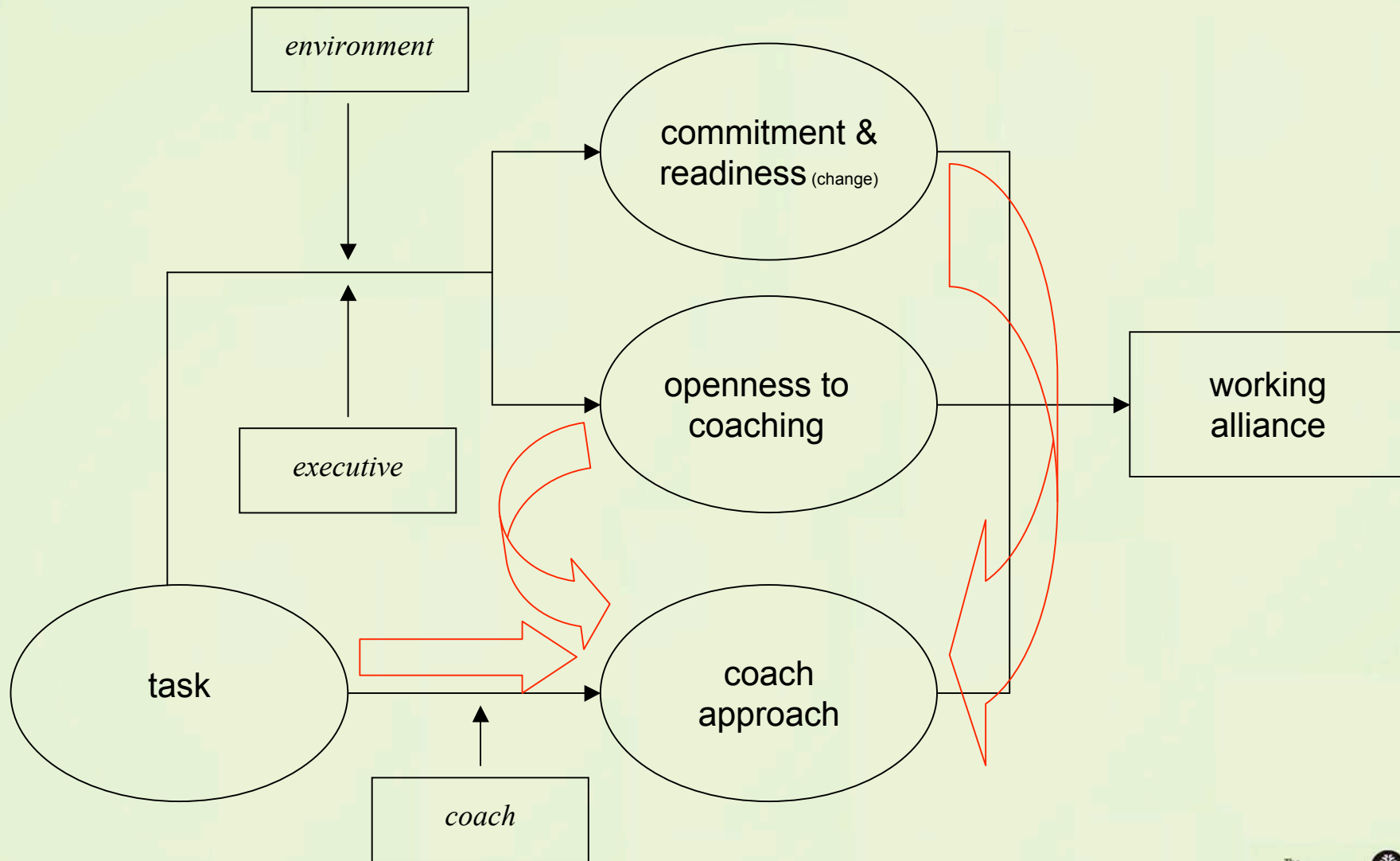
openness to coaching



effective coaching approach

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Executive Coaching Client Summary

<i>Explicit</i>	<i>(complete after session 2 and the final session)</i>	Init'l Evaln	Appr	Post Evaln
Articulated task T				
Purpose of coaching T	Supportive / sounding board / problem-solving Seeking better understanding of professional self Clear behavioural change (mandated or self-driven)		<input type="text"/> <input type="text"/> <input type="text"/>	
Importance of change C (chg only)	How important is it to me to make these changes? (1 to 10 scale)	<input type="text"/>		<input type="text"/>
Change self-efficacy C (chg only)	How confident am I that I can make these changes? (1 to 10 scale)	<input type="text"/>		<input type="text"/>
Stage of change C (chg only)	"not really thinking about making any changes" precontemplation "making some changes might be a good idea" contemplation "ready, but not quite sure how to go about it" preparation "I'm implementing the changes" action "want to make sure that I don't slip back" maintenance	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Coaching interest O	not interested in coaching a little interest in working with a coach on task moderate interest in working with a coach on task strong interest in working with a coach on task	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

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Assessed		Init'l Evaln	Appr	Post Evaln
Underlying task T Change component?	Low/Mod/Major			
Meaningfulness T	Task meaningfulness (10) vs triviality (1 to 10 scale)			
Issue awareness T	"let's do some coaching"	2		2
	skills and tips	4		4
	"I <u>know</u> that I don't know"	6		6
	challenging realisation, "This is hard for me"	8		8
	meaningful reflection, "I can grow here"	10		10
Behavioural clarity T (chg only)	no articulated outcome			
	general motherhood statement			
	outcome described as symptom			
	outcome u'stood as surface behavioural change			
	outcome u'stood in terms of causal issue			
	outcome u'stood as behavioural from deeper change			
Commitment driver T	personal commitment (growth / ethic)			
	career imperative			
	commitment to organisation			
	sense of obligation to another			
Degree of compulsion C (chg only)	alternative to stronger action			
	supportive boss recommendation			
	result of development program			
	executive initiated			

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Chemistry O	mutual rel'ship - respect, trust, task eng't (1 to 10 scale)		
Psych-mindedness O	attributes difficult situations to outside forces	1	1
	recognises own anxiety in some situations	4	4
	recognises that anxiety motivates attempts at resolution	7	7
	recognises protective patterns as attempts to deal with anxiety	10	10
Relationship style O	holds self intensely separate, distrustful of most relationships	2	2
	reacts to disapproval or rejection with intense anxiety	2	2
	relationships characterised by short-lived optimism followed by disillusionment	4	4
	ambivalent relationships characterised by well-meaning attempts at controlling	6	6
	competes for relationships, concern for others	8	8
	rapidly forms trusting & equitable r'ships, concern for others, tolerance of unobtainable	10	10

Assessment Summary

Task clarity/awareness:
(3>>20)

Focus:

Change commitment &
readiness: (NIL/4>>30)

Approach:

Openness to coaching:
(5>>40)
(ie is coaching the right approach?)

Success:

Cases

... think of a client that you found difficult for some reason ...

... that you would be prepared to discuss without any identifying information ...