A photograph showing the lower legs and feet of two runners on a track. The runner on the left is wearing bright yellow and black sneakers, while the runner on the right is wearing orange and black sneakers. The track surface is dark with white markings. A semi-transparent white box with a black border is centered over the image, containing text.

How can we add the most value to our
executive coaching clients?

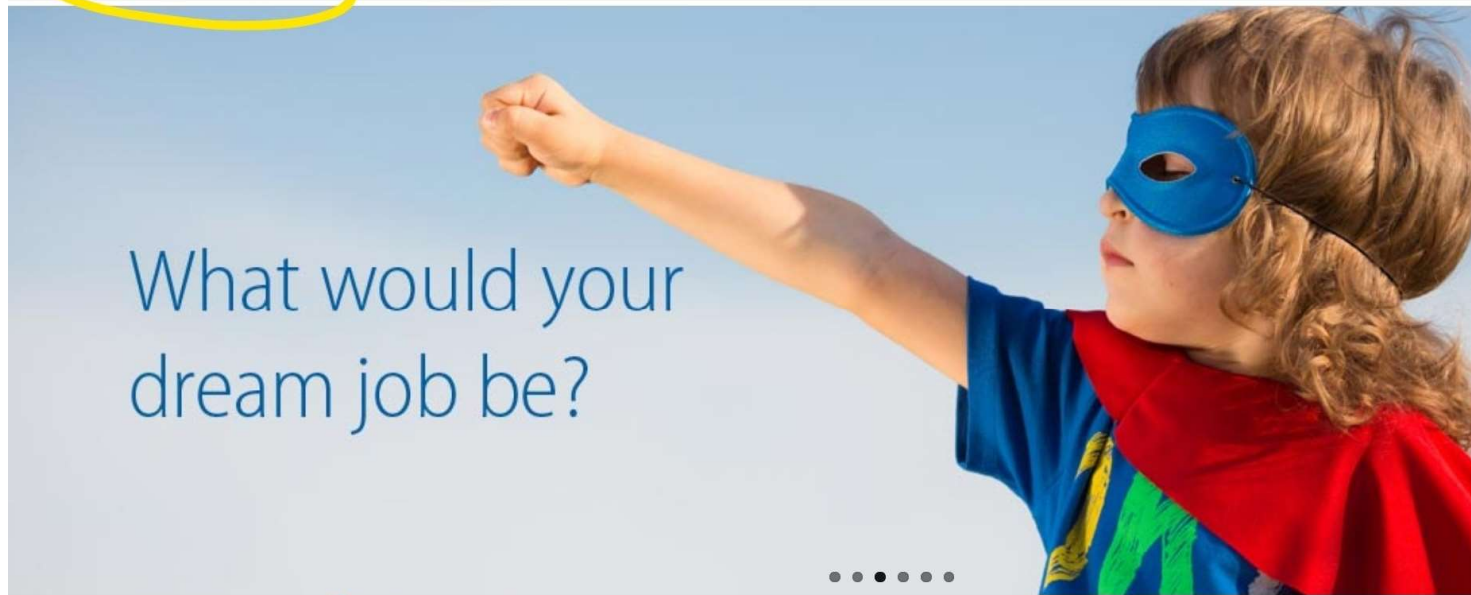
Tim Bright
OneWorldConsulting.com

A cartoon illustration of Homer Simpson from 'The Simpsons' with a thoughtful expression, his hand on his chin, against a dark blue background.

Aim

Observations on the
coaching profession

Share a tool you may
want to use with clients



ABOUT US

- Our Values
- Corporate Social Responsibility
- OneWorld News
- Our Candidates' Comments
- Our International Partnerships

ed solutions to organisations as they work with executives at all stages of the talent and recruit the best talent with **Executive Search**. We have successfully projects for over 10 years in Turkey and the region, Middle East, North Africa, South in, from our office in Istanbul. We work with companies to develop talent in effective and **Mentoring** programmes. We work with **Leadership Teams** to make them **Advisory** services to advise clients on a range of people issues. When executives diverse groups are working together, we provide support with executive leaves an organisation we provide customised



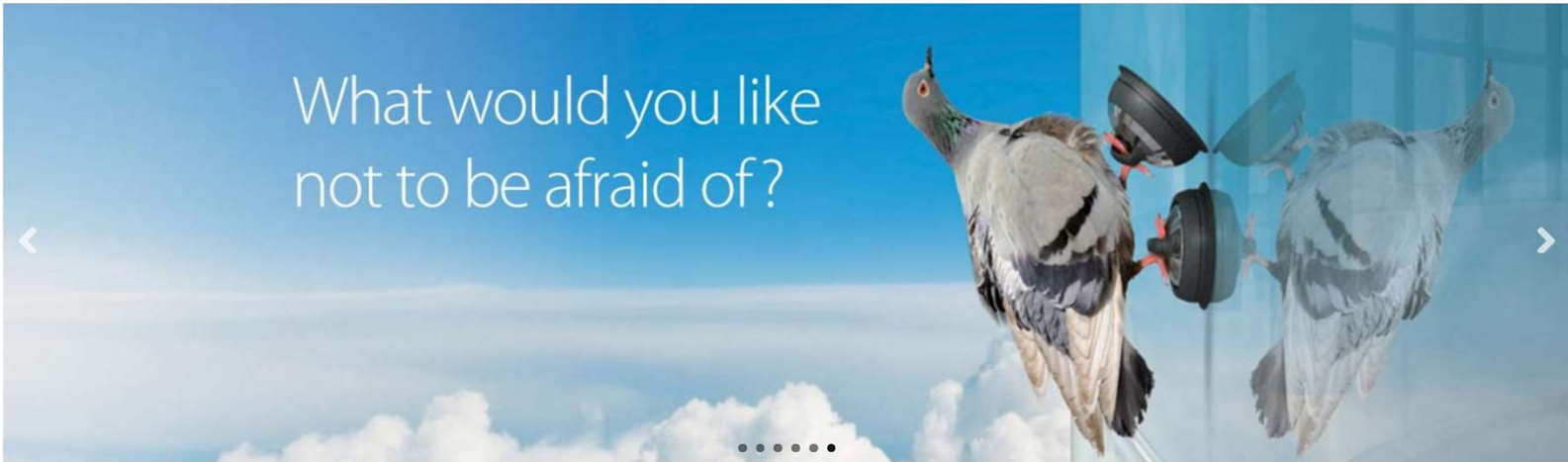


Who am I?



A boutique firm working at all stages of the executive talent lifecycle

← → Not secure | www.oneworldconsulting.com ☆ [Browser icons]



Home About Us What Do We Do? Resources Our Clients Why OneWorld? Contact Us **Türkçe**



ABOUT US

OneWorld Consulting provides tailored solutions to organisations as they work with executives at all stages of the talent lifecycle. We help organisations find and recruit the best talent with [Executive Search](#). We have successfully completed executive recruitment projects for over 10 years in Turkey and the region, Middle East, North Africa, South Africa and Central Asia, including Iran, from our office in Istanbul. We work with companies to develop talent in effective ways through [Executive Coaching](#) and [Mentoring](#) programmes. We work with [Leadership Teams](#) to make them more effective, and provide [People Advisory](#) services to advise clients on a range of people issues. When executives are working in new environments or diverse groups are working together, we provide support with [Intercultural Consulting](#). When an executive leaves an organisation we provide customised [Outplacement Consulting](#).





The Executive Talent Lifecycle

- Retained Executive Search
- Onboarding & Leadership Transition Coaching
- Executive Coaching
- Mentoring Programmes
- Leadership Team Consulting/Facilitation
- Intercultural Consulting
- Outplacement
- Exit Interviews

Coaching is
still relatively
new and
varied



Coaches have different backgrounds



Different 'schools' of coaching



Different national cultures



Coaching happens in many different contexts



Organisational clients want different types of coaching



Internal coaching – external coaching - mentoring



What do
executive coaches
do before
becoming a
coach?

- Human Resources professional?
- Therapist?
- Consultant?
- Business executive?
- Sports coach?
- Something else?


How does this influence your practice
and how you think about coaching?

Where are coaches on this continuum?

Therapist

**Business
Consultant**





Medical model of coaching?

- Client goes to coach's office
- Comfortable low chairs, tissues
- Charge by the hour
- Strict confidentiality
- Coach may look for a diagnosis, may focus on emotions

Consulting model of coaching?

- Coach goes to meet in client's office
- Work in meeting rooms or office – more equality?
- More interaction with the client's system
- Different concepts of confidentiality?
- Different fee models? - fixed assignment fee, or by outcomes?



National culture and coaching



The role of the **relationship** (achievement vs relationship dimension)



How should we think about the coach's contribution to the dynamic? Minimise? Exploit?



Who owns the coaching? (**individual** vs group dimension)



Who is the client? - coachee? the organisation? HR? the coachee's boss?



Confidentiality – providing feedback on the coachee?



What responsibility do we have to the organisation? Are we, or should we be organisational consultants?

The culture of the coaching profession

- Influence of Anglo-Saxon models?
- **Individual** – Group
- **Achievement** – Relationship



Culture and coaching – a suggestion

The dominant Anglo-Saxon model of coaching is shaped by cultural norms focusing on the individual, achievement, low uncertainty anxiety and low power distance.

Coaching is nuanced everywhere and no practice is monolithic.

The dominant model is being challenged everywhere in the world as coaching develops.

Particularly in non-Anglo Saxon cultures, there is even more attention to the relationship and acceptance that both coach and coachee play a personal role.

There is more organisational ownership of coaching, and less 'coaching in a bubble' between coach and coachee. Coaches are expected to serve the organisation as well as the individual.

A photograph of a forest with a large, moss-covered tree trunk in the foreground. The tree has thick, gnarled roots and a trunk covered in green moss. The background shows many other trees, some with bare branches and some with green needles, suggesting a mix of deciduous and coniferous species. The lighting is soft and somewhat dim, creating a serene and slightly mysterious atmosphere.

One more variation -
Coaching experience...

Clutterbuck & Megginson - coach maturity

Coaching Approach	Style	Critical questions
Models – based	Control	How do I take them where I think they need to go? How do I adapt my technique or model to this circumstance?
Process-based	Contain	How do I give enough control to the client and still retain a purposeful conversation? What's the best way to apply my process in this instance?
Philosophy-based	Facilitate	What can I do to help the client do this for themselves? How do I contextualise the client's issue within the perspective of my philosophy or discipline?
Systemic-Eclectic	Enable	Are we both relaxed enough to allow the issue and the solution to emerge in whatever way they will? Do I need to apply any techniques or processes at all? If I do, what does the client context tell me about how to select from the wide choice available to me?

Systemic Eclectic Coaches

They are calm, because they are confident they can find the right tool if they need it

Yet they hardly ever use tools. When they do, they are integrated into the conversation

They place great importance on understanding a technique, model or process in terms of its origins within an original philosophy

They use experimentation and reflexive learning to identify where and how a new technique or process fits into their philosophy and framework of helping

They use peers and supervisors to challenge their coaching philosophy

They take a systemic and holistic view of the client and the client's environment; and of the coaching relationship

Questions to consider



Who do you see as the client?



How do you deal with stakeholder management?



Confidentiality?



How do you charge fees?



What is your model(s) of coaching?



And do these serve the purpose of your coaching?



How are you developing as a coach?



Be aware of what you are doing and be open to alternatives and discussing these with your clients.

My own research – starting points



The relationship between coach and client is key



There is a lot of writing about different types of coaching, but not about the roles a coach plays.



There is some relevant work in mentoring (Clutterbuck & Megginson, Kram).



Helping the coach and client have a dialogue about their relationship is beneficial.

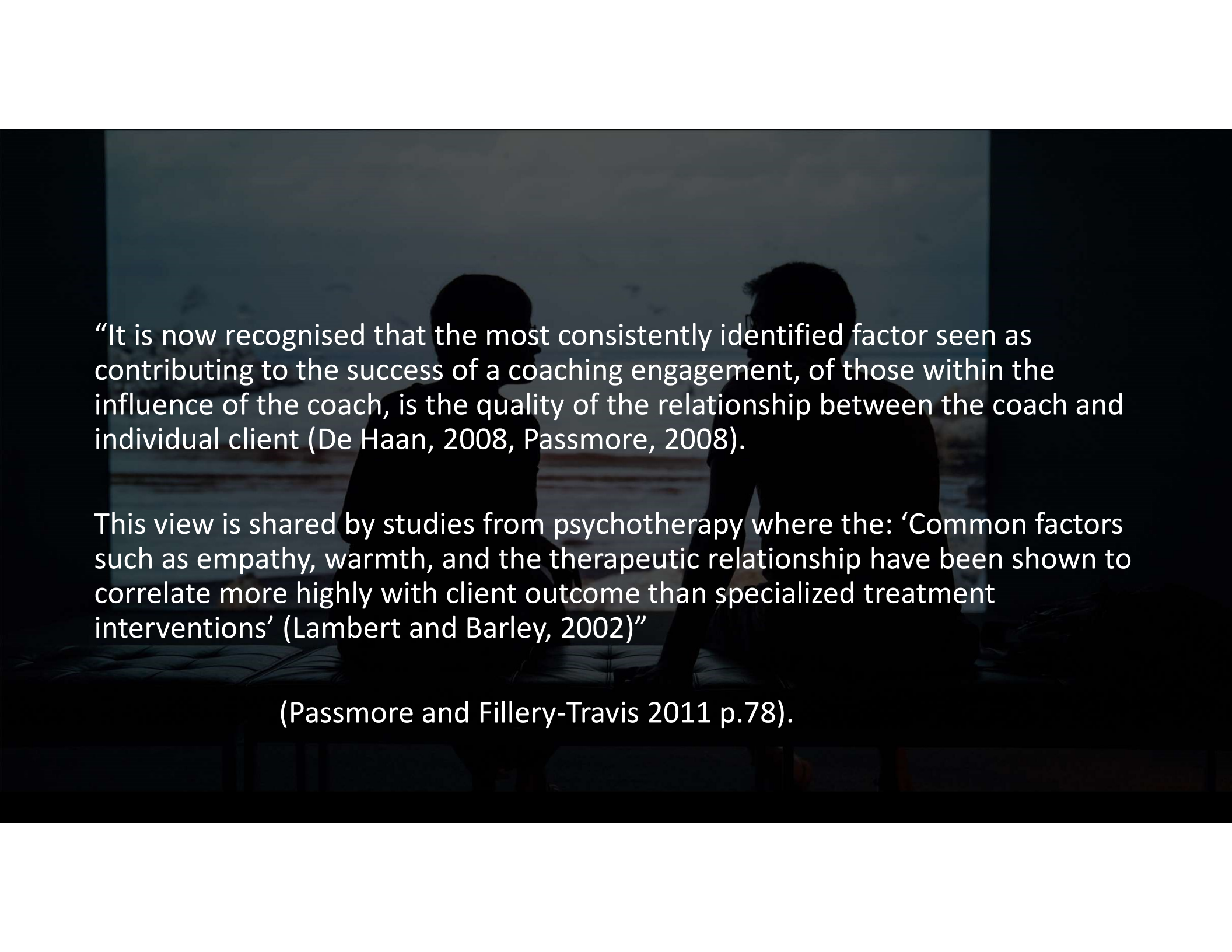


Research – reflection and the relationship

Lots of evidence for the positive impact of reflection in learning (Webster-Wright 2009, Edmondson 2002, Di Stefano et al. 2014, McGrath 2014). In addition Di Stefano et al.'s work suggests that *sharing* the reflection increases learning.

Abundant work and evidence on the importance of the relationship in coaching effectiveness, even as *the most* important factor in coaching outcomes.

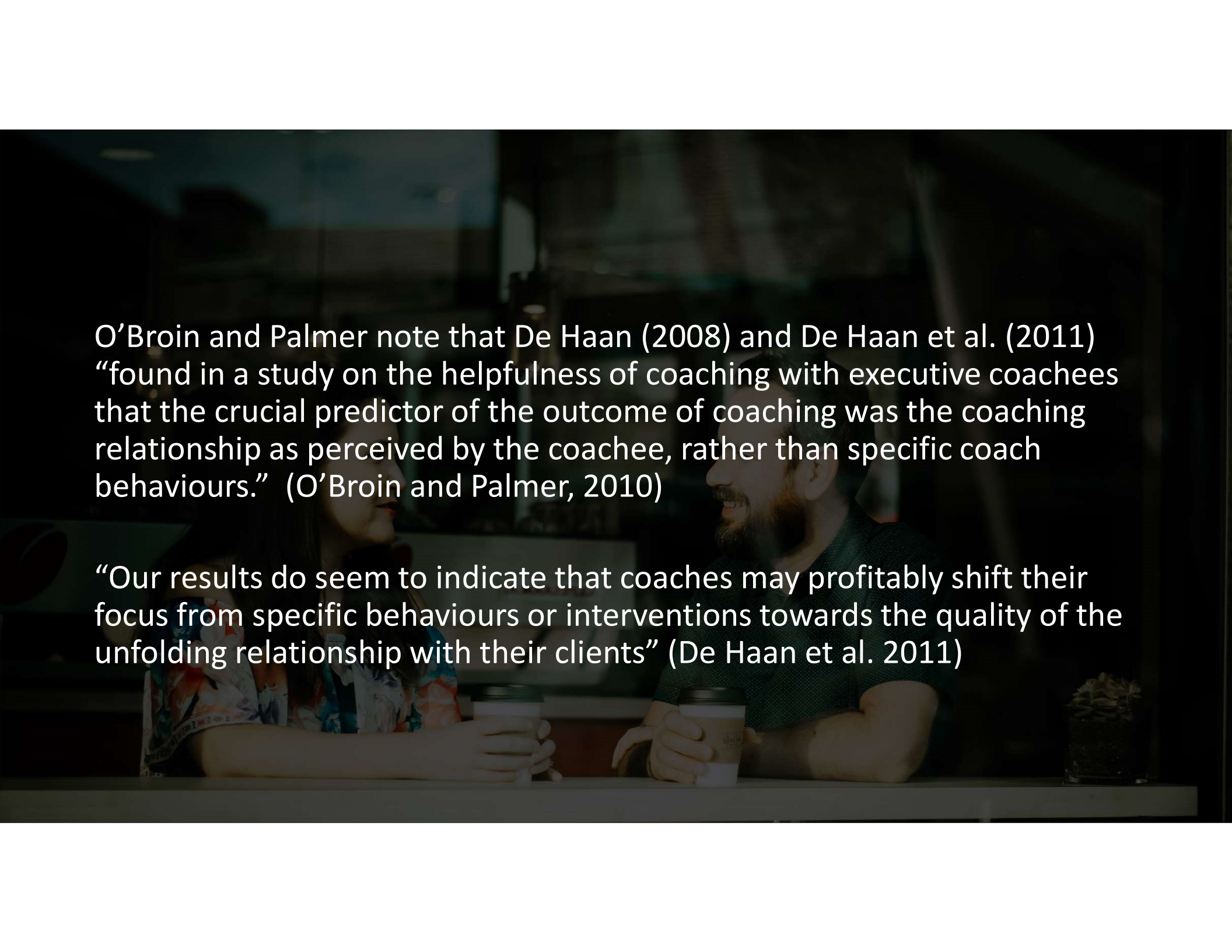
<http://www.oneworldconsulting.com/owc-research.php>

The background of the slide features a dark, low-key photograph of two individuals sitting on a tufted sofa. They are positioned in profile, facing each other, with their forms silhouetted against a bright, overexposed background that suggests a window or a bright outdoor setting. The overall mood is contemplative and intimate.

“It is now recognised that the most consistently identified factor seen as contributing to the success of a coaching engagement, of those within the influence of the coach, is the quality of the relationship between the coach and individual client (De Haan, 2008, Passmore, 2008).

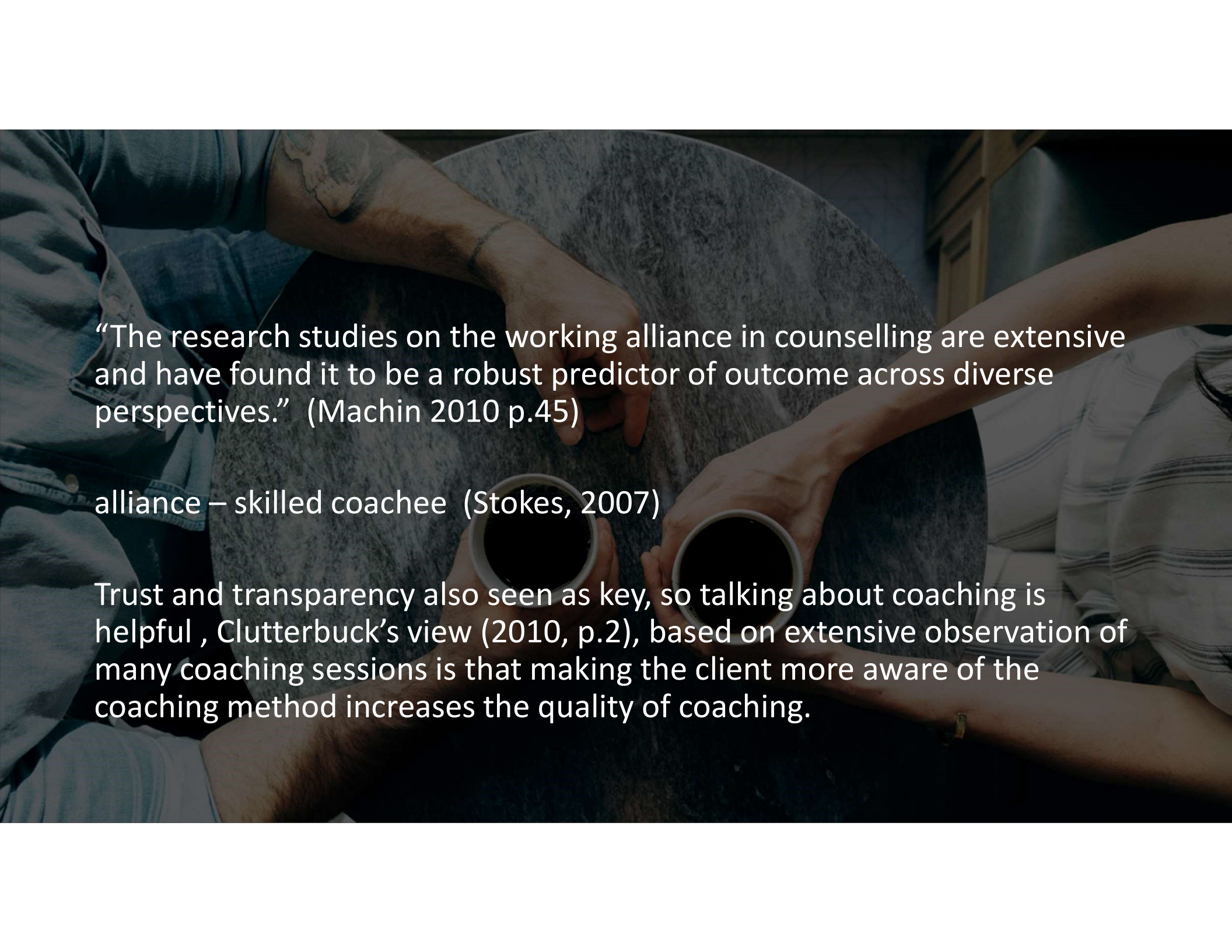
This view is shared by studies from psychotherapy where the: ‘Common factors such as empathy, warmth, and the therapeutic relationship have been shown to correlate more highly with client outcome than specialized treatment interventions’ (Lambert and Barley, 2002)”

(Passmore and Fillery-Travis 2011 p.78).

A man and a woman are sitting at a table in a cafe, each holding a coffee cup. They are looking at each other and appear to be in conversation. The background is slightly blurred, showing other people and cafe decor.

O'Broin and Palmer note that De Haan (2008) and De Haan et al. (2011) “found in a study on the helpfulness of coaching with executive coachees that the crucial predictor of the outcome of coaching was the coaching relationship as perceived by the coachee, rather than specific coach behaviours.” (O'Broin and Palmer, 2010)

“Our results do seem to indicate that coaches may profitably shift their focus from specific behaviours or interventions towards the quality of the unfolding relationship with their clients” (De Haan et al. 2011)



“The research studies on the working alliance in counselling are extensive and have found it to be a robust predictor of outcome across diverse perspectives.” (Machin 2010 p.45)

alliance – skilled coachee (Stokes, 2007)

Trust and transparency also seen as key, so talking about coaching is helpful, Clutterbuck’s view (2010, p.2), based on extensive observation of many coaching sessions is that making the client more aware of the coaching method increases the quality of coaching.

Research method



I took a tool used in our mentoring work, and developed it further for coaching.



I surveyed 94 people (HR professionals and coachees) about the tool and got positive feedback and suggestions for modification.



I shared the research at EMCC international conference in 2015



Others now use the tool and two variations have been developed.

Executive Coaching Tool – the roles a coach can play

An executive coach can play a number of roles within the coaching relationship. Please think about what roles you would like your coach to play, using the list below.

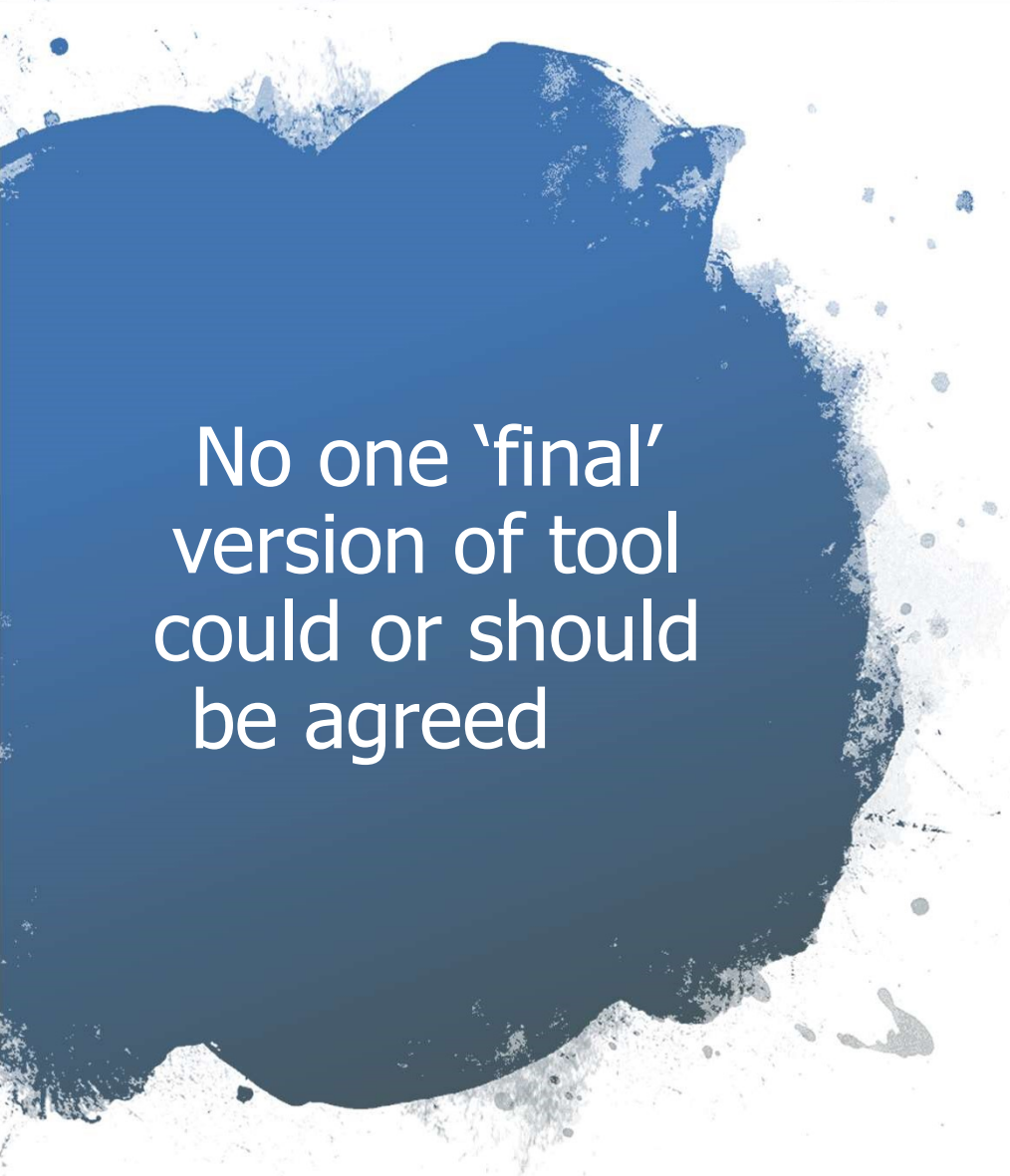
Please distribute 20 points among these roles, to describe the relative importance of the roles you want your coach to play. You can distribute points to all roles, or to just a few, as long as the total adds up to 20.

Points	Roles an executive coach can play
	Sounding board - helps the coachee think through their own ideas, out loud. Asks good questions to help the process
	Thinking partner - help the coachee apply structure and process to their thinking
	Critical friend - speaks the truth as they see it, and challenges and tests the coachee's ideas
	Listener - listens carefully, allows time, and encourages the coachee to reflect
	Counsellor - focuses on the emotional aspects of issues, discusses and explores with empathy
	Career coach - helps think through career options, goals, and learnt lessons
	Networking coach - discusses how to build, maintain and use a professional network
	Corporate politics coach - discusses how to manage power and influence with integrity
	Behaviour coach - helps with personal behavioural change of the coachee on specific issues
	Motivator - offers encouragement to the coachee, and recognizes progress
	Follow up partner - in agreement with the coachee holds them accountable for goals they set in the coaching engagement
	Feedback interpreter - gathers or analyses feedback on the coachee and works with them to interpret it and set appropriate actions
	Development adviser - provide ideas and resources that are useful for the coachee in setting and reaching their own development goals
	Subject matter expert - if relevant, the coach shares expertise on a specific area, e.g. transition into a new role (Define the area.)
	A different role or roles - please specify if there are other roles you would like your coach to play.

Please add any other comments you have on your expectations from the coaching engagement.

.....

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	A different role or roles - please specify if there are other roles you would like your coach to play.



No one 'final'
version of tool
could or should
be agreed

Alternative version prepared so users can modify the tool they offer to coachees.

This is an adjustable version (Word document), with drop down lists and editable text so users can add and cut roles and alter text.

Users can just use whichever roles they want, to reduce the number, adjust wordings, and add new roles.

Executive Coaching Tool – the roles a coach can play

An executive coach can play a number of roles within the coaching relationship. Please think about what roles you would like your coach to play, using the list below.

Please distribute 20 points among these roles, to describe the relative importance of the roles you want your coach to play. You can distribute points to all roles, or to just a few, as long as the total adds up to 20.

Click on 'Rate' to select the number of points you want to give to each role.

Rate	Choose a Role
Rate	Sounding board - helps the coachee think through their own ideas, out loud. Asks good questions to help the process Thinking partner - help the coachee apply structure and process to their thinking
Rate	Critical friend - speaks the truth as they see it, and challenges and tests the coachee's ideas Listener - listens carefully, allows time, and encourages the coachee to reflect Counsellor - focuses on the emotional aspects of issues, discusses and explores with empathy
Rate	Career coach - helps think through career options, goals, and learnt lessons Networking coach - discusses how to build, maintain and use a professional network
Rate	Corporate politics coach - discusses how to manage power and influence with integrity Behaviour coach - helps with personal behavioural change of the coachee on specific issues Motivator - offers encouragement to the coachee, and recognizes progress
Rate	Follow up partner - in agreement with the coachee holds them accountable for goals they set in the coaching engagement Feedback interpreter - gathers or analyses feedback on the coachee and works with them to interpret it and set appropriate actions
Rate	Development adviser - provide ideas and resources that are useful for the coachee in setting and reaching their own development goals Subject matter expert - if relevant, the coach shares expertise on a specific area, e.g. transition into a new role (Define the area)
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role

Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Type over this text to add any other role or roles you would like your coach to play

Please add any other comments you have on your expectations from the coaching engagement.

.....

Impact on my own practice

The background of the slide features a silhouette of two people sitting on folding chairs outdoors at sunset. The sun is low on the horizon, creating a bright glow between the two figures. To the right, a large tree with dense foliage is silhouetted against the sky. The overall scene is peaceful and contemplative.

- Increased focus on contracting, and the relationship.
- Experimenting more consciously with different roles.
- Am using the tool and believe it does add value to coaching engagements.

Nicki Seignot



www.theparentmentor.co.uk

Points	Roles a Parental Mentor can play
	Role model – for the art of the possible as a working parent. Brings their own experience and knowledge to the mentoring.
	Sounding board – helps the mentee think through their own ideas out loud. Asks insightful questions to help the process
	Thinking partner – helps the mentee apply structure and process to their thinking
	Critical friend –speaks the truth as they see it. Challenges and tests the mentee’s ideas in a safe space
	Listener –listens carefully, allows time and encourages the mentee to reflect
	Counsellor – focuses on the emotional aspects of issues, discusses and explores with empathy
	Career / RTW coach – helps think through return to work options, and longer term goals
	Networker – explores how to build, maintain and use networks both inside and outside work
	Motivator – offers encouragement to the mentee and recognises progress
	Follow up partner – with agreement from the mentee, holds them accountable for actions agreed and commitments
	Contextualiser – offers an off line source of information and updates relating to the broader business and context
	A different role or roles – please specify if there are other roles you would like your mentor to play



Points	Roles a startup mentor can play
	Sounding board – helps the startup think through their own ideas out loud. Asks good questions to help and facilitate the process
	Thinking partner – help the startup apply structure and process to their thinking, brainstorming and internal assessment of various models
	Critical friend – speaks the truth as they see it, and challenges and tests the ideas, plans of startup
	Listener – listens carefully, allows and dedicate quality time and encourage the startup to reflect
	Networking coach – help and advise to build, maintain and use of a professional network
	Development adviser – provide ideas, knowledge and resources that are useful for the startup to develop MVP, streamline business model and facilitate strategic planning
	Follow up partner – in agreement with the startup, holds the team accountable and follow up goals they set during the mentoring process
	Subject matter expert – shares the expertise, know-how and experience on a specific area, provide consultation and give advise
	Fund raising support – help the startup to reach potential investors, advise and support the negotiation process, valuation and raising funds
	Corporate politics coach – discusses how to manage HR issues, growing the team, creating the aspired company culture and values
	Motivator – offers encouragement to the startup, recognizes the progress and appreciate the achievements
	A different role –



Returning to the literature

O'Broin and Palmer (2010) suggest the 'coaching alliance' is "jointly negotiated, and renegotiated throughout the coaching process".



Returning to the literature

Stober and Grant (2006): “it is important that the coach and client spend some time discussing the nature of their relationship, and that they jointly design the dynamics of their working alliance. Most problems in coaching can be circumvented by having a clearly articulated and shared understanding of the coach-client relationship.”

Future directions



Possible further research on the tool, larger sample.



Development of different versions, further revisions. Not aiming for one 'final version'.



Exploration of different language versions. Translation vs transliteration, cultural values within the tool and terminology. e.g. 'sounding board'.



This tool (or similar) might be used to explore cultural differences around views of coaching, provide a language for this.

For more info and to keep in touch -



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