

Executive Coaching

Business Psychology Conference

February 2008

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Coachee experiences of executive coaching

- Context:
 - Limited research into executive coaching
 - 7 impact studies in 2004 / now growing
 - Few experiential studies
 - Case studies and models dominate
- Growth in executive coaching
 - 90% of organisations in CIPD study using executive coaching
 - BPS Special Group and other trade bodies



Three Objectives

- The 'rough guide' to Grounded theory
- A tentative theoretical model of coaching
- Making sense of the theory



Defining executive coaching

‘Executive coaching

““a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organization within a formally defined coaching agreement”

(Kilburg, 2000, p 142).



Grounded theory methodology:

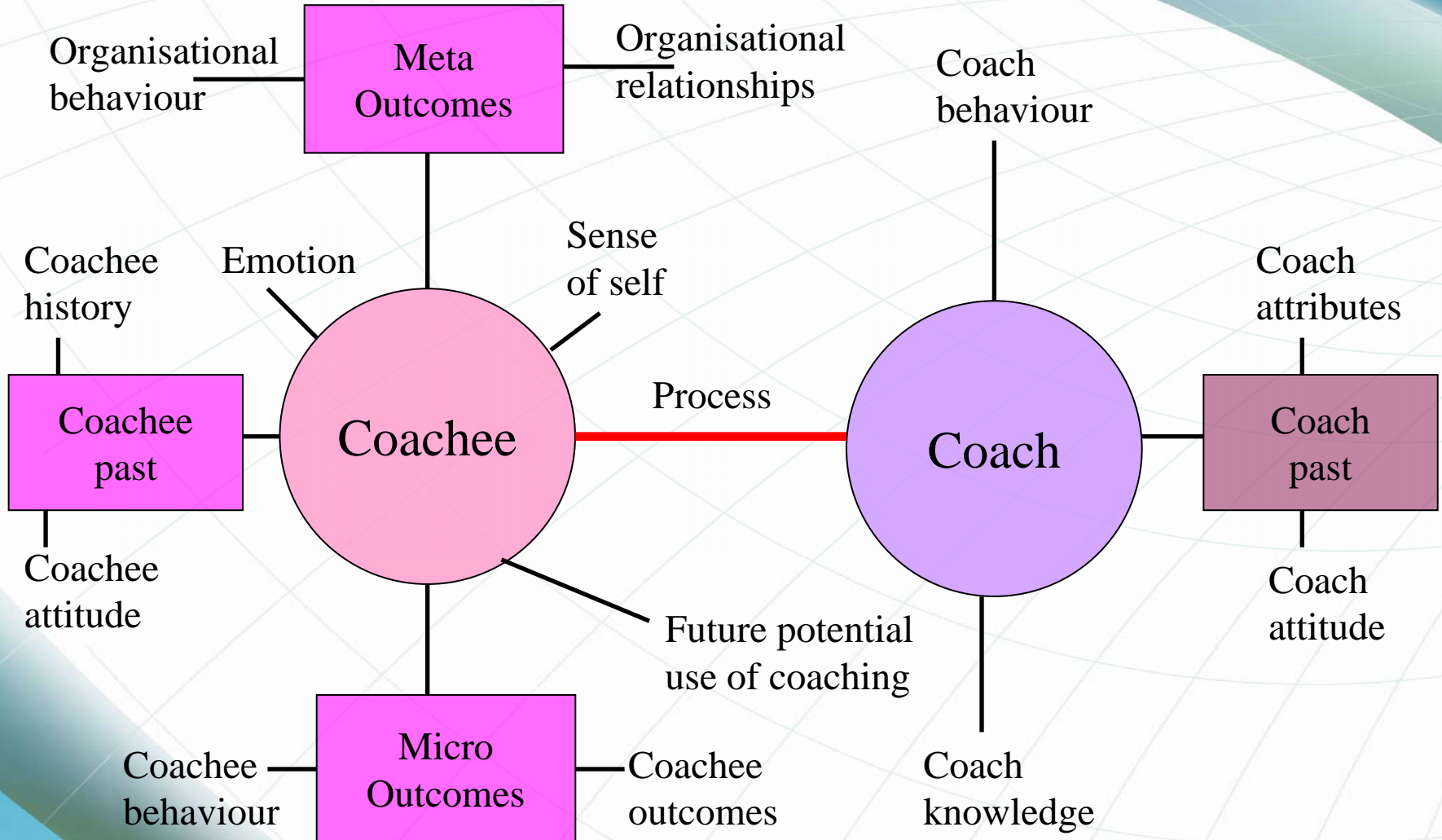
- Inductive strategy to building theory
- Starts with original data and develops more abstract conceptual categories
- Provides a method for handling rich data of personal experience
- Simultaneously combined data collection with analysis
- Highly effective tool to uncover participant's mean
- Provides access to multiple layers of meaning; spoken word, un-stated assumptions, intentions & effects.



Procedure

- Collect data through interview.
- Transcribe data.
- Review material and note questions and issues as 'memos'.
- Collect further data.
- Line by line initial coding of text to build descriptive labels.
- Review descriptive labels and build conceptual categories.
- Review conceptual categories & build meta categories.
- Build a theoretical model.
- Compare model with current literature.





10 Tentative implications for your executive coaching practice

Before starting

- Understand coachee's previous coaching and mentoring history
- Understand why coachee has selected you.
- Understand coachee's challenge.
- Make explicit the potential benefits; include behavioural performance, sense of self, and relationships.



Implications II

At start

6. Set out your own experience.
7. Provide high level of challenge to the point of discomfort once relationship is in place.
8. Manage use of home work tasks.

During process

9. Teach coachee the process

At close

10. Adopt holistic approach to person, not just work behaviour focus.



Future research questions

- How effect is coaching compared to other interventions?
- What methodologies work best?
 - Behavioural
 - Cognitive behavioural
 - Psychodynamic
- What methods work best with different presenting issues?
 - Improving performance for high performers
 - Improving performance for poor performers
 - Improving self regard
 - Managing stress



Research questions II

- Which is more important the methodology or the coach?
- What do psychologically trained coaches do differently?
- What should coaching training look like?

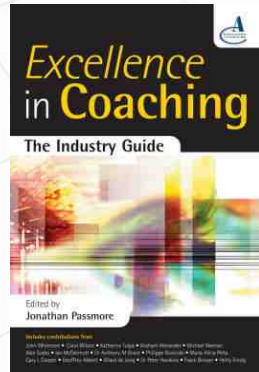


UEL Coaching research programme

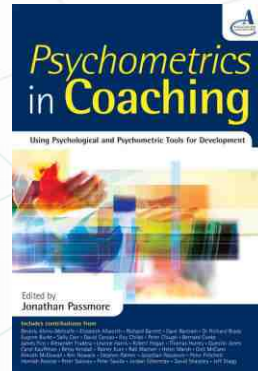
- West Midlands: PhD research
 - Evaluation research programme assessing impact of coaching
- Life stages & coaching: European PhD
- Coaching behaviours- Professional doctorate



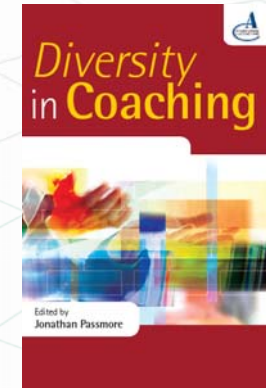
Coaching publications



Launched Autumn 2006



Available end of
February 2008



To be published
Spring 2009



Available March
2008



Available March
2008



Available March
2008

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