

Introduction to Coaching

Many organizations are challenged with the impact of technology, consumer market demands due to competition, the changing worker demographics, and unexpected problems associated with business management and leadership issues that lead towards assimilation. Because of these, organizations have resorted to hiring coaches to help their organizations embrace the changes by using coaches' skills to train their employees and their leaders towards practicing the correct methodologies (Carey, Philippon, & Cummings, 2011). Our organization is not exempted. XYZ Company can take advantage of the many benefits coaching can give. The following are the positive results that coaching brings: first and foremost, it makes educating and learning less complicated; it improves the executives' and leaders' critical thinking and decision-making skills resulting in better leadership performance. These lead to self-awareness that provides them a tool to manage their strengths and considerably improve deficient skills. To further explain this. In a nutshell, coaches can explain the why, how, and what best to do in the area of need. One of the primary functions of a coach is connecting the need for coaching with organizational deficits. Coaches walk the talk. They embrace the principles of what is essential and serves as an example. The coach recommends steps to take for an organization to accept that, when followed, will lead the organization to a better practice process (Gordon, 2017). In the process, they build people up. The changes that organizations require are often complicated and need to be practiced until perfected. Coaches do this incrementally and influence organizations towards the correct change initiative path. Finally, they can do away with barriers. A good coach can perceive bad

habits and wrong procedures of the intended discipline and recommend efficient alternatives (Ibarra & Scoular, 2019).

Two Major Coaching Models

There are many recognizable coaching models that this company can use, with two of them worth discussing. First is the GROW Model, a four-step process most companies use to initiate a mentoring team structure. It represents Goal; Current Reality; Options (or Obstacles); and Will (or Way Forward). Another popular model is the Leadership Coaching Model. This model is embodied by the collaboration between the coach and the people. Here leaders behave like a coach and do away with the traditional command and control.

The GROW Model

Coaching using the GROW model requires the coach to think of how best to bring out the finest in people that they learn new skills, have better problem-solving skills, make the right decision, and become progressive in their careers. The structure to use is through the acronym GROW (Carey, Philippon, & Cummings, 2011):

G – Establish the Goal. The coach analyzes the goal or behavioral change that is required to be addressed or assimilated. The global objective can be identified through a series of questions such as:

1. What is the endpoint behavior that the team wants to achieve?
2. What are the metrics to use to validate if the problem is solved or the issue is met?
3. Does the goal meet the team's objectives?

R – Examine the Reality. By a thorough Interview of the team, the coach can determine the current status of reality and find out their knowledge of the issue to identify the problem that needs to be resolved or learned (Ibarra & Scoular, 2019). A few questions can be used to facilitate this:

1. What is happening now? The coach can ask the who, what, when, where, and how, plus their effects on the team.
2. Were steps taken toward resolving this? If so, what are they, and how effective were they?
3. Does this goal inline or in conflict with the organization's objectives or mission?

O – Explore the Options. After getting a good picture of the problem or issue, the coach starts to suggest solutions. The following questions can be used to obtain the team involvement:

1. Is there anything that could be done to improve the situation?
2. If the obstacle can be removed, will it change the outcome?
3. What are the pros and cons of the possible solutions suggested?
4. Is there anything that could be stopped now to achieve the goal?

W – Establish the Will. By properly analyzing the current situation and exploring possible solutions as options, the coach can select the best option. Here are a few questions that are asked of the group:

1. What will you do, and when will you start?
2. What could impede you from moving forward?
3. As a team, how can you be motivated?

4. The need to review or do a retrospective is essential. When are you going to do it: daily, weekly, or monthly?

The Leadership Coaching Model

The traditional authority that leaders typically use is the command and control philosophy. But with the leader as coach, this is placed aside with today's business atmosphere and the environment slowly leaning towards the leader as a coach (Carey, Philippon, & Cummings, 2011). In this model, one primary requirement is for the leader to have managerial skills — this kind of coaching requires collaboration and partnership (Ibarra & Scoular, 2019). If done correctly, there will be minimal impugning episodes but more positive feedback for learning provision. External motivations for the team will become the norm and less of self-motivation. Instead of one-mind leading the show, it will become a team effort with coaching focused on connecting the team's minds and hearts towards effectively meeting the organizational goals (Gray, 2018). Leaders who adopt this kind of model develop self-responsibility and self-belief in their teams. They allow their members to help in decision making while providing a balanced team synergy.

Skills for Effective Coaching

The aim of coaching is to develop individuals and enhance their abilities to achieve more meaningful professional goals (de Haan & Nilsson, 2017). Effective coaching helps organizational managers or persons in leadership achieve business goals and support them as they work toward achieving their organization's visions. Through efficient coaching, organizations can achieve team cohesion, increase talent retention, improve conflict resolution procedures, and increase work motivations (Alford & Cantrell, 2018). And as

coaching becomes even more useful, these skills are internalized by organizations, nurtured, and then maintained.

Coaching skills can be treated as an art. It takes time and practice for a coach to develop the necessary intervention skills to produce good results. Based on Jacox (2016), there are many outstanding skills that a coach may need to be successful at work, and here are the top four that garnered the highest vote in their study, 88% and above, bringing the most value (Jacox, 2016). The first is the ability to facilitate group interaction well. Facilitating group discussion is not easy. The facilitator must know when to speak comfortably in a group, have someone say that others can listen and respond to, paraphrase what was conversed, clarify issues expressed or validate to elucidate the speaker's intention. The facilitator must also know how to gently but firmly stop a discussion and confront a loud member to minimize disruptions. The facilitator's role is to guide the conversation that everyone can speak and be heard and not control the conversation.

Another important coaching skill is having a clear and deep understanding of group dynamics. The coach must have a good working idea of making a complex system of individuals interact well within a group (DiGirolamo & Tkach, 2019). Concerning this, the coach must be aware of the groups' nature to be self-reinforcing and respect it. They have ground rules, and they can police and implement them but require advising as needed. The ability to hear explicit and implicit messages is a related skill with high value often related to the coach's emotional intelligence compiled through experience (DiGirolamo & Tkach, 2019). This skill involves the ability to suspend the group's

preconceived ideas of what is being discussed or taken up both verbally and non-verbally to minimize noise heard by the group or individual coached (Hamilton, 2019).

Lastly is the ability to connect and build trust with the client or learner or group of learners. Each member of the group being coached is different from the other. Treating everyone the same way helps build credibility that transcends group esteem and cohesions (Hamilton, 2019). No one is a favorite is the mantra of the coach. Always the group's collective goals are the utmost focus. Establishing rapport with everyone enables the coach to freely give out knowledge lessons or instructions to bring the group or individual nearer to achieving their goals or purpose.

The Importance of Ethics in Coaching

Coaching to improve individual corporate development success is an effective way to improve talent within the organization. As a profession, coaching has its gray areas, and one of them is the importance of ethics in its practice. As ethics tends to overlap similar principles such as values, integrity, wisdom, judgment, and discretion, the process of implementing proper ethics becomes confusing as they tend not to blend but contrast the other (Ciesielska, 2019). For a coach to be effective, distinguishing the specific rules and guidelines on how a coach conducts ethical behavior is required. But ethics can be subjective. There is no decisive black or white ethics guide to the professional coach as values differ on the culture, society, industries, business environment, and assumptions each part of the world sees. However, there are big organizational coaching organizations that have tried to conceptualize the best practices when it comes to values and ethics in coaching.

Coaching Philosophy

Here are coaching values and best practices that can be applied to our organization. The first is competence. All coaching staff personnel will adhere to the high standards of competence at work (Egorov, Pircher Verdorfer, & Peus, 2019). Next is integrity. They will represent themselves honestly and legally at all times, declaring their skills competencies, including limitations, accurately. They will endeavor to understand the full responsibilities of the role they will perform, then prepare accordingly, and inform all parties of how they will function (Lyle, 2019). Professional responsibility. They will uphold ethical standards that reflect them, as individuals, and to the coaching profession (Pliopas, 2017).

Respect for People's Rights and Dignity. They will treat clients with dignity and respect, be aware of cultural differences, cultural backgrounds and biases, and the client's right to autonomy, privacy, and confidentiality. They will accord appropriate respect to all people's fundamental rights, dignity, and worth (Blanton & Wasylyshyn, 2018). They will respect individuals' rights to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. They will seek to learn more about cultural, individual, and role differences, including age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status (Lyle, 2019). They will eliminate biases based on the above factors and not knowingly participate in or condone unfair or discriminatory practices.

Strategies to Evaluate Coaching Effectiveness

As each organization that takes advantage of coaching differs from the other, evaluating the benefits of coaching must be done in a more specific way it is used in that organization. It is best to start where the focus is (Skidmore, 2019). If it is on development, then identify the purpose goals and assess the progress and improvement based on the initial plans. If it is on performance, focus on reducing the responsibility gaps and adding additional leadership skills required to have an efficient team (Osatuke, Yanovsky, & Ramsel, 2017). Coaching achievements can also be measured through initial, concurrent, and ending degree assessments, accomplishing the progress towards achieving the individual plans or actions outlined before the coaching started, employee and leader employment retention (Ely et al., 2010). Also, a few more measures to consider are the level of engagement the leader/group has attained to include promotion or promotability of the persons involved. But for our organization, I will make available a Coach Evaluation Rubric (Appendix A) based on a rubric of the same title that all XYZ Corporation leaders can leverage (Coach Evaluation Rubric, n.d.). It focuses on assessing the coach on the following coaching domain areas: Planning and Preparation, Coaching Environment, Coaching Delivery, and Professional Disposition.

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Appendix A

Coach Evaluation Rubric

Domain Area 1: Planning and Preparation

Category	Poor	Fair	Good	Excellent
Knowledge of content and instruction				
Establishing goals				
Resources knowledge of (both in and out of org)				
Comprehensive coaching plan creation				

Domain Area 2: Coaching Environment

Category	Poor	Fair	Good	Excellent
Atmosphere of respect and rapport				
Culture of learning				
Coaching procedure				
Group coachee interaction				
Group physical space				

Domain Area 3: Coaching Delivery

Category	Poor	Fair	Good	Excellent
Effective communication				
Questions and discussion				
Engaging interaction				
Planning vs. interaction				
Flexibility and responsiveness				
Coachee rapport establishment				

Domain Area 4: Professional Disposition

Category	Poor	Fair	Good	Excellent
Coach reflection				
Data and record maintenance				
Stakeholder communication				
Involvement with community				
Personal growth and development				
Honesty and integrity				