

Three samples of the full set of 51 pages of coaching articles notes

Summarised by Andrew Gibbons

**From: "Learning and change: Deciding whether and how to take on a coach" Douglas Riddle.
Leadership in Action January/February 2009 Pages 3-8**

P 3 "Leadership in the top management ranks is often an isolated business. Many leaders recognise that to focus their personal development plans they need the uninterrupted time and attention of a skilled objective facilitator. Such leaders may want to consider leadership coaching".

"What is leadership coaching? It's a formal engagement in which a qualified coach works with an organisational leader in a series of dynamic private sessions, designed to establish and achieve clear goal that will result in improved business effectiveness for the individual leader, as well as his or her team and organisation"

"A good coach helps leaders develop clarity of purpose and focus on action".

"Leadership coaching uses the relationship between the coach and the individual being coached as a platform for questioning assumptions, stimulating reflection, creating alternatives, and growing perspectives".

P 4 "Leadership coaching is a particularly powerful method for learning and change when it is used in the right circumstances and when appropriate lessons are sought".

"Although many challenges are well suited for interventions involving leadership coaching, others clearly are not. Leadership coaching can be overkill when there are simpler, less expensive means of achieving desired results".

"If you are conscious of the expanding demands of complexity in your leadership coaching maybe the right step for you".

P 5 "If brand-new issues are being raised about behaviours that may be inhibiting your effectiveness, it's possible that you can deal with them yourself, without the assistance of a professional coach. If, however, you find that the themes or concerns raised are the same as they were last year, or ten years ago, your success in understanding and responding to the need for change has likely been limited by the absence of an effective, objective navigator".

"None of us can be objective about our own behaviour, and few of us have the emotional distance needed to really understand the viewpoints of those affected by our limitations".

"Your coach can lead you into exploring dimensions of behaviour that are not obvious, and toward trying changes that have known impacts".

"In a new position, you have not had time to develop new resources for sound thinking and wise advising. A professional coach can be that kind of resource".

P 6 "Your leadership coach should push you to go further in your normal repertoire".

"You need to be clear about what your coach can and cannot do".

"Coaching is designed to challenge you to think more deeply, explore alternatives you haven't previously thought about, expand your perceptual framework, and create and execute action plans".

"The great value your coach brings is helping you decide and act more effectively, not thinking or deciding for you".

P 7 “A complete assessment (of learner and context) gives the most fully rounded view of yourself and the environment in which you work”.

“A common model of leadership coaching begins with the creation of clear objectives for your development”.

Small, systematic, iterative coaching changes can maximise your leadership impact in ways that working hard at poorly aimed changes cannot”.

P 8 “How will you and your stakeholders know your coaching work was valuable if you do not measure the results?”.

“For evaluation to be meaningful, you and your coach learn more in the process, but it is not appropriate to leave aside the question of metrics altogether”.

“Open-ended coaching is not uncommon, but it has the danger of devolving into a friend-for-hire relationship as one with too much dependence on the coach”.

From: “Leader coaches: Principles and issues for in-house development” Doug Riddle and Sharon Ting. *Leadership in Action* Vol 26 No 2 May/June 2006 Pages 13-18

P 13 “Six principles for the leader as coach:

1. Create a safe, but challenging environment
2. Work in tune with the coachee’s agenda
3. Facilitate and collaborate
4. Advocate self-awareness
5. Promote sustainable learning from experience
6. Model what you coach

P 14 “Regardless of what the coach may believe is true or right for the coachee, the coach should take care to ensure that the coaching process does not damage the coachee’s fundamental sense of self and worth”.

“At a minimum the leader-coach must aspire to an open and non-judgmental attitude”.

“The coaching experience is, first and foremost, for and about the individuals being coached. They are responsible for driving the process and directing their own learning. They decide which goals to work on and how to go about his work”.

“The coach’s role is to influence the agenda, not set it”.

“Although leader-coaches typically possess considerable knowledge and expertise, they should not act like experts, making recommendations and spouting out answers”.

“The coach is not there to lecture, opine, or pontificate”.

“Although the coach may suggest options, the ultimate decision about what action to take rests with the coachee”.

“Most individuals have the capacity to learn, grow and change if they encounter the right set of experiences, and are ready to learn”.

“As Daniel Goleman points out, it is the responsibility of the leader-coach to exhibit the emotional competencies (such as self-awareness, self-management , social awareness and social skills) that the coachee is trying to develop”.

P 15 “A recurring challenge for coaches is their reluctance to fully engage with a coachee when the latter begins to disclose significant and sometimes personal information”.

“A coach who believes there should be no boundaries around topics and depth of discussion is flirting with trouble. Those boundaries should be set by the nature of the relationship, and agreement, not simply by what the coach is skilled at”.

“Three levels of coaching:

1. Behavioural
2. Underlying drivers
3. Root causes”.

“Working at these different levels is like moving from dry land and into water. The farther out the coach goes, the deeper and less clear the water is”.

“Coaching at the behavioural level is the most accessible and comfortable function for leader-coaches. At this level, coaches address observable actions and behaviours, both verbal and non verbal, that have an impact on other people. They address what is visible and concrete”.

“This approach to behavioural coaching is not necessary to understand causes or reasons for the extant behaviour as long as the coachee understands that a different behaviour is desired or viewed as more effective”.

“At this level the coach makes sure the coachee understands what those effective behaviours look like, identifies times and situations when the coachee can demonstrate them, and encourages repetition of these skills”.

“The power lies in the coach’s effective use of questioning and probing and his or her diligence in staying with the process”.

Underlying drivers lie at a deeper coaching level and comprise many elements that may be less visible than behaviours, and may in fact contribute to behaviour existence. Behaviours are not random acts. Individuals choose how they want to behave”.

P 16 “Sometimes however, behaviours are automatic. The individual is still making a choice, but it may not require conscious thought because it has become habitual or unconscious from years of learning and associating certain behaviour with certain results”.

“Furthermore, individuals may act in ways they know are not likely to have the desired effect, but nonetheless they are at a loss to make another choice and act differently”.

“Examples of underlying drivers include talents, preferences, orientations, traits, values, mental models, beliefs , needs and life experiences”.

“Coachees are the experts on themselves”.

“Effective coaches observe behaviours and are analytical and intuitive, asking thought-provoking questions to bring to the surface underlying issues”.

P 17 "A key distinction between coaching for development and coaching for performance is that development coaching focuses on learning".

"If the coach thinks strategically about the coachee's development, the coach will also seek to identify skills that may currently not be needed, but will be needed in the future".

"General coaching considerations of importance (to a leader-coach), are confidentiality, resistance, power and authority, and role conflict".

P 18 "Leader-coaches occupy a unique position, from which they gain a view of the coachee that is more comprehensive than the one afforded an external coach".

"When leader-coaches encounter what they perceive to be resistance, they can benefit from stepping back and trying to better understand how the coachee's behaviours have enabled and supported their careers thus far".

"Leader-coaches encounter role conflict because of the multiple roles they assume in organisations".

From: "Eight things you should know about business coaching before contracting for service" Diane Sanders. *Employment Relations Today* Summer 1996 Pages 67-75

P 67 "Just as a sports coach gives his or her players ongoing feedback about how to maximise their strengths and overcome obstacles to success, business coaches work with technically proficient men and women who encounter difficulty along their career paths".

"The job of a coach is to help employees understand how their behaviours may be going out of bounds and to illuminate appropriate alternative behaviours that will ensure long term success".

"Business coaches work one-on-one with employees to identify their unique strengths and specific areas that may get in the way of being considered for certain assignments, promotional opportunities, or in some cases, continued employment".

"The philosophy behind the coaching concept is that good people often offer substandard performance for reasons unrelated to technical ability".

"No matter how talented a person might be, unspoken success factors such as the ability to build positive workplace relationships, work effectively as a member of a team, and the willingness to go the extra mile can and do affect career mobility".

"Good coaches have the courage to speak the unspoken".

P 69 "A good business coach understands the subtleties of the corporate culture of the client and is then able to translate those ethics, norms and core values to employees in non-judgmental terms that they will understand and that they can relate to, and without asking the employees to compromise their overall core values".

"Capable coaches work in partnership with the organisation, the employee, and the employee's management".

P 71 "Coaching is one way to prepare employees to deal with many of the unknown changes that an organisation faces in the future".

"Unlike training and education programs, coaching is tailored to the needs of each employee, and is considered a facet of the overall development of an employee within the corporate environment".

“Employees who do not work up to their full potential cost companies money in terms of productivity, creativity and teamwork”.

P 72 “It just does not make good business sense to terminate a technically proficient employee who, with coaching, can make a valuable contribution to the company”.

“Research has shown that behavioural change does not occur in a sudden flash, but rather the change occurs gradually, as it does in learning a new skill”.

“The coaching relationship is a confidential one. Coaches share only information directly related to helping employees achieve specific behavioural goals”.

P 73 “Employees who are open to feedback, flexible about making changes, and willing to see themselves as others see them, find coaching most useful”.

“Coaching is based on the premise that the employee is already doing a lot of things right, and may simply need to augment existing strengths with complementary skills. Coaching is designed to help employees achieve peak professional performance and personal satisfaction”.

An additional 49 sources summarised within the full, 51 page, more than 20,000 word set of notes

“When a manager shouldn’t coach”

Patricia Overland
Chief Learning Officer
June 2017 Pages 50-53

“Ferguson’s Formula”

Anita Elberse and Sir Alex Ferguson
Harvard Business Review
October 2013 Pages 116-125

“Ethics in coaching”

J Passmore and L Mortimer
In “*Advanced Executive Coaching*”
G Henez-Broome and L Boyce (eds) 2011

“From coach to supervisor – a shift in mind-set”

Michelle Lucas
Journal of Evidence Based Coaching and Mentoring
Vol 15 No 1 February 2017 Pages 11-23

“Coaching at the top – optimising the impact of senior leaders”

Ingo Susing
OD Practitioner
Vol 48 No 4 2016 Pages 14-19

“How to ensure your coaching program pays off”

Tim Toterhi and Ronald Recaro
Global Business and Organisational Excellence
November/December 2016 Pages 25-40

“Executive coaching competencies: A review and critique with implications for coach education”

Kent Blumberg
Journal of Issues in Organisational Culture
Vol 5 No 2 2014 Pages 87-97

“Coaching the Alpha Male”

Kate Ludeman and Eddie Erlandson

Harvard Business Review

May 2004 Pages 58-67

“The Wild West of Executive Coaching”

Stratford Sherman and Alyssa Frees

Harvard Business Review

November 2004 Pages 82-90

“Measuring the impact”

Jennifer Habig and Florence Plessier

Training Journal

March 2014 Pages 64-69

“Coaching the team”

Pam Jones and Angela Jowitt

Training Journal

October 2013 Pages 64-69

“The five hidden roles of the managerial coach”

Robert Barner

Training and Development

June 2011 Pages 38-45

“The very real dangers of executive coaching”

Steven Berglas

Harvard Business Review

June 2002 P 86-92

“Where is the value in coaching?”

Robin Hoyle

Training Journal

March 2011 Pages 71-74

“Capitalising on coaching challenges”

Sophie Oberstein

Training Journal

February 2010 Pages 54-57

“What can Coaches do for you?”

Diane Coutu and Carol Kauffman

Harvard Business Review

January 2009 Pages 91-97

“Discovering the value of executive coaching as a business transformation tool”

Jim Niemes

Journal of Organisational Excellence

Autumn 2002 Pages 61-69

“Eight things you should know about business coaching before contracting for service”

Diane Sanders

Employment Relations Today

Summer 1996 Pages 67-75

“Coaching constructs and leadership development at an oil and gas company in the United Arab Emirates”

Ali Obaid et al

JCS

Vol 23 Nos 1 and 2 2015 Pages 13-33

“The coaching controversy”

Neil Rackham

Training and Development

Journal

November 1979 Pages 12-16

“Seven ways to improve management through the art of coaching”

Tim Hallbom and Ashley Warrenton-Smith

Journal of Innovative Management

Summer 2005 Pages 33-43

“Coaching for improvement: An essential role for team leaders and managers”

Rick Brocato

The Journal for Quality and Participation

Spring 2003 Pages 17-22

“The dark side of executive coaching”

David Noer

Leader to Leader

Fall 2000 Pages 6-8

“Confidentiality in coaching”

Daniel P Greenfield and William Hagen

Consulting to Management

March 2004 Pages 9-14

“Coaching...a management tool for a more effective work performance”

Eric Allenbaugh

American Management Association

May 1983 Pages 21-26

“Two coaches operating as a learning pair”

Michael Smith and Rebekah Gilbert

International Journal of Evidence Based Coaching and Mentoring

Vol 11 No 1 February 2013 Pages 39-54

“Mentor and Athene: Supervising professional coaches and mentors”

Geoff Mead and Jan Campbell

Career Development International

Vol 4 No 5 1999 Pages 283-290

“The Achilles heel of coaching”

Kenneth Phillips

Training and Development

March 1998 Pages 41-44

“Forty things every manager should know about coaching”

John Burdett

Journal of Management Development

Vol 17 No 2 1998 Pages 142-152

“The outer game of strategic coaching: Principles and professional development”

Eric Van Genderen

Middle East Journal of Business

Vol 91 Issue 3 July 2014 Pages 3-8

“Structuring and understanding the coaching industry: The coaching cube”

Jesse Segers, Daniel Vloeberghs, Erik Henderickx and Ilke Incegoghu

Academy of Management Learning and Education

Vol 10 No 2 2011 Pages 204-221

“Developing leadership potential through coaching”

Patrick Sweeney

Chief Learning Officer

March 2009 Pages 22-26

“Mentoring vs coaching – do you know the difference?”

Robert Hicks and John McCracken

Physician Executive Journal

July/August 2009 Pages 71-74

“What really happens in executive coaching?”

Madeleine Homan-Blanchard

Chief Learning Officer

July/August 2017 Pages 43-44 and 55-56

“A five factor framework for coaching middle managers”

Tracy Thompson, Jill Purdy and Donald Summers

Organisation Development Journal

Vol 26 No 3 Fall 2008 Pages 63-71

“Multiple faces of coaching: Manager as coach, executive coaching, and formal mentoring”

Baek-Kyoo Joo, Jerilyn Sushko and Gary McLean

Organisation Development Journal

Vol 30 No 1 Spring 2012 Pages 19-38

“The effectiveness of workplace coaching – a meta analysis of learning and performance outcomes from coaching”

Rebecca Jones, Stephen Woods and Yves Guillaume

Journal of Occupational and Organisational Psychology

Volume 89 2015 Pages 249-277

“Does a great coach need a supervisor?”

Jan Brause, Beverley Collins and Christine Froebel.

Training Journal

August 2008 Pages 61-64

“A survey of executive coaching practices”

Joyce Bono, Radastina Puranova, Annette Towler and David Peterson

Personnel Psychology

Volume 62 2009 Pages 361- 404

“Developing sustainable leaders through coaching and compassion”

Richard Boyatzis, Melvin Smith and Nancy Blaize

Academy of Management Learning and Education

Vol 5 No 1 Pages 8-24

“Team coaching helps a leadership team drive cultural change at Caterpillar”
Merrill and Diana Anderson and William Mayo
Global Business and Organisational Excellence
May/June 2008 Pages 40-50.

“The coach-coachee relationship in executive coaching: a field study”
Louis Baron, Lucie Morin
Human Resource Development Quarterly
Vol 20 No 1 Spring 2009 Pages 85-105

“It takes time: A stages of change perspective on the adoption of workplace coaching skills”
Anthony Grant
Journal of Change Management
Vol 10 No 1 March 2010 Pages 61-77

“Coaching: A philosophy, concept, tool and skill”
John Bax, Magdalena Negrutiu and Traian-Ovidiu Calota
Journal of Knowledge Management, Economics and Information Technology
Issue 7 December 2011 Pages 320-328

“How to keep ‘A’ players productive”
Steven Berglas
Harvard Business Review
September 2006 Pages 104-112

“What really happens in executive coaching?”
Douglas T Hall, Karen L Otazo and George P Hollenbeck
Organisational Dynamics
Winter 1999 Pages 39-53

“Coaching: No more Mr nice guy – the most effective coaches offer blunt advice – and focus relentlessly on the numbers”
Barrie Conchie
The Gallup Management Journal
April 2005 Pages 1-4

“How to coach teams in business the John Wooden way”
Sheila Kaye and Brian Kleiner
Training for Quality
Volume 4 No 2 1996 Pages 30-33

“Ungagged: Executives on executive coaching”
Christine Turner
Ivey Business Journal
May/June 2006 Pages 1-5

Andrew Gibbons