



NGO USE OF COACHING INTERVENTIONS: THE CURRENT STATE OF THE ART

A STUDY CONDUCTED BY:

GILLILAND & JUD
29 CLARK'S LANE, REISTERSTOWN, MD 21136
PHONE: 410•517•0869 EMAIL: LYNNE@GILLILANDJUD.COM



WHAT WE EXPLORED IN THIS STUDY

1. *What Coaching Is.*
2. *How It Differs From Other One-on-One Interventions.*
3. *How the Coaching Process Works, In Terms Of:*
 - a. *The Classic Performance Situations That Trigger It.*
 - b. *The Kinds of People Who Get the Most Out of It.*
 - c. *The Kinds of Coaches Who Do It Best.*
 - d. *The Policies and Procedures That Typically Govern It*
4. *How Coaching Programs Are Administered, In Terms Of:*
 - a. *Selecting Candidates*
 - b. *Establishing a Budget*
 - c. *Monitoring Progress and Results*
5. *Dealing With Coaching Failures*
6. *Speculations on Coaching's Next Directions*



What is Coaching: Some Definitions:

The *Concise Oxford Dictionary*: Tutor, train, give hints to, prime with facts.

Coaching for Performance by John Whitmore: Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Coaching for Performance: evoking excellence in other by James Flaherty "We present coaching as being more than being an accountability partner that supports someone in reaching her goals or as a disciplinarian who changes someone's unwanted actions. Instead we claim that coaching occurs in a bigger frame that sometimes includes these two modalities but goes farther. "

Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life by Laura Whitworth, Henry Kimsey-House, Phil Sandhal "Coaching is a powerful relationship for people making important changes in their lives."

Coaching with Spirit: Allowing Success to Emerge by Teri-E Belf "Coaching is an inquiry process of helping people master the ability to consistently obtain the results they want in all life areas with a sense of well-being."

International Coach Federation: Coaching is partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential. Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help people improve their performances and their lives.



COACHING, MENTORING AND THERAPY, CONSULTING

Coaching is not mentoring and it is not therapy. Coaching is not advice-giving, which is one of its main distinctions from mentoring and it does not assume that the client is in need of healing, a main difference from therapy. Each has its place and its purpose. For growing and developing staff, coaching is the tool of choice. Coaching focuses on strengthening the client's talents and competencies, and on identifying and smoothing over rough performance behaviors. At the end of a coaching relationship, the typical client will have enhanced his or her emotional intelligence and interpersonal competence, and will also have made marked progress in performance and career goals.

Therapy	Coaching
Assumes the client needs healing	Assumes the client is creative and resourceful.
Roots in medicine, psychiatry	Roots in business and personal growth venues
Works with people to achieve self-understanding and emotional healing	Works to motivate people to a higher level of functioning
Explores the root of problems	Focuses on solving problems
Focuses on feelings and past events, past-orientation	Focuses on actions and the future; goal-orientation
Works to bring the unconscious into consciousness	Works with the conscious mind
Works for internal resolution of pain and to let go of old patterns	Works for solutions to overcome barriers, learn new skills and implement effective choices

Source: Hayden, C. J., and Whitworth, L. "Distinctions Between Coaching and Therapy." International Association of Personal and Professional Coaches Newsletter, October 1995.

Mentoring	Coaching
Gives advice	Provides
Defined as a counselor, guru, advisor, tutor, teacher	Defined as a performance consultant?
Long term relationship	Short term relationship
Conversations related to professional career long term goals	Specific goal orientated discussion
Usually occupies a senior-level assignment of authority and influence within the organization	Helps shift the world view of the client (the person being coached) in a way that opens up new possibilities for action
Knows the organization/its structure, policies, and processes (both spoken and unspoken)	Often draws on assessment data from the client and others to increase the client's awareness of areas for development and set goals and a plan for reaching them
Has a broad view and multiple working experiences	Assists the client in staying focused on an area of improvement or learning objective to achieve the desired outcome(s) or change
Knows the "politics" of the organization	Explores possibilities and potential resulting outcomes
Shares knowledge and experiences	Works with a client to discover the answers from within
Helps identify developmental opportunities within the organization and "open doors"	Helps the client identify values and passions and align them with professional or personal goals
* Knows when to interpret and when to pass on wisdom	Listens, make inquiries, and observes/reflects
* Generally TELLS - advises, instructs, suggests, gives opinions	Generally ASKS powerful, thought-provoking questions that tap the inherent wisdom and creativity of the client
A good mentor knows how to coach	A good coach knows how to mentor

Coaching, Mentoring, Therapy and Consulting

Adapted from *Becoming a Professional Life Coach* by Patrick Williams and Diane Menendez
2007 Norton Press

Therapy	Mentoring	Consulting	Coaching
Deals mostly with a person's past and seeks healing	Deals mostly with succession training and seeks to help someone do what you do	Deals mostly with problems and seeks to provide information to solve them	Deals mostly with a person's present and seeks to guide them into a more desirable future
Doctor-patient relationship – therapist has the answers	Older/wiser-younger/less-experienced relationship (mentor has the answer)	Expert-person with problem relationship (consultant has the answer)	Equal partnership (coach helps client discover the answer)
Assumes many emotions are a symptom of something wrong	Limited to emotional response of the mentoring parameters (succession, etc)	Does not normally address or deal with emotions (information only)	Assumes emotions are natural and normalizes them
The therapist diagnoses, then provides professional expertise and guidelines to give clients a path to healing	The mentor allows you to observe his/her behavior and expertise, will answer questions and provide guidance and wisdom, for the stated purpose of the mentoring	The consultant stands back, evaluates a situation and then tells you the problem and how to fix it	The coach stands with you, and helps you identify the challenges, then works with you to turn challenges into victories and holds you accountable to reach your desired goals



COMMON SITUATIONS WHERE COACHING IS USED

Our experience from surveying NGO clients is that (because coaching is labor-intensive and comparatively expensive) the majority of coaching assignments are directed at people in management and executive positions, or at key technical people whose work has high impact on wide-ranging relationships. We find, therefore, that the most common situations that trigger a coaching intervention are these six:

1. **Balancing “Goals” with “People”:** People who are highly driven to reach goals get promoted because of that talent. Then, later, they frequently get criticized for stepping on toes and bringing down morale. Helping leaders come to a better sense of balance between these two competing parts of their job is the single largest reason for bringing in a coach.
2. **Off-putting Personal Style:** People whose style can be abrasive, peremptory, even bullying, can often get away with that when they are in less conspicuous jobs, but in positions of authority this can cause very large problems. Coaches are often brought in to work with managers to better understand the impact of their behaviors on others so they can then modify them.
3. **Lack of Growth or Range:** Some managers (often those who have been recently promoted) find that their style does not grow with their staff. They don't delegate, for example, or develop their people, or work to create a team structure. Coaches are brought in to help them find and utilize a broader range of management skill.
4. **Recently Transferred Staff:** Sometimes coaches are brought in to help people adjust to new professional or personal circumstances, especially when they have been transferred to problematic or dangerous postings.
5. **Grooming New Leaders:** Coaches are sometimes used to help people identified as having high-potential futures to help them hone or improve their leadership skills, so they are fully prepared to take on a higher-level role when it becomes available to them. (Corporations engage in this practice more than NGO's do.)
6. **Competence Maintenance:** This type of coaching is used sometimes by the CEO's of Humanitarian Aid Groups to insure that they stay on top of their game, or who need a resource or sounding board because of the isolation that occupying a top spot sometimes brings about. 5



MORE COACHING "TRIGGERS"

Coaches are brought into organizations for many reasons beyond those outlined on the previous page. Here is a more complete list of situations that have triggered a coaching relationship, and which have delivered good results. Coaches are hired to help their clients do the following things:

1. Acquire specific management skills they are lacking. These have to do most often with the ability to plan, prioritize, and/or execute.
2. Improve specific relationships, both at work and at home.
3. Create and then articulate, when they feel stuck, a vision of a more desirable future.
4. Find practical ways to bring that future into being.
5. Help connect their short-term efforts and activities to longer-term goals.
6. Confront difficult situations, problem-solve to effective outcomes, and commit to their successful implementation.
7. Manage their own and others changes and life transitions.
8. Navigate their way through reorganizations, downsizings, layoffs, and outplacements.
9. Deal effectively with demotions, transfers, and other career disappointments.
10. Identify and address the behavioral shortcomings of their subordinates.
11. Set about the complex process of moving from a traditional hierarchic way of managing people, and looking to build effective work teams instead.
12. Identify and then address a broad variety of work/life balance issues.
13. Begin to understand and then align oneself with the culture of the organization they are working for.
14. Acknowledge and then deal with personal issues of ambition, achievement, and career fulfillment.
15. In a complex world, help people to get along, behave collegially, form workable consensus, make progress, and move on with life.



WHO ARE "COACHABLE" CANDIDATES?

In general, we can say that coaches have had the greatest success with people who exhibit most or all of the following characteristics:

- 1. They exhibit an interest in and enthusiasm for working with a coach.*
- 2. When the coaching issue is a performance problem, they are willing to acknowledge their mistakes or shortcomings.*
- 3. They have a low defensive mechanism.*
- 4. Their work and home responsibilities are such that they have the time to invest in this process.*
- 5. They exhibit a willingness to take primary responsibility for ultimately making a behavior change and producing positive, concrete results.*
- 6. They have shown in the past that they are willing to think beyond their own assumptions, mind-sets, preferences, and practices.*
- 7. They have shown that they are capable of being disciplined.*
- 8. They are sufficiently imaginative so that they can engage in visioning preferred futures.*
- 9. They value other people and are capable of reaching decisions through collaboration.*

PICKING THE RIGHT COACH

The first choice an NGO has to make is whether to use an "Internal" (a person who is an employee of the organization and hence on its own staff) or "External" (typically an independent contractor or consultant) coach. There are benefits and costs to both:

INTERNAL COACHES

POTENTIAL BENEFITS:

- *Knows the culture and politics of the organization.*
- *May be more familiar with the stresses and tensions of the work the client is in.*
- *Has more access to supervisors and colleagues of the client.*
- *May be more affordable on a per client basis to the organization.*
- *Therefore more accessible to more diverse salary ranges.*
- *May be easier to measure Return on Investment,*

POTENTIAL COSTS:

- *Perceived or real lack of confidentiality.*
- *Perceived or real divided loyalties.*
- *Inability to set aside one's own perception of the organization and the people in it.*
- *Lack of privacy with the client.*
- *Higher cost to the Agency if there is a low client-to-coach ratio.*
- *Too accessible and therefore vulnerable to the influence of bosses/colleague.*
- *May not be formally trained or certified.*
- *May be asked to combine Coaching with other HR duties which could conflict with the coaching relationship.*
- *Client may have less choice in selecting the right coach.*

EXTERNAL COACHES

POTENTIAL BENEFITS:

- *Tends to be impartial to the internal culture, politics, and pressures of the place.*
- *Is focused entirely on the client; less chance of divided loyalties.*
- *Usually easier to maintain confidentiality and privacy.*
- *Clients are typically able to select a coach from several potential candidates.*
- *Will typically have fewer preconceptions about the client, colleagues, bosses, etc.*
- *Accessibility is high.*
- *Usually guarantees a structured relationship, where there are set times with determined hours per month.*
- *May be seen as an added perk by the client.*

POTENTIAL COSTS:

- *Higher financial costs to the organization.*
- *May have unfamiliarity with this specific Agency, and therefore of the client's challenges.*
- *May have divided loyalty, in that what is best for the client would not be best for the Agency.*
- *May have less access to bosses and colleagues, and find it harder to access the "truth" of a client's self-perceptions.*
- *May be seen as punitive by the client.*

WHAT TO LOOK FOR IN A COACH

Good coaches do not come out of a cookie cutter. They vary from one another as broadly as do people in any other profession. There are some aspects of good coaches that grow out of the intrinsic nature of the work they do. What follows is a listing of behaviors and characteristics that describe the better coaches we have encountered. It should serve you as a checklist that you might use the next time you select a coach:

THE BEST COACHES ARE GENERALISTS:

Coaches must be human generalists. Whereas most successful people in other professions are specialists in one form of human behavior or another (like psychologist, psychotherapists, career counselors, leadership trainers, organizational developers, and so on), coaches work as generalists, drawing at least as much from their deep experience in work and in life as they do from their formal education. They rely on these life experiences and the heuristics they have developed from those experiences to facilitate and to guide over a full range of life and work issues.

THEY ARE ALSO AGENTS OF CHANGE:

Coaching is one of the very few professions that were born within a change paradigm. Coaches are committed to change, so that they can stay aligned to challenging and believable futures that (in today's world) are in constant flux. When trying to select a coach, some good things to look for are these:

- Do they tend to question the status quo?
- Do they feel challenged by the unknown?
- Do they tend to look at things from a variety of perspectives?
- Do they risk?
- Are they willing to make mistakes and learn from them?
- Are they future-oriented and cautiously optimistic?
- Are they tilted in the direction of looking for new opportunities?
- Are they imaginative in presenting ideas or ways of acting?
- Do they tend to confront behaviors that shut down human energy and hope?
- Is their demeanor basically nurturing and supportive?

THEY COMMUNICATE WELL

Coaches obviously have to use language (both verbal and non-verbal) well. The communication skills to look for in candidates are these:

- Do they speak directly, clearly, and effectively in one-on-one encounters?
- Do they present their ideas and models in ways that are persuasive/convincing?
- Do they use a vocabulary that is rich in metaphors and stories?
- Do their conversations lead in the direction of agreement and consensus?
- Do they also speak up and say "no" when that is necessary?
- Do they listen well, acknowledge what they hear, encourage people to share?
- Are they fearless in helping people see their blind spots or the impact of their behavior and attitudes

THEY ARE EXPERIENCED:

They should have professional certification in this field. Education in one of the helping professions is probably an asset. They should know something about the field your Agency is in. Above all, they need a rich background of general life experiences. They should be able to provide strong references about their past work in this field for others.



HOW TO DECIDE WHEN TO USE A COACH AT ALL

Here are some criteria for deciding to expend the time and money to introduce a coaching intervention as a way of addressing a performance problem or a growth issue:

- 1. When other efforts (like training classes or regular performance discussions) have not produced the desired results.*
- 2. When a performance problem is nested in a set of otherwise highly effective talents, and the person is worth "saving".*
- 3. When the person's supervisor does not have the time or skill to do the coaching personally.*
- 4. When the measurable cost to the enterprise (in terms of money spent, hours lost, relationships ruined, opportunities lost, etc.) are larger than the costs of the coaching intervention.*
- 5. When the reasons for poor performance are complex and difficult to know or understand, or when there is a hidden payoff to poor performance which is not obvious from simple inspection.*
- 6. When coaching is seen as the last viable option for improving the failing performance of a long-term employee before considering more drastic remedies, such as formal discipline or termination.*



ADMINISTERING A COACHING EFFORT

Here are some final thoughts about how a comprehensive program of coaching interventions are handled in most NGO's today:

BUDGETS:

It's almost always impossible to get exact dollar figures for either the costs of poor performance or the payoff of a good coaching intervention. Most organizations, therefore, operate in this area the same way they do when they arrive at business decisions in other areas where data is unavailable or fuzzy: they make bootstrap estimates of both expected costs and probable benefits, then make what they regard as a common sense choice, then monitor the consequences of that decision very carefully. Our experience over the last several years is that NGO's find that this process is sufficient to produce quality interventions and outcomes. There is a distinct trend, therefore, to increase the use of coaching and apply it to a broader array of performance issues.

MONITORING:

We believe that a good monitoring policy is to re-contact clients on a quarterly basis for about a year. Most such contacts find that clients are on track toward reaching their goals and their desired futures. In some instances clients meet challenges and hurdles that require another session or two of follow-up coaching.

ENDING THE COACHING RELATIONSHIP:

This is how most coaching relationships are concluded:

1. Most of the time this occurs when all parties agree that the client has achieved his/her goals, and that these outcomes are likely to continue.
2. Employers who use coaching interventions well have a tendency to fold this process (at its conclusion) into their normal processes for performance management.
3. Sometimes the coaching ends when the original coaching agreement expires, or when funding for this process is over.
4. The coach, the client, or the sponsor are free to terminate the process at any time, and occasionally they do so when any one or a combination of the parties involved perceive a lack of progress, or when it becomes evident that there is a mismatch of styles, or when the circumstances which prompted the coaching have materially changed.



WHERE WILL WE GO FROM HERE?

Most people in this field expect that the use of Coaching Interventions and the Coaching profession are likely to move in the following directions:

- 1. The use of this process in NGO's and elsewhere is likely to increase at about the same rate as it has for the past decade.*
- 2. Peoples' comfort level with coaching-from-a-distance (through the use of electronic tools) is very likely to grow.*
- 3. Appropriate credentialization of coaching practitioners will become more rigorous and at the same time more commonplace.*
- 4. There are likely to be some forms of regulatory oversight of this industry introduced.*
- 5. Coaching will be increasingly used to solve performance issues at all levels in an organization, not just the senior ones.*
- 6. Coaching tools and techniques will unquestionably continue to be refined and improved.*

So stay tuned!

THE PRINCIPALS OF THIS FIRM

Lynne Gilliland is a coach and facilitator, working with individuals and groups in the NGO community for many years on professional development, leadership and teaming. Lynne is the founder of her own coaching company as well as a partner in Gilliland & Jud, a firm working exclusively with the international humanitarian sector. For over 8 years, Lynne has coached senior managers, executives and teams to reach their potential. Her knowledge and experience has been instrumental in helping people and groups to consistently produce results and make lasting changes. She has had clients based in Africa, Latin America, Asia and Europe as well as the US and Canada. Lynne worked for 15 years with Catholic Relief Services both overseas and in the home office. Some of her roles included the director for the CRS program in Honduras, the team leader for West, Central and Southern Africa and coordinator for the World Summit, an agency-wide visioning process. Lynne, who holds a graduate degree in International Development from the University of California at Davis, was also a Peace Corps Volunteer in Costa Rica. Lynne is a certified coach, a member of the International Coach Federation, and a founding member of the Coaches Alliance for Social Action (CASA) and on the advisory board of Coaching the Global Village.

Robert A. Jud is a consultant whose practice focuses primarily on problems of performance and productivity among knowledge workers, particularly those in organizations who see themselves in a state of transition and change. He is the founder and proprietor of his own training company, as well as a partner in the firm of Gilliland & Jud, both based in the United States. He and his firm specialize in designing and conducting a broad range of management and professional development workshops and seminars, with a strong orientation toward performance skills. He is trained as an Industrial Psychologist who has a long history of serving clients in both the corporate and non-profit sectors. Since 1997 his assignments have been increasingly focused on the non-profit sector. He has conducted his programs on over 40 occasions for a variety of NGO's in the US for National and International managers drawn from all over the world, as well as scores of other workshops on location in the field, in countries like Ghana, Benin, Kenya, Uganda, Namibia, Zambia, Botswana, Malawi, Bosnia, Macedonia, Bulgaria, Haiti, Sri Lanka and Singapore. Prior to establishing his own firm, Bob was for 20 years a Human Resource executive, first for Bankers Trust Company, and later for the Marsh & McLennan Companies, both in New York City. He is a graduate of Villanova and Georgetown Universities, and is a member of the American Society for Training & Development, the American Society for Personnel Administration and the Project Management Institute. He is a frequent writer on a variety of Human Resource issues

Gilliland & Jud

29 Clark's Lane, Reisterstown, MD 21136
Ph: 410-517-0869 Email: Lynne@Gillilandjud.com,