

The New Blended Learning, continued from page 3

Coaching may look like nothing more than individual therapy focusing on enhancing interpersonal and social skills. However, effective coaching focuses on work-related skills and behaviors to enhance professional effectiveness and job performance with both poor performers and high potential talent (performance improvement coaching or performance development coaching). Identification of personal and family problems always results in a referral, rather than, treatment with executives. With respect to professional and ethical standards in coaching, you should always adhere to the standards of your highest license and training. For example, licensed psychologists must follow the APA Ethics Code (American Psychological Association, 2002). Those doing coaching should still maintain professional coaching notes, establish a written contract at the onset specifying services with limits of confidentiality, avoid dual relationships (e.g., treating an executive for depression while coaching him/her) and evaluate the impact of their services on agreed upon performance measures.

Conclusion

Executive coaching has become increasingly popular despite limited empirical evidence about its impact, little agreement about accepted executive leadership change models to follow, and wide disagreement about necessary or desired professional qualifications. Executive coaches should strive to utilize "best practices" and adhere to all relevant professional and ethical standards.

The coaching phenomenon, like all mass movements, will have its excesses: dubiously credentialed and trained people hanging out their shingles, unethical practices, and little focus on actual performance improvement and behavior change. When done well, coaching can motivate people, help them to close performance gaps and empower them to change behavior. Coaching, combined with corporate training, would appear to have a very powerful impact on long term behavior change and organizational effectiveness. ●●●

References

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- Kampa-Kokesch, S. & Anderson, M. (2001). Executive Coaching: A comprehensive review of the literature. *Consulting Psychology Journal: Practice and Research*, 53, 205-228.
- Kluger, A. & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, meta-analysis and preliminary feedback

 3435 Ocean Park Blvd. #214
Santa Monica CA 90405
(800) 335-0779
www.envisialearning.com

theory. *Psychological Bulletin*, 119, 254-285.

Nowack, K.M. (1997). Self-ratings as a predictor of assessment center performance. *Journal of Social Behavior and Personality*, 12, 145-166.

Nowack, K. and Heller, B. (2001). Making Executive Coaching Work: The Importance of Emotional Intelligence. *Training Magazine*, trainingmag.com

Smither, J., London, M., Flautt, R., Vargas, Y. & Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, 56, 23-44.



Volume 7
Winter, 2006

envisia[™]
LEARNING

consulting trends

The quarterly newsletter for performance-oriented consultants and HR professionals

Coaching and Training: The New Blended Learning

Kenneth M. Nowack, Ph.D.



FEATURE STORY

The 2005 American Society for Training and Development (ASTD) industry study suggests that training will continue to increase in all industries with the most money being spent in transportation, utilities, finance, insurance, and service industries. It is estimated that 64.1% of this training will be classroom-based, 32.5% technology-based and 3.4% will fall under other categories. Firms that invest \$1,500 per employee in training compared to those that spend \$125 per employee, experience higher gross profit margins and income per employee.

The use of coaching across industries is on the rise, but so is the confusion over what effective coaching is and how to integrate it with training. According to Gallup, companies with coaching programs are more likely to have low turnover, higher customer loyalty and greater profitability. A U.S. International Personnel Management Association study revealed that training increases productivity by 22.4%, while training combined with coaching results in an 88% productivity gain.

Is there supporting literature on the impact of coaching effectiveness?

Coaching is a form of a systematic feedback intervention aimed at enhancing professional skills, interpersonal awareness and personal effectiveness. A very recent literature search on the impact of coaching reveals mostly case study or formative evaluation of coaching services with very few longitudinal studies (Kampa-Kokesch & Anderson, 2001).

see [The New Blended Learning](#), page 2 ▶

Calendar of Events

February 7, 1 p.m. PST,
Teleconference on Emotional Intelligence will be held by **Dr. Ken Nowack**. The teleconference will cover emotional intelligence as it relates to compatibility in the work place and how effective coaching can improve one's level of emotional intelligence. Call 800-977-8002, code 479466 to join this FREE teleconference.

How to Use Coaching as a Marketing Differentiator

by Susan Tatum

Coaching—as a contributor to sustainable behavior change—makes a great competitive differentiator by allowing you to focus on delivering results. With so many consultants and coaches stuck on selling “activities,” the firm or practitioner who talks to prospects about benefits and results is often in a league of its own.

see [Managing Stress](#), page 2 ▶

The New Blended Learning, continued from page 1
A recent study by Manchester Inc. examined the impact of coaching in 56 companies with 100 executives. Their findings suggest that 74% of the sponsors and 86% of the participants were very satisfied with the process. From the survey of respondents who received coaching, it was estimated that coaching resulted in an average return of 5.7 times the initial investment. Furthermore, coaching contributed to a perception of increased productivity for 53 percent of respondents, and improved quality of work for 48 percent of the respondents.

When asked in the survey, which work group relationships improved as a result of coaching, the results indicated that 77% reported improvement with direct reports, 71% reported improvement with immediate supervisors, and 63% reported improvement with peers. Of those receiving coaching, 61% reported a significant increase in their overall level of work and job satisfaction.

In our experience, coaching does in fact make a difference. We have evidence that coaching results in significant changes in behavior and

skills as viewed by supervisors, direct reports and team members when comparing changes in pre- and post-coaching administration of multi-rater feedback instruments (Nowack and Heller, 2001). Especially noticeable were improvements in skills in the areas of communication, interpersonal sensitivity and listening. For example, we provided coaching to managers in a large communications conglomerate (Times Mirror Corporation) which included individual assessment (360 degree feedback, personality, and career orientation), developmental planning, and individual follow-up meetings. At a one year follow-up, we found significant behavior change was reported by their supervisors in the skill areas above.

In a 2003 longitudinal study of 404 senior managers, James Smither (Smither et al., 2003) and his colleagues found that executives who worked with a coach showed significant improvement in performance in terms of direct report and supervisor ratings using a multi-rater feedback instrument. Interestingly, meta-analytic evidence of over 600 studies suggests that feedback interventions, a cornerstone of all coaching models, can actually cause a decrease in performance (Kluger & DeNisi,

1996). One third of the studies showed an actual decrease in performance following individual feedback.

Behavior change is hard whether it is personal or business-related. “Lapses” and “slips” are

executive coaching is that there is no professional licensing or set of agreed upon competencies required to be a coach. An executive coach should be familiar with the business world, and adhere to an accepted body of professional

A U.S. International Personnel Management Association study revealed that training increases productivity by 22.4%, while training combined with coaching results in an 88% productivity gain.



part of the inevitable journey of personal behavior change even in highly motivated clients. Furthermore, the success of behavior change may have a lot to do with a person's initial level of self-awareness and readiness to change (Nowack, 1999). In summary, some evidence suggests that executive leaders tend to respond well to coaching, but little research evidence exists to date establishing a consistent link between coaching and improved performance or behavior change.

Who is qualified to do executive coaching?

One of the problems with the emerging field of

and ethical standards. However, there are many executive coaches who lack one or more of these qualities.

It's not that executive coaching is particularly new—chief executives and those approaching the top have long sought counsel from personal consultants, board members, or psychologists. Now, coaching is an industry with unregulated growth that is often based on unproven models of change and diverse ethical and professional practices.

see [The New Blended Learning](#), page 4 ▶

Managing Stress, continued from page 1

Why are results so important?

There are two main reasons why results sell: 1) your clients and prospects are under pressure from higher within their organization to justify spending, and 2) most of them possess a natural desire to reduce risk.

Companies of all sizes and industries are tightening their spending policies in a universal effort to cut costs. This puts managers in all parts of the organization under increasing pressure to justify spending based on ROI (return on investment), and HR and development programs are no different. C-level executives are asking “What do we get if we spend this money?”

Additionally, your prospective clients in HR and training and development organizations are typically risk-avoiders by nature. Other things being equal, they will gravitate toward a solution that is proven to work.

How can you make results a key part of your marketing?

First, make a list of all the benefits and results your clients have achieved or could achieve by working with you. Focus on things that are important to your target market—problems you've solved, behavior changes that have oc-

curred, obstacles that have been overcome. Ask yourself the following:

- What happens as a result of these actions?
- Are individuals, teams or departments more effective?
- Do new hires become productive faster?
- Are any costs eliminated?
- Does retention rate go up?
- How does your participation contribute to meeting the objectives of your prospects, his or her manager, and/or the greater organization?

If you aren't yet able to pinpoint actual results from your interventions, you can still emphasize results by using 3rd party statistics such as those included in Coaching and Training: The New Blended Learning (on page 1).

Next, take a look at the messaging on your web site, your collateral, your presentations, your proposals and anywhere else you communicate with clients and prospects. The results you've identified should be prominent in your messages. Focus on what your client gets—not on what you do.

Now develop specific marketing support tools to prove you deliver results. Here are some ef-

fective ways to do that:

Case studies and success stories. These are potentially the most powerful of all marketing collateral because they show real results. Each case study should include the challenge the client faced, the solution you provided and the results that were achieved. This often means you have to work with the client from the beginning to establish a base line against which to compare the results. You should always get a client's approval to publish a case study, and some clients are hesitant to allow it. Keep trying. The value of the case study will far exceed the amount of time you may have to spend getting approval and measuring results.

Client quotes and testimonials. These are a fast way for a prospective client to get a sense of who you work with and what you deliver. You can use them on your web site, in presentations and on collateral materials. If your marketing program includes advertising, you might also be able to use a quote there. (Again, client approval is required).

Generally the best way to get a quote or testimonial is simply to ask for it. It can be easier and faster to get approval if you provide a quote

and ask the client to edit it than if you ask the client to create the quote. And keep in mind, a quote such as “Chris Johnson Consultants helped us reduce time to competency on new hires by 65%,” is infinitely more powerful than “Chris Johnson Consultants delivered on time and under budget.”

References. At some point in selling the first project to a new client you're likely to be asked for references. Be sure your references are willing and able to talk about results.

Marketing yourself based on the results you provide takes time and possibly some additional work, but it will pay off tremendously when the client is ready to make a purchase decision. It requires you to look at your services from the client's point of view, to understand what your client is really buying, and to communicate how you contribute to a solution. That alone will set you apart from much of your competition.

About the author

Susan Tatum is a marketing consultant specializing in increasing revenue for business-to-business product and services providers. She can be reached at susan@thetatumgroup.com or at www.thetatumgroup.com. ●●●