

**Professional Development Foundation
Institute of Work-Based Learning Partnerships**

Middlesex University

Module PDF 4860

A project submitted to Middlesex University in partial fulfilment of the requirements for the degree of MA in Professional Development (Executive Coaching)

Project Title:

“Working towards a tool to help define the roles of an executive coach.”

Candidate Name: Timothy Michael Bright

CONTENTS

	Page
Summary	3
Chapter 1: Introduction	4
Chapter 2: Terms of Reference/Objectives and Literature Review	5
Chapter 3: Methodology	11
Chapter 4: Project Activity	17
Chapter 5: Project Findings	20
Chapter 6: Conclusions and Recommendations	25
References	28
Bibliography	34
Appendices	
A. Glossary of Relevant Terms	35
B. Appendix to Chapter 2	37
C. Appendix to Chapter 3	41
D. The Tool as used in the main survey	43
E. The questionnaire survey used	44
F. Ethics Release Form	48
G. Extract from module 4811 on ethics	50
H. Full survey results	52
I. Revised version of the Tool	73
J. Revised version of the Tool with selectable items	74

Summary

The aim of this research project is to work towards a tool which may improve the effectiveness of executive coaching engagements. It is based on the belief that encouraging reflection and discussion on the role of the coach will improve the quality of the coachee's learning. The project begins with a review of literature, to examine evidence for the beliefs that reflecting on the coaching process and the coaching relationship itself will support increased learning. The literature review also includes a review of work done on the different roles a coach can play and a search for similar tools that already exist. This project takes a tool developed for mentoring relationships by Clutterbuck and Megginson (Clutterbuck and Megginson, 1999, p. 14) and adapts it for use in an executive coaching relationship. The tool is very simple, consisting of a list of potential roles that a coach can play, and asking the coachee to distribute 20 points amongst them to reflect the relative importance of the roles they would like their coach to play (the tool is reproduced in Appendix D). A questionnaire was developed and distributed to executives who have worked with a coach, and Human Resources (HR) managers who organise coaching. They were asked for their views on the tool and for suggestions on improving it. The results suggest the tool is seen as valuable, and that executives who are embarking on a coaching engagement may benefit from using it and sharing the results with an HR sponsor or their coach. The tool may also be useful in matching the executive with the most appropriate coach. The project concludes by looking at ways the tool can be developed and researched further.

Chapter 1: Introduction

Executive coaching is growing significantly as a practice around the world, and many organisations invest large resources in it as a development tool. Coaching is still an emergent profession and there is a great diversity in ways that coaches work, and how they understand the coaching relationship. I have seen in my experience as an active member of the European Mentoring and Coaching Council (EMCC) that as well as diversity between practitioners in the same country, internationally there are great differences of opinion on what role a coach should play when working with a coachee. This diversity can be a good thing, in terms of allowing many different approaches, however it can also lead to confusion and misunderstandings, particularly when people with experience of working in different cultures come together on coaching projects. In my work I have seen that many people who are considering working with a coach, either as a coachee or a sponsor of coaching, do not have clear ideas about what coaching is. Or, they have a clear idea, but it is not clearly expressed. Also ideas about coaching can vary significantly between the coach, coachee and coaching sponsor. A tool that can help participants gain clarity about the role a coach will play should be of benefit for the different stakeholders involved.

There is strong evidence both from studies on counselling and on coaching, that the most important factor in the success of an engagement is the quality of the relationship between coach (or therapist) and client (Machin, 2010, Passmore and Fillery-Travis, 2011). In the coaching literature there is a lot of discussion about different types of coaching, and different techniques the coach can use, however there is relatively little about the different roles a coach can play in the coaching relationship.

There is also a lot of work going back at least to Dewey (1933) on the importance of reflection in learning, including some empirical evidence that reflecting on the process of learning improves the quality of learning (Kolb and Fry, 1975, Webster-Wright, 2009, Di Stefano et al., 2014). Because of the importance of the relationship within a coaching engagement, it is reasonable to believe that increasing the amount of reflection about the relationship itself will increase the learning that occurs.

Executive coaching is based on a natural relationship, a learning focused dialogue that has occurred for centuries. This naturalness may explain some of the power of coaching, however it can also mean that people have strong intuitions about what coaching is and isn't, and these intuitions often go unexamined. Coaches and HR professionals often have different and conflicting views of what coaching is and what the appropriate role for a coach is, and may not share a common language in which to discuss their different ideas. These disagreements are not all about the role of the coach, but questions about the role the coach should play are often at the heart of differences about coaching. I am not arguing whether this diversity of views is good or bad, and certainly not aiming to offer a resolving view. However I do think it is important for these unspoken assumptions about coaching to be expressed and discussed. The tool under development that is the focus of this research is designed to encourage thinking and conversations about the roles that a coach can play. The aim of this tool is not to limit how the coach and coachee may work together, but to raise awareness and discussion of different options so that they may experiment with various types of conversation.

A lot of valuable research work is done in the field of mentoring programmes, and this seems to be a more transparent and collegial profession than executive coaching. I believe there is much to be gained from applying insights from mentoring practice and research to coaching. This project is an example of this approach, taking a tool developed for mentoring and applying it to executive coaching. I hope that the tool may be further researched, developed and adapted, in order to serve the project purpose of helping to improve the effectiveness of coaching engagements.

Chapter 2: Terms of Reference/Objectives and Literature Review

The overall purpose of my research is to help improve the effectiveness of coaching, by doing preliminary work that may lead to the development of a tool that can be used by coachees, coaching sponsors, and coaches, to think about, discuss and agree what roles the coach will play in a particular coaching engagement.

The aim of the research project is to contribute to the development of a tool by designing an initial version of the tool, and gathering feedback on it from coachees and HR sponsors of coaching. Based on that feedback a further version will be developed. The tool will not be quantitatively assessed as that is beyond the scope of this project. However I hope to gather useful information which may eventually lead to the development of a valid and reliable tool.

This project is within the field of adult learning in a professional context, specifically executive coaching.

The tool under consideration is founded on the assumption that reflecting on the coaching process will improve the quality of learning for the coachee. This literature review begins by considering this assumption and looking for empirical evidence for it.

Work on this tool also relies on the belief that focusing the coachee's attention on the coaching relationship is of benefit for the coachee. The second part of the literature review examines the importance of the relationship in coaching to test this belief.

Thirdly I look at contributions on the different roles the coach plays, to situate my work in relation to what has come before, and to identify potential roles that should be included in the tool.

Finally I search the literature and other sources for other similar tools used in coaching to avoid duplication of work and to examine what can be learned from them.

The Role of Reflection in Learning

One of the assumptions underlying my research project is that reflection plays a valuable part in learning, and that if coachees reflect more on the process of coaching this will be of benefit to them. This is a very common assumption in thinking about learning. The first part of my literature search aims to explore this idea and to understand if there is empirical evidence for the benefits of reflection. I begin by considering what reflection is.

The Oxford Dictionary simply defines reflection as "serious thought or consideration". In the context we are using the term 'reflection', it suggests specific thinking about an issue, idea or action, as in Dewey's suggested definition below. I will use 'reflection' here to include reflecting on what is being learned and reflecting on the process of learning itself.

Argyris and Schön (Argyris and Schön 1978, Argyris 1977) discuss the concepts of single and double loop learning, in which double loop learning involves reflection on and learning from an ongoing process, to make improvements. Schön (1983, 1987) developed the concept of the Reflective Practitioner and introduced the terms 'reflection-in-action' and 'reflection-on-action'. We 'reflect-in-action' while we are doing something and it may well be spontaneous. We 'reflect-on-action' after the event, and think over what happened and evaluate it. For Schön, reflective practitioners are those who use reflective skills to analyse actions both during and after the event.

For Kolb and Fry (1975) reflection is a key part of learning. Kolb and Fry see learning as going through four stages - having a concrete experience; reflecting on the experience; building generalisations and conclusions from the reflection and then finally testing these conclusions with new actions.

As Webster-Wright (2009, p. 716) points out the work of Kolb, Schön and others have been critiqued “as simplistic in their conception of reflection as separate from action and their lack of attention to context” by authors such as Usher et al. (1997).

Smith (1999) looks at Dewey as one of the early contributors to the field of reflective thought. “Dewey defined reflective thought as ‘active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends’ (Dewey 1933, p. 118).”

Smith points out problems with Dewey’s approach, that reflection can be seen too much as a linear and mechanistic process going through certain stages, which doesn’t always match our experience of reflection. Also “there is not a real grasp of reflection as an interactive or dialogical process” (Smith 1999). Dewey sees reflection as something done by individuals working alone, we need to expand that concept to include reflection as a result of dialogue.

Following Webster-Wright and Smith we can argue that writers such as Dewey, Schön and Kolb have made great contributions in terms of highlighting the role of reflection and conceptualising it, however as thinking in this area has developed we can see a need to pay more attention to context, and to see the reflective process as more complex and varied than their models suggest.

Webster-Wright (2009) provides a valuable overview of the role of reflection in professional learning. She refers to several research findings that ‘reflection has a valuable role in learning that requires change’ (p.720) which is relevant to coaching as a process that often focuses on change. (See Appendix B for more of Webster-Wright’s findings.)

Webster-Wright notes that - “In the research literature, reflection is used to describe a range of activities, from individual contemplation to vigorous critical dialogue between people ... for reflection to have a critical function, questioning and challenging of assumptions need to occur (e.g., about self, others, work, or ethical issues). Indeed, Dewey maintained that genuine thinking begins ‘only when there is a tendency to doubt’ (Garrison, 2006, p. 3).” (Webster-Wright, 2009, p.722)

I find this work insightful and relevant to this project. The idea of reflection as an active process, which can include dialogue between people is useful and would include the type of reflection that the coaching tool I am working towards should encourage between the coachee and others. When I have used early versions of this tool they have led to discussion and doubt which has been useful in challenging assumptions about the role of the coach. As Webster-Wright argues - “Challenging assumptions involves conscious awareness of them, however, as they are usually taken for granted. In fact Stephen Brookfield (1995) maintains reflection begins by ‘hunting assumptions.’” (p.722)

There have been some empirical studies that provide evidence that reflection improves learning. Edmondson’s research “suggests that one difference between teams that change course and those that resist change is the quality of team reflection” (2002, p.138) and that “team learning breaks down when teams fail to reflect on their own actions” (p.130).

Di Stefano et al. (2014) carried out a number of experiments on reflection, achieving broadly similar results in all of them (see Appendix B). This study provides some empirical evidence for the positive impact of reflection on learning, and also suggests that sharing that reflection with others can increase

its effectiveness. In terms of the coaching tool I am looking at, this suggests that completing the tool, and then discussing it with someone else (e.g. a colleague from HR or a coach) could be of benefit in increasing learning.

McGrath (2014) and Davies et al. (1994) also provide evidence that students who reflect on their own learning process learn more effectively.

In mentoring and coaching contexts, the work of Alred et al. (2006) and Stokes (2007) suggests that a *skilled coachee* takes ownership of their learning, explores different ways of learning and gives feedback to the coach. Clutterbuck's view (2010, p.2), based on extensive observation of many coaching sessions is that making the client more aware of the coaching method increases the quality of coaching. These insights suggest that the tool under discussion should support effective coaching.

Based on this brief survey of the literature it seems reasonable to believe that reflection on the process of learning by the coachee is likely to improve the quality of their learning.

The Importance of the Relationship in Coaching Effectiveness

The tool under discussion in this project encourages coaches and their clients to spend time reviewing the relationship itself. The next part of this literature search aims to examine the importance of the relationship in coaching effectiveness, in order to see whether spending time on this in a coaching engagement is justified.

As Machin points out, "There appears to be virtually universal agreement on the importance of the relationship within coaching" (Machin, 2010, p.37). Also -

"It is now recognised that the most consistently identified factor seen as contributing to the success of a coaching engagement, of those within the influence of the coach, is the quality of the relationship between the coach and individual client (De Haan, 2008a, b; Passmore, 2008)" (Passmore and Fillery-Travis 2011, p.78) (see Appendix B for more on this).

Similarly O'Broin and Palmer note that De Haan (2008c) and De Haan et al. (2011) "found in a study on the helpfulness of coaching with executive coachees that the crucial predictor of the outcome of coaching was the coaching relationship as perceived by the *coachee*, rather than specific coach behaviours." (O'Broin and Palmer, 2010a, p. 13) "Our results do seem to indicate that coaches may profitably shift their focus from specific behaviours or interventions towards the quality of the unfolding relationship with their clients" (De Haan et al. 2011, p. 41).

Gyllensten and Palmer have conducted qualitative research into the client experience and perception of coaching. Their evidence showed the coaching "relationship was dependent on trust and improved by transparency" (Gyllensten and Palmer, 2007, p.168). "Transparency ... lead the coachee to feel fully included in the coaching process. It could, therefore, be suggested that an understanding of the steps taken in coaching, and a feeling of being included in the process, could have a positive effect on the subsequent commitment to the coaching. ... It could be suggested that when the coach is completely open about the process the client is in a better position to evaluate the coaching and take decisions based on a full knowledge of what the coaching entails." (Gyllensten and Palmer 2007, p.175). This echoes Clutterbuck's observation above. Trust and transparency is likely to be increased by discussing the role the coach should play in the relationship and this tool should encourage the client to feel more included in the process in the way Gyllensten and Palmer suggest.

O'Broin and Palmer (2009) emphasize that collaboration between coach and coachee goes beyond specific processes and is a principle or spirit. The authors build upon the concept of The Working Alliance (from Bordin, 1979) which looks at the quality and strength of the collaborative relationship "a relationship factor repeatedly linked to positive outcome." (O'Broin and Palmer 2009, p.186). O'Broin and Palmer (2010c, p.4) suggest the 'coaching alliance' is "jointly negotiated, and renegotiated throughout the coaching process". Stober and Grant (2006, p.361) note: "it is important that the coach and client spend some time discussing the nature of their relationship, and that they jointly design the dynamics of their working alliance. Most problems in coaching can be circumvented by having a clearly articulated and shared understanding of the coach-client relationship."

Based on this literature review it is reasonable to believe that increasing the coachee's reflection on the relationship in coaching is likely to improve the impact of coaching. This supports the usefulness of the tool studied in this project.

Work on the Roles of the Coach

I have searched on a number of databases (JSTOR, APA PsycNet, Taylor and Francis, Sage, Google Scholar, and also in Douglas and Morley's (2000) bibliography of executive coaching) for articles and books which discuss the different roles a coach can play. Although the search terms (such as 'role of the coach', 'coaching roles') return many hits, few of the articles actually discuss this topic.

In the field of coaching within education there is a suggestion that the ambiguity of the role of the coach causes problems and that the different roles of a coach need to be more clearly defined. (Forde et al. (2013, p.110), Poglinco and Bach (2004, p.400)).

There are a number of articles which suggest the different roles a coach can play. These are not designed as tools and are directed at coaches rather than coachees. Altier (1989) lists several purposes of the executive coach role: to act as an executive's sounding board, a catalyst, a facilitator, and a productivity booster. McCauley and Hughes-James (1994) came up with a similar list of roles for facilitators including experience provider, sounding board, reflection encourager, role model, feedback provider, friend and encourager.

Witherspoon and White (1996, 2003) write about four 'roles' that coaches play, however these are better characterised as types of coaching, rather than roles of the coach. These are - coaching for skills, coaching for performance, coaching for development and coaching for the executive's own agenda. In the way that I am using the terms, a coach may use a number of different roles while delivering coaching of each of these types. For example while delivering development coaching, the coach may take on the role of a sounding board or a counsellor. However Witherspoon and White's thoughts on using these classifications to increase clarity and consensus around the coaching engagement (to build "a common language about executive coaching and to foster informed choice and internal commitment by everyone involved" Witherspoon 2000, p.183) are valuable and highly relevant for the tool under discussion.

De Haan (2008c, p.11) talks of five coach/coachee working alliances that can be differentiated, however these do not helpfully reflect the dynamics in executive coaching (see Appendix B).

Within practitioner writing about coaching there is some talk about coaching roles, and these tend to be directed at coachees. The Executive Coaching Roundtable (2005) suggest the following "roles an executive coach can play" - Sounding Board, Tough Questioner, Witness ('your coach can observe you with neutrality and curiosity as you go about your work'), Advisor, Teacher, Resource Broker and Cheerleader.

There is much debate about the differences between coaching and mentoring and we do not need to engage with this here (for an excellent overview see Garvey et al. 2009). There is a wide range of different definitions. In my experience the only consistent difference between mentoring and coaching across different contexts is that mentors are more experienced than mentees in a relevant field, whereas coaches may not be. Coaching and mentoring are very similar, and insights from mentoring are useful for this project. There are a number of discussions about different roles played by mentors in the mentoring literature, such as in Kram (1985). Poulsen (n.d.) presents a set of roles that a mentor can play, similar to the ones in the tool I am using. These are - Storyteller, Discussion Partner, Advisor, Knowledge Sharer, Coach, Critic, Networker, Door Opener, Sponsor and Friend. Poulsen's roles are designed for use in preparation for mentoring programmes, and they embody certain beliefs about the mentoring relationship that are a matter of opinion. For example some mentoring programme managers would not want mentors to take on the role of sponsor or door opener, so they need to adjust the roles depending on their views. These roles do a good job of raising awareness and highlighting the types of roles mentors can play. They are similar in scope to the roles suggested in the tool for coaching under discussion.

All these descriptions of different roles are helpful. These lists embody the writers' own views about coaching or mentoring, and no list of roles can be value free or universally accepted. I believe that some of the roles in the coaching lists above are more relevant for mentoring than coaching, such as Experience Provider, Role Model and Resource Broker. Others I see as inappropriate for a client-centred coaching approach, such as Trainer and Teacher. I think the current version of the tool under development (Appendix D) captures the key meanings of all the other coaching roles suggested above except for Witness, which I believe is unlikely to be relevant in most external executive coaching contexts, unless shadow coaching is being used. (Witness can be a relevant role for internal coaches.)

Search for Similar Tools

Stein (2008 and 2009) has done significant relevant work in this area. Through interviewing coaches and analysing session transcripts she identified sixteen '*conversational identities*'. The typology is designed for coaches' own self-reflection and learning, rather than to be used by the coachee. Stein usefully categorises the identities into three *frames*, a Process Frame, a Content Frame, and a Relationship Frame. Discursive identities in the Process Frame are Agenda Facilitator, Business Administrator, Learner and Orchestrator. Eight discursive identities in the Content Frame are divided into three *categories*: the "Coach Elicits" category includes Exploration Facilitator, Action Facilitator, and Narrative Listener; the "Coach Informs" category includes Expert, Guide, and Reflector; and the "Coach & Client Co-contribute" category includes Practice Player and Problem Solver. The four discursive identities in the Relationship Frame are Supporter, Challenger, Believer, and Colleague/Friend.

This is the only research work I have found that applies similar role types that I am working on to coaching. It is comprehensive, having been developed from transcripts, although this also increases the number of types and brings in non-central roles such as agenda facilitator and business administrator ("takes care of scheduling appointments, invoicing..."). To be used from a coachee perspective, a tool would need to be simpler and more readily understandable. Stein also includes interesting roles such as practice player (debating or role playing with the client) which are not included in the first version of the tool I am examining. I would suggest 'supporter' and 'challenger' are styles of coaching that can be used across identities rather than identities themselves. Stein's work is a typology rather than a tool, and is clearly aimed at coaches rather than coachees. It is therefore different from the tool I am proposing, though very valuable and in many ways complementary.

I have carried out key word searches in a number of databases and search engines (APA PsycNET, JSTOR, Sage Journals, Taylor and Francis Online, *The International Journal of Evidence Based Coaching* (online), Google, and Google Scholar) using terms including 'coach role tool', 'mentor role tool', 'roles of the coach' and have not identified other tools that are similar to the one under discussion, apart from the few above, either in academic or commercial contexts. I have also not heard of any being used or discussed by any of the many coaches or coaching providers I have interacted with over the last 15 years. This leads me to think that it is likely that there is not a similar tool in widespread use for coachees to identify the different roles their coach can play.

Conclusion

Within the limits of this review, I have shown that there is strong evidence for the importance of reflection in learning and the key role of the coaching relationship in coaching outcomes. I have identified that there are a limited number of contributions on the theme of different roles an executive coach can play. There are similar tools in use in mentoring, but not in executive coaching. Stein's work is highly relevant but is designed for coach reflection and learning, not for the coachee's use. This leads me to conclude that the tool under discussion is worth developing as it appears to be original in this context, and it will prompt and support useful reflection and discussion around the coaching relationship which should contribute to more effective coaching outcomes.

Chapter 3: Methodology

Research Paradigm

The purpose of this project is to contribute to improving the effectiveness of executive coaching engagements. It is my belief that encouraging the coachee to reflect on and discuss the role of the coach in the coaching relationship, will improve the quality of the coachee's learning during the coaching engagement. The literature review described in Chapter 2 suggests that belief is valid.

This project is a piece of inductive **exploratory research**, and as an example of **practitioner research** fits McLeod's (1999) definition (as quoted by Shaw, 2005, p.3) of practitioner research as 'research carried out by practitioners for the purpose of advancing their own practice'. My purpose is to contribute to the field I work in and improve my own practice. This project also meets the criteria of practitioner research identified by Shaw (2005, p.4) including - the aims and outcomes were set by me as a practitioner, the research is intended to have immediate benefit for practitioners and service users, it focuses on my own practice and that of my peers, it is small scale and short term, involves direct data collection and is a self-contained and 'lone' activity.

Although impressed and influenced by the scientific method I am attracted to **interpretivist** epistemology, as described by Bryman (2004, p. 13). The subject matter of the social sciences is fundamentally different from the natural sciences and so requires different research procedures, with the emphasis being on the understanding of the social world through an examination of the interpretation of that world by its participants (Bryman, 2004, p.266).

Ontologically I align myself with **constructionism**, the belief that 'social phenomena and their meanings are continually being accomplished by social actors ... the researcher always presents a specific version of social reality, rather than one that can be regarded as definitive' (Bryman, 2004, p. 17).

I am attracted to the approach of Hammersley who believes that there is an external social reality that can be accessed by the researcher; however he rejects the positivist idea that this access can be direct and unmediated. Although writing about ethnography, Hammersley's argument can apply more broadly to social research, 'we can recognize the fact that accounts are selective constructions without abandoning the idea that they may represent phenomena independent of themselves and of the researcher, more or less accurately.' (Hammersley, 1992, p. 5) Hammersley calls this approach '**subtle realism**' and it seems to me to be an eminently sensible approach to the epistemological and ontological minefields of social research, and a path between the extremes of naïve realism, and extreme relativistic constructionism, neither of which I find convincing or helpful. A belief that our *experience* of the world is inescapably socially constructed can co-exist with the belief that there is a real world that exists independent of discourse. This epistemology and ontology is appropriate for this project, recognizing the multiplicity of the participants' interpretations of reality and examining the socially constructed meanings made by them. A constructionist and interpretivist approach is used because the aim of the research is to increase understanding of the coaching relationship and work toward development of a useful tool, rather than to identify any truth.

Consistent with the constructionist paradigm, this will be a **qualitative** piece of research, focusing on the verbally described different meanings that people place upon their experiences (Easterby-Smith et al., 2002). Although some numerical analysis of data will be included (the questionnaire analysis) I am not aiming for valid or reliable data analysis of a representative sample of participants. The data is gathered using qualitative methods because they are more appropriate to exploratory studies seeking to understand individual experiences (Easterby-Smith et al. 2002).

My aim is not to support or disprove a theory, but to do preliminary work for the later development of a tool that is seen as relevant and useful. In future research that tool may be further developed and then subjected to more quantitative research which may assess its effectiveness.

Research Methodology

The core research methodology used in this project is an internet questionnaire survey (in Appendix E) which was delivered to executives who have worked with a coach, and Human Resources professionals who organize coaching. (Although I believe the tool can also be used by coaches with their potential coachees I have focused on getting the responses of HR people and coachees as I see them as the prime 'consumers' of the tool.)

I decided to use a **questionnaire** to get practical access to a wide range of participants. This is a self-completion questionnaire, distributed through a personalised link sent by email for people to complete online, using the *SurveyMonkey* service. As with all data collection tools, questionnaires have advantages and disadvantages. On the positive side they can be distributed easily and cheaply, and there are fewer interviewer biases as the participants complete them alone. Under the discussion on interviews below, I also mention further benefits of an internet questionnaire in terms of reducing interviewer effects. Disadvantages, as described by Bryman (2004, p.134) include that the lack of an interviewer means that participants cannot be prompted or helped if they have difficulty answering a question, and cannot be probed to elaborate on an answer.

I kept the questionnaire short to improve response rates (Bryman 2004, p.137) and aimed to ask good quality questions. I followed the guidelines that questions should be simple and short, and to avoid questions that are leading, confusing, contain two questions at once, contain negatives, may confuse people, use technical jargon, or anything that may be presumptive or offensive. I also aimed for very clear questions in simple English as most participants are not native English speakers.

I used a version of the Likert scale (strongly agree/agree/disagree, etc.) to assess a number of issues including participants' reactions to the usefulness of the tool being researched. As Bell points out (2010, p. 146) responses to a Likert scale item only indicate order, we cannot say that a 5 is five times higher than a 1.

Bryman (2004, p.156) describes debates on the pros and cons of offering the 'don't know' option in a questionnaire, in summary it seems more useful not to include that option, to force people to make a choice, so I didn't offer 'don't know' as a choice but did include 'not applicable' as some of the questions will not apply to everyone, and I wanted those people to have a valid option to select, rather than forcing them to choose an invalid answer or skip the question (Best and Harrison, 2009, p.426).

The main disadvantage raised in the literature about internet surveys (for example Couper 2004) is concern over getting representative participants. As this is not a quantitative piece of research, this is less relevant here. I used convenience sampling, as my aim was not to get a representative sample for quantitative research. This is also in line with my method, as Fricker and Schonlau (2002, p. 15) note, if "a convenience sample will suffice for the research, then the Web can be an excellent medium to use." All the target participants use email (executive coachees and HR professionals), so choosing that method of distribution was not excluding any potential participants.

In this study the concepts of **transparency** and **relevance** are more of a focus than validity and reliability. I aim to be transparent at all stages of the process, including being as transparent as possible about my own biases, and to support the eventual production of a tool that is relevant to my

field of practice. I will also be transparent about exactly how the research is carried out, how I identified participants, carried out the questionnaire and how I arrived at the conclusions.

In order to support the credibility of the research findings I will attempt some limited triangulation. This will involve comparing what is written in the research literature and the questionnaire results. If common themes or priorities emerge in these, then they can be seen to be more credible.

Critique of the Methodology

Although this is not aiming to be a quantitative or representative study, the fact that the questionnaire is completed by under a hundred people may be seen as a weakness compared to a potentially larger group. More significantly the participants are almost all from the same country and mostly one social group (Turkish urban middle class). Bearing this in mind I must be careful not to make unjustified generalisations from the research.

Not carrying out interviews means I don't have the possibility of clarifying answers or following up on particular areas of interest with additional questions. (Although I can follow up by email and included a question asking for participants' permission to do this.)

Also there is weak triangulation in this study, only comparing the questionnaire to a literature review. Other methods such as interviews would have been able to provide useful triangulation to support or challenge the findings from the questionnaire.

Language may also be a problem and introduce other variables into the process as many people will be working in a second language. However being based in Turkey I don't see any way to avoid this within a limited project, and the participants in the survey are all used to working in English. I will endeavour to make the language in all the processes as simple and clear as possible.

Methods not Chosen

I considered and rejected a number of options for carrying out this research. My thinking on this has developed over the course of the project.

While preparing my submission for module 4825 I planned an **action research** type of project. I was attracted to the practical relevance of the approach, its democratic nature and focus on cycles of change. As the project developed I realised that my research aims were not closely enough aligned with action research methodology as I was not working with a specific group of people on an actual change intervention. It is too soon in the development of this tool to carry out an action research project. If the tool is completed and used in future, then an action research project could look at the impact of using it in a certain context, over time.

I also planned to use **semi-structured interviews** in the project to follow up on the questionnaire. As the project evolved I decided not to do this. I decided to focus on a larger questionnaire survey (over 30 coaches and 30 HR people participating) with a number of free text questions, and on the pilot I saw that this was providing enough relevant and interesting data to develop my research ideas. I decided that managing and analysing semi-structured interviews would probably take more time than I had, and also might not add significantly to the outcome of the research at this stage. I felt that it would be hard to manage and account for the effect of my presence on the interview outcomes.

There are various strengths and weaknesses to consider about interviews. A major advantage of semi-structured interviews, which is relevant here, is the ability to be adaptable and flexible, to probe to

get valuable information and insights from the participants. Also they would provide an opportunity to follow up and explore issues raised in the questionnaires, and would offer a form of triangulation for the questionnaire results.

Saunders et al. (2009, p.324) also argue that people are more likely to agree to be interviewed, rather than complete a questionnaire, particularly if the issue is of interest to them. I would challenge this. I found survey response rates to be good, and the people in my target group are very busy and I believe it would be difficult to schedule time for interviews and to stick to those times with people's conflicting agendas. I also think that electronic surveys that are distributed with an emailed link, is a method that people in my target group are quite comfortable with and they can complete it at their own convenience. This is much less daunting than paper surveys used in the past which need to be filled in and physically returned. (It may be relevant that the sources quoted by Saunders et al. on this are from the 1980s, before the internet age.)

One of the disadvantages of semi-structured interviews is intra-interviewer variability and also the fact that the interviewer can influence the participant, especially in a project like this where I would be doing the interviewing having created the tool and I already have working relationships with many of the participants. I mention below in the section on the work based researcher role that there is a risk of participants telling me what they think I want to hear. This would be much worse in face to face interviews, where the relationship is stronger and people are likely to be more influenced by these concerns. I felt this would be likely to have a significant negative impact on this project and this is supported by research. Carter (2008, p.379) writes that "Robert M. Groves and his colleagues note that the very presence of an interviewer has been shown to bias responses" and that in other studies "the development of 'over-report' with the interviewer heightened self-censorship" and that a solution was to move sensitive questions to self-administration rather than live interviews (Carter, 2008, p.379). Fricker and Schonlau (2002, p.11) also noted that "interviewer-administered survey modes, particularly face-to-face ones, yield more socially desirable answers than self-administered modes (Kiesler and Sproull 1986, 409; de Leeuw 1992)". This also supports the use of an online survey for this project.

Another methodology that I decided not to use is a **case study**. I decided that I wanted to get the views of a range of coaches and coaching sponsors on the tool, so this meant that a case study was not the most appropriate approach. Hammersley notes that it "is sometimes argued that the aim of case study research should be to capture cases in their uniqueness" (2004, p.93) whereas in this study I am interested in commonalities of view and working towards a tool that will suit a wide range of contexts. In terms of the strengths of case studies, Hammersley goes on that case study researchers "sometimes claim that by examining one or two cases, it is possible to identify causal processes in a way that is not feasible in survey research. This is because the case(s) are studied in depth, and over time rather than at a single point." (Hammersley 2004, p.94) These would be benefits in doing a case study related to the tool under study, to understand how people use it and the impact this has. In future, if there is interest in the tool, it would be interesting to carry out a small number of case studies to examine the tool in use, and to see how that has impact over time in a coaching engagement. Because this study is using one questionnaire, it is cross-sectional in time, rather than longitudinal.

The Work Based Researcher Role

Being a work based researcher is an important factor in this project. Being an insider means I have a good idea of what is relevant to peers and clients and also makes it relatively straightforward for me to recruit participants. The downsides of being an insider include that because I am so close to the project I may overlook things, and I may not be impartial. I have a vested interest in this tool being seen as valuable. Also because I have working relationships with many of the participants they may

want to tell me what they think I want to hear, and this may lead to over positive assessments of the tool in question. If people see the tool as of no value at all, they may not tell me that, particularly given the strong focus on relationships and indirect communication in Turkish society (Hofstede 2010).

Reflexivity is an important issue in any study. I am very close to this subject and have strong opinions on it. I must work throughout the project to remain aware of my own beliefs and assumptions, and highlight the impact they are having on the process. I don't believe it is possible to be completely objective, however to produce valuable work that will be meaningful for others I must, as far as is possible, manage, limit and make explicit the impact that my own views have on the output.

Dissemination of Findings

The target audience for this research project is stakeholders in executive coaching - coaches, coachees and sponsors of coaching.

In terms of my immediate community, mostly in Istanbul, I will distribute a summary of the research to all participants. I will also present it at a meeting of EMCC Turkey; these meetings are attended by coaches, HR professionals and other interested parties.

I will write an article for *Coaching at Work* magazine on the research, and if accepted this should reach a wide audience. I will offer to speak at the EMCC international conference to present this research project and the tool (I have spoken twice before at this conference so this is feasible). I will also offer to write an article for the EMCC's *International Journal of Mentoring and Coaching*. Finally I will put the developed version(s) of the tool and a summary of the research on our own company website and make it freely available to anyone else who would like to share or use it.

Ethics, Confidentiality and Informed Consent

I discussed the ethical concerns of this project in my submission for module 4811 and I am including an extract from that submission as Appendix G.

Confidentiality, anonymity and informed consent are key ethical issues. As Eynon et al. write it "is primarily the investigators' responsibility to ensure, as far as they are able, that participants will not come to harm by taking part in any study" and that "there may well be unintended consequences of research unforeseen by the researcher" (2008, p.27). I will ensure that I follow Middlesex University's code of practice for research and the ethical code of the European Mentoring and Coaching Council.

I aimed to get real informed consent from all survey participants through requiring them to agree to the consent statement before they could complete the survey (Appendix E). Although it can be harder to understand if real consent has been given online, as compared to in a face to face interview, this is balanced by the view that in an online setting participants are less likely to feel pressure to enter into and remain in the study (Eynon et al., 2008, p.29).

Because I am closely involved in the subject and know many of the participants I need to work to maintain my own role within ethical boundaries. I must not divulge information shared by research participants to other research participants or anyone else except my supervisor. Also I need to resist the temptation to intervene in any of the situations that I am researching. I may have what I consider to be useful input to provide to a sponsor or coachee, but I should not provide this as it may be an invasion of privacy and could complicate the relationship we are engaged in for the research project.

The survey questions do not ask people about any actual coaching engagement or for any examples, so there should be a limited risk of confidential information being shared. However it may still be the case that participants share confidential information, through the open text answers in the survey or email communication with me. If this happens I will not use this information in the report, if I'm in doubt about the sensitivity of information, I'll check it with the participant. I need to be particularly careful to ensure that any information presented in the report is completely anonymous, as participants may be known to each other and it's important that they are genuinely not able to be identified in the research report or any other output from this project. I will ask my supervisor to double check that the anonymity is preserved before final submission.

I need to be particularly careful working with clients, as we already have a relationship. They may feel under pressure to participate and also may tend to give me the inputs they think I want. I will do my best to ensure that no-one feels under undue pressure to participate and that everyone involved is treated sensitively to ensure they have a good experience of participating in the research. The email introducing the survey and the webpage that hosts it emphasise that no-one should feel under pressure to participate and that they may decide to withdraw at any time and have their data destroyed. I will do my best to ensure that our existing relationships do not impact on the research results although it is impossible to remove these effects completely. I will distribute a summary of the research and the latest version(s) of the tool to all those who participate, which I hope will motivate them to take part in other research in the future.

To ensure data security I checked the security policies employed by *SurveyMonkey* which are as strong as reasonably possible. (SurveyMonkey, n.d.) I used a complex password to protect the data, and kept it confidential. When I exported data to my own PC I ensured it was encrypted and password protected. I will delete the data from the SurveyMonkey site after the project is completed. Then the only copy will be stored on my encrypted and password locked hard drive at home.

As well as following all the relevant ethical guidelines I need to prepare for and react appropriately to issues that come up in the course of the project, in the spirit of the words of Pope and Vasquez (2011, p.xi) who describe ethical awareness as a 'continuous, active process that involves constant questioning and personal responsibility'.

Chapter 4: Project Activity

Early Activity

I chose the research subject in October 2013, based on conversations and thinking about mentoring. I was working on developing Clutterbuck and Megginson's list of roles for mentors, revising the roles to use in mentoring workshops (Clutterbuck and Megginson, 1999). I contacted both Clutterbuck and Megginson on this, and had a useful email discussion about the use of the tool and how the roles could be revised. I then thought it would be useful to apply a similar tool to coaching. I had previously reflected on the variety of roles that coaches play and the fact that this also varies within and across cultures. I felt it would be useful to develop a tool to help people think about, discuss and clarify the roles they want a coach to play.

Going through the research methods module I learnt that I had to be more limited in scope, and that it was not feasible for me to develop a final tool in a valid and reliable way, given the amount of quantitative work that would need to be done. I decided to focus on a qualitative method, which would contribute to the development of a tool, rather than assessing a final version of the tool.

I was attracted to the action research method, but as described above (Chapter 3) I realised that this was not the right approach for this project. I then selected an exploratory approach, based on a questionnaire with the option of semi-structured interviews to be used as well.

Questionnaire Design and Pilot

I followed the advice of Denissen et al. (2010, p.204) to make sure the questionnaire was easy to understand and was as short and attractive as possible to encourage greater completion rates. I tested and retested the online questionnaire to ensure that it worked as intended. It was important to design the survey carefully because people fill it in alone without access to the researcher to ask for clarification.

Best and Harrison (2009, p.418) offer guidelines on structuring the email message to maximise responses, which I followed. I also followed their advice in question structuring including avoiding drop down menu questions as people tend to select items near the top of the list and there is a risk of selecting an unintended item (2009, p.425). In the cover email I told the participants how long the survey will take to complete (based on the pilot participants), evidence suggests this may serve to lessen the impact of length on response and dropout rates (Bert and Harrison 2009, p.427).

I sent the survey to a pilot group of 7 coachees and HR people and this demonstrated that technically the survey worked as intended and that the questions were understood as intended. There were some important learnings from the pilot. Firstly responses were slower in coming than I expected. In the main survey I added more participants to ensure enough responses and made sure I had enough time to gather them. Also after the pilot I added an additional item after question 12 (see Appendix E) which asks if people recommend cutting a role from the tool. I added a question asking why they recommended cutting the role(s) they had selected. I had overlooked that in the questionnaire preparation. Fortunately one of the pilot participants added a comment in the final 'other comments' box that they wanted to explain why they cut a role.

Another pilot participant pointed out that the description for the Follow up partner role – 'in agreement with the coachee holds them accountable for goals they set' could be interpreted as meaning business goals, rather than coaching or development goals, which is the intent of the item. I then changed the wording to read 'Follow up partner – in agreement with the coachee holds them accountable for goals they set in the coaching engagement' and used this version in the main survey.

During the initial stages of the main survey, I realised that I was getting rich and varied data, which would enable me to progress the research in the way that I wanted. Response rates were high and many people were filling in the text boxes with useful comments and suggestions. This confirmed that I would not need to use interviews in the process, as I had enough data to be working with and there were not significant ambiguities in the questionnaire responses that needed following up.

The Main Survey

The survey process went smoothly, with a high number of rich responses (i.e. completion of the text boxes).

I aimed to make the process painless for participants and not to pester them. Twelve days after the initial mailing, I sent one reminder email to people who hadn't responded, with a final date for participation, and I told people I wouldn't send any more mails if they chose not to participate.

Data Analysis

Firstly I quickly reviewed all the responses to get a general overview of the content. I then focused on the items which considered how useful the tool is and then separately analysed the responses around recommendations to change the tool.

I looked for similarities in responses and grouped them together in a Word document, so I could identify major themes. To make the information clearer to understand, for some items I grouped responses under certain categories in Appendix H, such as Question 16 and 17. I also prepared charts for the responses as appropriate, and for Question 14 I put the roles to be cut in rank order to make it more meaningful.

I then compared the results of the two groups of participants - HR professionals and executive coaches - to see if there were important differences between their responses.

The answers were clear and I got the information I wanted to be able to answer my research concerns, so there was not a need to carry out interviews. I only followed up with one participant by email for clarification, I discuss this below in Chapter 5.

Before finalising the presentation of results in Appendix H I reviewed all the items and free text answers to ensure that there was no personally identifiable information in the comments supplied. I was not sure whether to correct spelling errors or not. In the end I did as I felt they might distract from the text and also the participants who wrote these comments might be frustrated if they saw them in the final document. I didn't correct non-standard grammar.

Learning from the Research Methods Literature

I learnt a good deal from the research process. I will go into this in more detail in the reflective essay. The research methods literature helped me reflect on what I wanted to research, and what type of paradigm I wanted to work in. I also used the literature significantly in research design, and selection of approach (i.e. not doing action research or interviews) and concern for ethical issues.

Follow Up

As discussed in Chapter 3 above, I will prepare a summary version of the research findings and a revised version of the tool (with options for people to add, drop and alter roles as they wish) and distribute this to all participants and also post it on our company website for people to use freely as they wish. I will offer to speak at a conferences and write articles to share the learnings from my research. I also plan to engage with researchers and users of the tool to gather further ideas on how to develop the tool in future.

Chapter 5: Project Findings

Overall the results of the survey questionnaire support the view that this is a valuable tool, and provide some useful insights on how to develop the tool further. I will review the answers to the questions in turn, and then offer an overview. The full questionnaire results with tables and charts are in Appendix H. I have put comments received from participants in *italics*. Based on this feedback I have prepared a revised version of the tool which is in Appendix I.

The response rate to the survey was good. I sent it to 94 people and 75 of them fully completed the survey, an 80% response rate. Two people started the survey but didn't get beyond the first question. This is why the survey results in Appendix H show 77 participants, but effectively it is 75. 52% of the participants are executives who have worked with a coach and 48% are HR professionals who organize coaching for others.

Responses on the Tool

For the question 'How useful do you think the tool is in its current form?' 99% of participants said 'very useful' (31%) or 'useful' (68%), only one participant said 'somewhat useful'. Asked if this tool would have improved the effectiveness of their coaching, 90% said 'very much' or 'to some extent' and nobody said 'no'. All participants said they would recommend others to use the tool, with 73% saying 'very much'. 92% of participants said it would be very or quite useful for coachees to discuss the tool with their potential or actual coach. 87% said it would be useful to discuss their scores on this tool with an HR colleague, a lower score than recommend it to be shared with a coach, with the 'very much' score dropping from 60% to 45%. There is thus strong but slightly less enthusiasm for coachees to discuss this tool with HR people compared to with coaches. Interestingly HR professionals and coachees have a similar view on this. On the item asking if coachees should share their scores on the tool with an HR colleague, HR professionals answered 44% 'very much' and 44% 'to some extent', while coachees answered 46% 'very much' and 38% 'to some extent'. The only noticeable difference is that two of the executives answered 'no' to this item, whereas none of the HR professionals did. This was a different outcome from my expectation that HR professionals would be much keener for coachees to discuss their scores with HR people than coachees are themselves.

There was a strong response to using this tool in the matching process with 53% of participants supporting that 'very much' and 35% 'to some extent'.

These scores may be overstated based on people wanting to be positive to me based on our relationship, but even allowing for this factor they show strong support for the usefulness of the tool.

For the question 'If you see this as a useful tool, could you briefly explain why you see it as valuable?' 68 of the 75 participants responded. These answers fall into three categories (with some answers falling into more than one category). 46 of the answers saw the benefit of the tool in clarifying expectations and supporting the preparation and contracting process for coach and coachee. For example:

The coaching contract is very important and the tool really helps to differentiate the expectations of all the parties from the coaching relationship. Hence, the tool can really help the effectiveness of coaching by putting the necessary clarity on expectations at the very beginning phases.

Forces the discussion on role, stops misunderstandings, helps clarify why the coaching is happening and what both the content and style of the output needs to be for both parties to be successful. Also helps HR ensure the coachee is focused, the coach is aligned, and the cause is worthwhile.

14 of the answers comment that the tool is useful in terms of raising the awareness of the coachee, and supporting the coachee in reflecting on and taking ownership of the process. For example:

Most of the coachees are not aware of what to expect from a coach, and what coaching is about. Using this tool would help people understand how a coach can support them.

Effectiveness of coaching pretty much depends on coachee. Whether you consciously choose to work with a coach or not, this [tool] gives a pressure on how to manage the whole process. Such a tool can give coachee certain amount of comfort and confidence on roles, what's in it for him and how to manage it.

13 respondents commented that the tool can play a useful role in the matching process. For example:

I see it very useful since it may help HR to find the right coach for the specific need. It may also help coach & coachee contract between each other.

The question 'If you see this as a useful tool, could you briefly explain how you think it could be best used?' was answered by 59 of the 75 participants. There were diverse answers and some overlap with the previous question. 13 of the responses recommended using the tool before the start of coaching, particularly in coordination with HR. 24 responses suggested using the tool in the chemistry meeting and to help in coach selection. There were 10 miscellaneous answers including referring to their previous answer. Interestingly 12 of the participants stated the tool should be used at a number of stages during the coaching engagement, for example:

1) before the start of the coaching relationship 2) midway, as a "reality check", i.e. where does the coaching relationship function accord [according] to expectations and 3) at the end as a final evaluation and feedback to the coach.

At the beginning of the process to set scope and then at intervals to evaluate whether process is meeting original need and/or whether need has changed, could flag when a coachee may need a different coach.

It can be used before the start of coaching sessions each time.

This echoes O'Broin and Palmer's comment in Chapter 2 above, that the coaching alliance needs to be "jointly negotiated, and renegotiated throughout the coaching process" (2010c, p.4).

Responses on the Roles

I will now look at the questions examining the roles themselves. 8% of participants suggested different roles to add to the tool. Two of the suggested roles are very similar - "strategy supervisor/thinker/sounding board" and "Analyst - helping the coachee apply structure and process to thinking". These are similar to the 'sounding board' role in the tool (in fact one of them using the same term) but are more proactive than a typical idea of a sounding board. This has some similarities with Stein's (2008) role of 'problem solver' but it is not the same because the description of that role is based around asking a series of questions. This role did not appear anywhere else in the literature review. I've added this role to the revised version of the tool, and phrased it as "Thinking partner – help the coachee apply structure and process to their thinking" as I believe that captures the proactive sense of partnership of the role (although there is a risk of confusion as it differs from Nancy Kline's use of the term 'thinking partner' (Kline, 1999)).

Another interesting role suggested was “*Corporate Political Co-navigator*”. I believe that discussing corporate politics is valuable in coaching, but this is an area of focus for the coaching, rather than a role. The same could also be said of Networking Coach however and only one participant suggested cutting this role. I have considered cutting Networking Coach and not adding Corporate Politics Coach. However, because the revised version of the tool will have roles that are easy to remove, and also I want to raise stakeholders’ awareness about the range of ways a coach can work, I have decided to include both roles and have added this role as ‘Corporate Politics Coach - discusses how to manage power and influence with integrity’.

I will look at the questions on rewording and cutting roles together, as the responses often overlap. 15% of participants suggested wording should be changed in the tool. 17 participants (22%) suggested cutting roles from the tool, with a total of 24 votes to cut a particular role, as people could select to cut more than one role.

It was suggested that **Motivator** be changed to ‘Motivation Coach’, however the role I am naming as ‘Motivator’ involves the coach motivating the coachee, rather than coaching them on motivation, so I have not renamed it. Another comment on this role was “*Instead of “Motivator”, I would suggest to use [a] different name. Encouragement creates a misperception of pushing or advising to do something which coachee is not ready or willing yet.*” I have reflected on this but have not yet been able to come up with an alternative name for this role. The Executive Coaching Roundtable (2005) use ‘Cheerleader’ but I don’t think that title would be more acceptable and is quite culturally specific to the USA. Stein (2008) uses ‘Believer’ and ‘Supporter’ but neither of these terms carry quite the same meaning. In the survey, 3 participants from 75 recommended cutting ‘Motivator’. However I have left it as it was in the original tool, because I see it as useful and have not come up with a better way of wording it yet. Also in the revised tool users will be able to cut and rename roles as they wish.

There was a lot of feedback about the **Subject Matter Expert** role. It received the highest number of votes to be cut (5 people from 75). Reasons for it being cut included that it ‘*might be confused with mentoring*’ or that this role is better suited to training or consultancy. It can be seen as related to the ‘Teacher’ role of the Executive Coaching Roundtable and Poulsen’s ‘Knowledge Sharer’ and is the same as Stein’s ‘Expert’ role. Because it appears elsewhere in the literature I have left the role in the tool, with the proviso that it can be easily dropped by people who prefer not to include it.

Counsellor was also commented on. One respondent sees it as overlapping with other roles, another that the role could be “*misunderstood and lead the coachee to have expectations for the coach to act as a psychological counsellor. Another option could be Emotion Coach?*” Three people suggested cutting this role for reasons including that it requires psychological counselling competencies. It is similar to Stein’s ‘Supporter’ role. For me ‘emotion coach’ sounds slightly more interventionist than counsellor but it is a very culturally influenced issue. I am leaving this role as it is but feel it would benefit from further research into people’s reactions to it and whether a better name can be found.

As mentioned in Chapter 4 above, during the pilot I got useful feedback on the **Follow Up Partner** role and changed the wording at that stage to make it clear the goals in question are coaching goals. Two participants suggested cutting this role, one saying that this is a usual “*part of the coaching process*” implying it is unnecessary and the other that it may bring too much of an operational focus to the coaching. I have left it in the tool as I believe it is such an important role to support learning and behavioural change as argued by Goldsmith and others (Goldsmith and Morgan, 2004).

Networking Coach received one vote for cutting, on the grounds that it is an area to work on rather than a role. Two participants suggested cutting **Critical Friend**, one commenting that the role description sounds too much like a proactive consultancy role. There were also two votes to cut

Feedback Interpreter, with the comment that it could be part of Follow Up Partner and that there are too many roles.

There were a few comments that there are too many roles and some could be combined such as development adviser and feedback interpreter and comments that some roles underlie all the others, though there was not complete agreement on what they are. (Listener, Counsellor, Motivator, Development Adviser was one suggestion, another was Critical Friend, Listener and Motivator.) **Development Adviser** was selected twice for cutting for these reasons.

In terms of people selecting roles to be cut, after Subject Matter Expert, **Listener** received the next highest score with 4 selections. All those who gave reasons for this mentioned that listening is an underlying skill in coaching and so it could be cut from the list.

I have sympathy with the comment that *“a new coachee may have difficulty in understanding the differences. So to make the choices easy, the list can be shortened”* but I’ve not found a way of shortening the list that I’m comfortable with. One option is to cut the Listener role, however as a tool that is likely to influence people’s views of coaching I would like to keep that role to emphasize the key role of listening in coaching (as argued by Kline, 2005).

Three roles got no votes to be cut, and we can see these as the ‘stronger’ roles. These are **Sounding Board** (which appears in many other lists of roles, see Chapter 2 above) **Career Coach** and **Behaviour Coach** which can all be seen as core roles in coaching.

Based on the comments it is clear that many participants have fully adopted the belief that coaching should be non-directive as most of the strongest negative comments are about roles that are seen as too directive, both from coachees and HR professionals.

I have compared the results for the HR sponsors and for the executives who have worked with coaches and on most items their answers are very similar. For the item asking for suggested different roles, it is noticeable that executives were much more likely to come up with suggestions, which is not surprising given that their experience of coaching is likely to have made them more aware of different alternatives.

It is noticeable that 31% of HR people recommended cutting roles from the tool compared to 21% of executives who have worked with a coach. In terms of the roles selected for cutting, the two groups were broadly similar although Follow Up Partner and Development Adviser received 2 votes each from the HR people for cutting and none from the coachees. This is not a representative sample so this data must be treated with caution, and the numbers are small in any case, but it may be that some HR people are not aware of the benefits of the Follow Up Partner and Development Adviser role that coaches can play. I have left both roles in the tool.

Other Comments

There was also a useful comment on removing the scoring example from the instructions as it could influence choices and I have done that in the revised tool.

One of the HR professionals wrote in the additional comments item (Question 20) that *“improvement in scoring method may be helpful”*. I emailed this participant to get further input on this answer and they sent me a detailed response. They commented that when people can give points to as many roles as they want, there is a tendency to distribute points to all the roles and give similar points to all roles making it hard to differentiate the output. This is a good point which I hadn’t considered

previously, although it needs to be balanced against my aim of not wanting to limit how people complete the tool. An alternative method would be to ask people to assign the points amongst up to five roles, to represent the most important roles they want their coach to play; I think this would be a good option, and is worth further study.

Under the 'any other comments' question there was a useful suggestion to add space at the end of the form to be used if *"the coachee or the people organizing the coaching want to articulate further on the type of coaching selected or on expectations that were not stated."* I have added this to the tool.

Chapter 6: Conclusions and Recommendations

The purpose of this project is to help improve the effectiveness of coaching by doing preliminary work that can lead to the development of a tool to be used by coachees, sponsors and coaches. I believe that this purpose has been served, and this research includes useful work which can ultimately contribute to increasing the effectiveness of executive coaching. The objectives set at the outset of this research have been met.

The idea that the tool is useful is based on the belief that reflecting on the coaching process will improve the quality of learning for the coachee and that focusing the coachee's attention on the coaching relationship itself is of benefit for the coachee.

The literature review provided support for both these beliefs. Also the questionnaire responses supported these views, both in terms of the general high ratings given to the tool and the comments about why it is useful. There is thus some limited positive triangulation between the literature review and the questionnaire results.

The questionnaire results also support the view that raising the coachee's awareness of alternative roles that a coach can play is useful, and that by encouraging reflection and a discussion to happen, the tool can work to align expectations between sponsor, coachee and coach.

Although the tool needs further development and has not been assessed for validity or reliability it is useful in its current state and I will make it available to anyone who wants to use it. I've prepared a version (Appendix J) with drop down menus which HR professionals can use to select only the roles they want to include in the tool, and also with the option to add alternative roles.

I believe that as a starting point which may encourage further development, this tool is worth publicising and I will do that as discussed in Chapter 3 and aim to work with others to develop the tool further.

Revisions Made to the Tool

I was very pleased with the feedback that I got in the questionnaire. There was valuable feedback on the roles, with some people strongly against certain roles, mostly because they were seen as too directive or content focused (Subject Matter Expert, Critical Friend) or too close to therapeutic roles (Counsellor).

Also there was feedback that some roles overlap (Listener, Motivator and others) and that in general there are too many roles in the tool. I realised based on this feedback that it's impossible and probably undesirable to come up with one definitive version of the tool.

As a result of the input received I have made the following changes to the tool (in Appendix I). I believe these have significantly improved the tool.

1. I have taken the example of the points distribution out of the introductory text, so as not to lead people in a certain direction when they complete the tool.
2. I have changed the wording in the Follow Up Partner role to now read – '**Follow up partner** - in agreement with the coachee holds them accountable for goals they set in the coaching

engagement'. This is to make it clear that this role focuses on coaching goals, not business goals.

3. I have added the new role of – **'Thinking partner** - help the coachee apply structure and process to their thinking'.
4. I have added the new role of – **'Corporate politics coach** - discusses how to manage power and influence with integrity'
5. Based on the negative reactions to some of the roles, and the feedback that there are too many roles overall, I've prepared a version of the tool (Appendix J) which makes it easy for HR professionals or coaches to select only the roles that they want to include in the tool using drop down menus. I've also made it easy to add new roles, or different wording for the same roles, by putting in an editable section at the end of the tool. My intention with this is for HR people or coaches to format the tool as they want it, and then share it with their coachees for them to complete. This gives them the flexibility which the research has shown is required.
6. I've also added an 'any other comments' section at the end of the tool to capture other relevant ideas or questions not covered in the tool itself.

There are other potential revisions which I have not yet implemented but am considering. One would be to use the different scoring system discussed at the end of Chapter 5, asking people to give points to the five roles that are most important for them. Also there is scope to experiment with different wordings for the roles, particularly for 'Counsellor' to achieve a wider acceptability.

I am also considering putting the tool directly onto a website (not just as a Word document shared on a website). This could be done in a way that makes it easy to customise the tool by removing, adding or altering the roles. It could also offer alternative scoring systems. It would also be possible for organisations to distribute the tool via a webpage which coachees could visit to complete the tool. This would be easier to manage than using Word documents and may be more attractive for participants to complete.

Limitations

This study has limitations as a qualitative exploratory piece of research. The questionnaire was completed by a relatively small group of people that is not designed to be representative. Also almost all the participants are based in Turkey and from similar social and business environments. For all these reasons we cannot derive statistically valid inferences from the study.

The literature review was also mostly limited to online resources. Although the tools used are extensive, there may be other items not accessible through Google tools or the online databases I've used, which may have provided further or different perspectives to this research.

Learning

As well as getting positive feedback on the tool, making improvements to it, and confirming in the literature that the assumptions underlying the tool are reasonable, I have also gained personal learning as a result of this project. I have developed a much greater understanding of and respect for what research is, which is something I will take forward with me. I have also been able to more clearly understand and articulate my own epistemological approach and develop a stronger sense of the research practitioner role and the connections between research and practice.

Potential Further Research

There are a number of potential avenues to explore.

Semi-structured interviews could be carried out on the tool, which would be a way of triangulating the results presented here. A further study could also ask coaches for their evaluation of and input to the tool.

A larger quantitative study could be done, to assess people's reaction to the tool, and recommendations. Also this could assess different wordings for the roles and different scoring systems. Participants could be invited to complete the tool and these results could be analysed, leading to assessments of the tool's reliability and validity. Different scoring systems, as discussed in Chapter 5, could be trialled.

A longitudinal study on the tool would be able to examine whether use of this tool has any positive impact on coaching outcomes, although this would be a challenging question to properly investigate because of the number of variables involved.

It would also be interesting to apply the tool in different countries, or different organisational cultures to look for consistent similarities and differences. I believe the tool would be a good way of identifying some of the key national cultural differences that exist around coaching.

Conclusion

This exploratory research project has been focused on a very practical work related subject, of working towards the development of a tool to help improve the effectiveness in coaching. After reflection on the issues, an extensive literature search and a questionnaire the tool can be seen as valuable and useful, though not yet assessed as valid or reliable. The questionnaire process also raised a number of issues which have led to the improvement of the tool. There are many avenues for potential future research, however as a piece of qualitative work with limited scope, this project has served its purpose well.

References

- Alfred, G., Garvey, B. and Smith, R. (2006) *The Mentoring Pocketbook*, 2nd edn, Alresford, Hampshire, Management Pocketbooks Ltd.
- Altier, W. J. (1989) 'The executive coach', *Executive Excellence*, vol. 6, no. 10, pp. 11-12.
- Argyris, C. (1977) 'Double Loop Learning in Organizations', *Harvard Business Review*, September – October, 1977, pp.114-124.
- Argyris, C. and Schön, D. (1978) *Organization Learning: A Theory of Action Perspective*, Reading, Massachusetts, Addison Wesley.
- Bell, J. (2010) *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Science*, 5th edn, Milton Keynes, Open University Press.
- Best, S. and Harrison, C. (2009) 'Internet survey methods', in Bickman, L. and Rog, D. (eds), *The SAGE handbook of applied social research methods*. (2nd edn), Thousand Oaks, CA, SAGE Publications, pp. 413-435.
- Bordin, E.S. (1979) 'The generalisability of the psychoanalytic concept of the working alliance', *Psychotherapy: Theory, Research and Practice*, no. 16, pp. 252–260.
- Brookfield, S. (1995) *Becoming a critically reflective teacher*, San Francisco, Jossey-Bass.
- Bryman, A. (2004) *Social Research Methods*, 2nd edn, Oxford, Oxford University Press.
- Carter, W. (2008), 'Interviewer-Related Error', in Lavrakas, P.J. (ed), *Encyclopedia of Survey Research Methods*, Thousand Oaks, CA, Sage Publications, pp. 379-382.
- Clutterbuck, D. and Megginson, D. (1999) *Mentoring Executives and Directors*, Oxford, Elsevier Butterworth Heinemann.
- Clutterbuck, D. (2010) 'Coaching reflection: The liberated coach', *Coaching: An International Journal of Theory, Research and Practice*, vol. 3, no. 1, pp. 73-81 [Online]. Available at www.coachingandmentoringinternational.org/wp-content/uploads/The-Liberated-Coach.pdf (Accessed September 1st, 2014).
- Couper, M. (2004) 'Internet Surveys' in Lewis-Beck, M.S., Bryman, A. and Liao, T.F. (eds) *The SAGE Encyclopedia of Social Science Research Methods*, Thousand Oaks, CA, Sage Publications, pp. 505-506.
- Cox, E., Bachkirova, T. and Clutterbuck, D. (2014), 'Theoretical Traditions and Coaching Genres: Mapping the Territory', *Advances in Developing Human Resources*, vol. 16, no.2, pp. 139 – 160.
- Davies, H., Sivan, A. and Kember, D. (1994) 'Helping Hong Kong Business Students to Appreciate How They Learn', *Higher Education*, vol. 27, no. 3, pp. 367-378.
- Day, A., De Haan, E., Sills, C., Bertie, C. and Blass, E. (2008) 'Coaches' experience of critical moments in the coaching', *International Coaching Psychology Review*, vol. 3, no. 3, pp. 207–218.

- De Haan, E. (2008a) 'I doubt therefore I coach-Critical moments in coaching practice', *Consulting Psychology Journal: Practice and Research*, vol. 60, no. 1, pp. 91-105.
- De Haan, E. (2008b) 'I struggle and emerge-Critical moments of experienced coaches', *Consulting Psychology Journal: Practice and Research*, vol. 60, no. 1, pp. 106-131.
- De Haan, E. (2008c), *Relational Coaching: journeys towards mastering one-to-one learning*, Chichester, John Wiley & Sons.
- De Haan, E., Culpin, V. and Curd, J. (2011) 'Executive coaching in practice: What determines helpfulness for clients of coaching?', *Personnel Review*, vol. 40, no. 1, pp. 24-44. (This paper was submitted in 2008 and accepted in 2009 and is shown as having an earlier date than 2011 in some places.)
- De Haan, E., Duckworth, A., Birch, D. and Jones, C. (2013) 'Executive coaching outcome research: The predictive value of common factors such as relationship, personality match and self-efficacy', *Consulting Psychology Journal: Practice and Research* vol. 65, no. 1, pp. 40-57.
- De Haan, E. and Duckworth A. (2013) 'Signalling a new trend in executive coaching outcome research' *International Coaching Psychology Review*, vol. 8, no. 1, pp. 6-19.
- Denissen, J., Neumann, L. and van Zalk, M. (2010) 'How the Internet is Changing the Implementation of Traditional Research Methods, People's Daily Lives, and the Way in Which Developmental Scientists Conduct Research' in Hughes, J. (ed), *SAGE Internet Research Methods*, London, SAGE Publications, vol. 34, pp. 195-221.
- Dewey, J. (1933) *How We Think*, New York, Heath.
- Diener, E. and Crandall, R. (1978) *Ethics in Social and Behavioral Research*, Chicago, University of Chicago Press.
- Dialsingh, I. (2008) 'Face-to-Face Interviewing', in Lavrakas, P.J. (ed), *Encyclopedia of Survey Research Methods*, Thousand Oaks, CA, Sage Publications, pp. 260-62.
- Dillman, D.A. (2007) *Mail and Internet Surveys: The Tailored Design Method*, 2nd edn, Hoboken, Wiley.
- Di Stefano, G., Gino, F., Pisano, G. and Staats, B. (2014) 'Learning by Thinking: How Reflection Aids Performance', *Harvard Business School Working Paper* [Online]. Available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2414478 (Accessed 5th October 2014).
- Douglas, C. A. and Morley, W.H. (2000) *Executive Coaching: An annotated bibliography*, Greensboro NC, Center for Creative Leadership.
- Easterby-Smith, M., Thorpe, R. and Lowe, A. (2002) *Management Research: An Introduction*, (2nd edn) Sage, London.
- Edmondson, A.C. (2002) 'The Local and Variegated Nature of Learning in Organizations: A Group-Level Perspective', *Organization Science*, vol. 13, no. 2, pp. 128-146.

Eynon, R., Fry, J. and Schroeder, R. (2008) 'The Ethics of Internet Research' in Fielding, N., Lee, R.M. and Blank, G. (eds) *The SAGE Handbook of Online Research Methods*, London, SAGE Publications, pp. 22-42.

Executive Coaching Roundtable, The (2005) *Practical Advice on Using an Executive Coach*, [Online] downloadable document on website, available at <http://executivecoachingroundtable.com/Practicaladvice.pdf> (Accessed 5th September 2014).

Fenwick, T. J. (2001) 'Experiential learning: a theoretical critique explored from five perspectives', Information Series No.385, Columbus, Ohio, ERIC Clearinghouse on Adult, Career, and Vocational Education.

Forde, C., McMahon, M., Gronn, P. and Martin, M. (2013) 'Being a Leadership Development Coach: A Multi-Faceted Role', *Educational Management Administration & Leadership* vol. 41, no. 1, pp. 105-119.

Fricke, R. and Schonlau, M. (2002) 'Advantages and Disadvantages of Internet Research Surveys: Evidence from the Literature' in Hughes, J. (ed) *SAGE Internet Research Methods*, vol. 14, London, SAGE Publications, pp. v2-1-v2-21.

Garrison, J. (2006) 'The "permanent deposit" of Hegelian thought in Dewey's theory of inquiry', *Educational Theory*, vol. 56, no. 1, pp. 1-37.

Garvey, B., Stokes, P. and Megginson D. (2009) *Coaching and Mentoring Theory and Practice*, Sage, London.

Gentry, W.A., Kyle Wolf, A., Manning, L., Hernez-Broome, G., and Whittier Allen, L. (2011) 'Coach and Client Characteristics that Asian and European Coaches believe are needed for Effective Coaching Engagements', *The International Journal Of Mentoring and Coaching*, vol. 9, no. 2, pp. 56-79.

Goldsmith, M. and Morgan, H. (2004) 'Leadership Is a Contact Sport: The "Follow-up Factor" in Management Development', *Strategy + Business* no. 36, pp.70-79.

Grant, A. M. (2003) 'Towards a psychology of coaching: The impact of coaching on metacognition, mental health and goal attainment', *Dissertation Abstracts International: Section B: The Sciences and Engineering*, vol. 63, no. 12-B.

Grant, A. M. (2006) 'An integrative goal-focused approach to executive coaching' in Stober D. and Grant, A.M. (eds), *Evidence Based Coaching Handbook*, New York, Wiley, pp. 153–192.

Grant, A. M. (2014) 'The Efficacy of Executive Coaching in Times of Organisational Change', *Journal of Change Management*, vol. 14, no. 2, pp. 258-280.

Gyllensten, K. and Palmer, S. (2007) 'The coaching relationship: an interpretative phenomenological analysis', *International Coaching Psychology Review*, vol. 2, no. 2, pp. 168-177.

Hammersley, M. (1992) *What's Wrong with Ethnography?*, London, Routledge.

Hammersley, M. (2004) 'Case Study' in Lewis-Beck, M.S., Bryman, A. and Liao, T.F. (eds) *The SAGE Encyclopedia of Social Science Research Methods*, Thousand Oaks, CA, Sage Publications, pp. 93-95.

Hofstede, G.H. (2010) *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*, 3rd edn, McGraw-Hill, New York.

International Coach Academy (n.d.) [Online]. Available at <http://www.icoachacademy.com/blog/coach-training/coachstreet-episode-1-what-is-coaching/> (Accessed 6th September, 2014).

Jarvis, J., Lane, D. and Fillery-Travis, A. (2006) *Does coaching work?* London, Chartered Institute of Personnel and Development.

Kline, N. (1999) *Time to Think: Listening to Ignite the Human Mind*, London, Ward Lock.

Kolb, D. A. and Fry, R. (1975) 'Toward an applied theory of experiential learning', in Cooper, C. (ed) *Theories of Group Process*, London, John Wiley.

Kram, K. E. (1985) *Mentoring at Work: Developmental Relationships in Organizational Life*, Glenview, IL, Scott, Foresman.

Machin, S. (2010) 'The nature of the internal coaching relationship', *International Journal of Evidence Based Coaching and Mentoring*, Special Issue no. 4, pp. 37-51.

McCauley, C.D. and Hughes-James, M.W. (1994) *An Evaluation of the Outcomes of a Leadership Development Program*, Greensboro NC, Center for Creative Leadership.

McGrath, A.L. (2014) 'Just Checking In: The Effect of an Office Hour Meeting and Learning Reflection in an Introductory Statistics Course', *Teaching of Psychology*, vol. 41 no. 1 pp. 83-87.

McLeod, J. (1999) *Practitioner Research in Counselling*, London, Sage Publications.

Mezirow, J. (ed.) (1990) *Fostering critical reflection in adulthood*, San Francisco, CA, Jossey-Bass.

Nathan, G. (2008) 'Internet Surveys' in Lavrakas, P.J. (ed), *Encyclopedia of Survey Research Methods*, Thousand Oaks, CA, Sage, pp. 357-360.

O'Broin, A. and Palmer, S. (2009) 'Co-creating an optimal coaching alliance' *International Coaching Psychology Review*, vol. 4, no. 2, pp. 184-194.

O'Broin, A. and Palmer, S. (2010a) 'Building on an interpersonal perspective on the coaching relationship' in Palmer, S. and McDowall, A. (eds) *The Coaching Relationship: Putting People First*, Hove, Routledge.

O'Broin, A. and Palmer, S. (2010b) 'Exploring key aspects in the formation of coaching relationships: initial indicators from the perspective of the coachee and the coach', *Coaching: An International Journal of Theory, Research and Practice*, vol. 3, no. 2, pp. 124-143.

O'Broin, A. and Palmer, S. (2010c) 'The Coaching Alliance as a universal concept spanning conceptual approaches', *Coaching Psychology International*, vol. 3, no. 1, pp. 3-6.

O'Broin, A. and Palmer, S. 'Enhancing the coaching alliance and relationship', in Neenan, M. and Palmer, S. (eds) (2013) *Cognitive Behavioural Coaching in Practice*, Abingdon, Oxford, Routledge, pp. 67-94.

Oxford Dictionary of English (n.d.) [Online]. Available at <http://www.oxforddictionaries.com/definition/english/reflection> (Accessed 8th September 2014).

Palmer, S. and McDowall, A. (eds) (2010) *The Coaching Relationship: Putting People First*, Hove, Routledge.

Passmore, J. (ed) (2006) *Excellence in Coaching*, London, Kogan Page.

Passmore, J. (2008) 'Workplace coaching' (Unpublished doctoral dissertation), University of East London.

Passmore, J. and Fillery-Travis, A. (2011) 'A critical review of executive coaching research: a decade of progress and what's to come', *Coaching: An International Journal of Theory, Research and Practice*, vol. 4, no. 2, pp. 70-88.

Poglinco S. M. and Bach A.J. (2004) 'The heart of the matter: Coaching as a vehicle for professional development', *Phi Delta Kappan* vol. 85, no. 5, pp. 398–400.

Pope K. and Vasquez M. (2011) *Ethics in Psychotherapy and Counseling: A Practical Guide*, 4th edn, San Francisco, Jossey-Bass.

Poulsen, K. M. (n.d.) *KMP+ Mentor+ Game* [Online]. Available at <http://kmpplus.com/products-services/mentor/mentorgame/> (Accessed 6th September 2014).

Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students*, 5th edn, Pearson Education, Harlow.

Schön, D. (1983) *The Reflective Practitioner*, New York, Basic Books.

Schön, D. (1987) *Educating the Reflective Practitioner*, San Francisco, Jossey-Bass.

Shaw, I. (2005) 'Practitioner Research: Evidence or Critique?', *British Journal of Social Work*, vol. 35, no. 8, pp. 1231-1248. [Online]. Available at <http://www.columbia.edu/cu/musher/intercenter%202002/8%20Wales%20Pres-%20Shaw-%20Paper%201.doc> (Accessed 15th November 2014)

Smith, M.K. (1999) 'Reflection, learning and education. What constitutes reflection – and what significance does it have for educators? The contributions of Dewey, Schön and Boud et al. assessed', on *infed.org* [Online]. Available at <http://infed.org/mobi/reflection-learning-and-education/> (Accessed 1st September 2014).

Smith, M. K. (2001, 2010) 'David A. Kolb on experiential learning', *the encyclopedia of informal education* [Online]. Available at <http://infed.org/mobi/david-a-kolb-on-experiential-learning> (Accessed 5th October 2014).

Smither, J.W. and Reilly, S.P. (2001) 'Coaching in organizations: A social psychological Perspective' in London, M. (ed) *How People Evaluate Others in Organizations: Person Perception and Interpersonal Judgment in I/O Psychology*, Mahwah, NJ, Lawrence Erlbaum.

Spinelli, E. (2008) 'Coaching and therapy: Similarities and divergences', *International Coaching Psychology Review*, vol. 3, no. 3, pp. 241–249.

- Stein, I.F. (2008) 'Enacting the Role of Coach: Discursive Identities in Professional Coaching Discourse' PhD Dissertation, Fielding Graduate University [Online]. Abstract available at <http://phdtree.org/pdf/25437879-enacting-the-role-of-coach-discursive-identities-in-professional-coaching-discourse/> (Accessed 7th September 2014).
- Stein, I.F. (2009) 'Which hat am I wearing now?: an evidence-based tool for coaching self-reflection', *Coaching: An International Journal of Theory, Research and Practice*, vol. 2, no. 2, pp. 163-175.
- Stern, L.R. (2008) *Executive Coaching: building and managing your professional practice*, Hoboken, NJ, Wiley.
- Stober, D. R. (2006) 'Coaching from the humanistic perspective' in Stober, D.R. and Grant, A.M. (eds), *Evidence based coaching handbook: Putting best practices to work for your clients* Hoboken, NJ, Wiley.
- Stober, D.R. and Grant, A.M. (2006) "Toward a contextual approach to coaching models" in Stober, D.R. and Grant, A.M. (eds), *Evidence based coaching handbook: Putting best practices to work for your clients*, Hoboken, NJ, Wiley.
- Stokes, P. (2007) 'The Skilled Coachee', paper presented at the *European Mentoring and Coaching Council International Conference*, Stockholm, October 2007.
- SurveyMonkey (n.d.) *Security Statement* [Online]. Available at <https://www.surveymonkey.com/mp/policy/security/> (Accessed 11th October 2014)
- Usher, R., Bryant, I. and Johnston, R. (1997) *Adult education and the postmodern challenge: Learning beyond the limits*, New York, Routledge.
- Wasylyshyn, K.M. (2003) 'Executive coaching: An outcome study', *Consulting Psychology Journal: Practice and Research*, vol. 55, no. 2, pp. 94–106.
- Webster-Wright, A. (2009) 'Reframing Professional Development through Understanding Authentic Professional Learning', *Review of Educational Research*, vol. 79, no. 2, pp. 702-739.
- Witherspoon, R. and White, R. P. (1996) 'Executive coaching: A continuum of roles', *Consulting Psychology Journal: Practice and Research*, vol. 48, no. 2, pp.124- 133.
- Witherspoon, R. and White, R. P. (2003) 'Essential Ways That Coaching Can Help Executives', *Journal of Excellence* vol. 8, no. 2, pp. 7 - 14.
- Witherspoon, R. (2000), 'Starting Smart: Clarifying Coaching Goals and Roles', in Goldsmith M., Lyons, L., Freas, A. and Witherspoon, R. (eds) *Coaching and Leadership: How the world's greatest coaches help leaders learn*, San Francisco, CA, Jossey-Bass, pp. 165 – 185.

Bibliography

Gibson, N. (2004) 'Action Research' in Lewis-Beck, M.S., Bryman, A. and Liao, T.F. (eds) *The SAGE Encyclopedia of Social Science Research Methods*, Thousand Oaks, CA, Sage Publications, pp. 5-7.

Lane, D.A., and Corrie, S. (2006) *The Modern Scientist Practitioner: A Guide to Practice in Psychology*, London, Routledge.

Lewin, K. (1946) 'Action Research and Minority Problems', *Journal of Social Issues* vol. 2, issue 4, pp. 34-46.

Peden, B.F. and Flashinski, D.P. (2004) 'Virtual research ethics: A content analysis of surveys and experiments online' in Buchanan, E.A. (ed) *Readings in virtual research ethics: Issues and controversies*, Hershey, PA, Information Science Publishing, pp. 1-26.

Reips, U.D. (2000) 'The Web experiment method: Advantages, disadvantages, and Solutions' in Birnbaum, M.H. (ed.) *Psychological experiments on the internet*, New York, Academic Press, pp. 89-117.

Youngman, M.B. (1982) *Analysing Questionnaires*, Rediguide 12, Nottingham, University of Nottingham School of Education.

Appendix A

Glossary of Relevant Terms

Action Research: A type of research that is focused on the practical outputs of the research, usually involving practitioners and researchers working together on a number of cycles of diagnosing, taking action and evaluating results.

Anonymity: The process of concealing the identity of participants in all outputs resulting from the research.

Coach: A person who partners with another (a client) in a learning relationship to help the client reach their own goals. The coach gives feedback and support, challenges, facilitates growth, change and learning.

Coachee: The client for coaching who works with a coach on areas usually of their own choosing for a variety of reasons including reflection, development and a desire for change.

Coaching: A learning dialogue which facilitates the client's learning process by using professional methods and techniques to help the client to change what is obstructive and nurture what is effective, in order to reach the client's goals.

Confidentiality: Concern relating to the right of access to the data provided by the participants and, in particular the need to keep these data secret or private.

Convenience sampling: A form of sampling that is not based on probability, in which cases are selected on the basis that they are easiest to obtain.

Deskwork: Research processes that can be done while sitting at a desk, as opposed to fieldwork.

Epistemology: the study and theory of knowledge.

Ethics in research: The responsible conduct of all aspects of research including, but not limited to: authorship; data collection, analysis, and interpretation; intellectual property; record keeping; conflicts of interest and confidentiality.

Exploratory study: Research that aims to seek new insights into phenomena, to ask questions, and to assess the phenomena in a new light.

Fieldwork: The process of going out to collect research data, as opposed to deskwork.

Grounded theory: Theory developed as a result of the data collected and analysed in the course of research.

Likert style rating scale: Scale that allows the respondent to indicate how strongly she or he agrees or disagrees with a statement.

Mentoring: A developmental process which may involve a transfer of skill or knowledge from a more experienced to a less experienced person through learning dialogue and role modelling.

Ontology: the study of the nature of being or reality.

Practitioner research: research carried out by people working within a field, to develop their own practice.

Qualitative research: The collection and analysis of data in words rather than numeric forms.

Quantitative research: The collection and analysis of data in numeric form.

Questionnaire: A number of precise, written questions devised for answer by a predetermined group or sample.

Reflexivity: An awareness of the researcher's contribution to the construction of meanings throughout the research process, an acknowledgment of the impossibility of remaining 'outside' one's subject matter while conducting research and the constant process of self-criticism/self-examination.

Reliability: Being able to gain consistent results from the application of the same research methods.

Research: A systematic inquiry into a topic of interest.

Sponsor: A person who arranges coaching within an organisation. This is typically a Human Resources or Learning and Development professional. They may also be the buyer of coaching services. They typically select coaches and liaise between the coach and the coachee and may be involved in assessing the effectiveness of coaching.

Semi-structured interview: Interview which includes set questions or themes but with flexibility to change the order of questions and ask follow up questions as relevant themes emerge.

Triangulation: Using a number of techniques to approach the same issue, to increase confidence in the research outcomes.

Validity: The extent to which a process actually does measure or investigate the phenomenon that it claims to measure or investigate.

Appendix B

Appendix to Chapter 2

The role of reflection in learning

There is a solid history of literature arguing for and demonstrating the important role of reflection in adult learning in a professional context. For example Webster-Wright (2009 p.722) writes -

“In educational research, reflection has been considered integral to learning, once again since Dewey’s (1933) contributions. It was Schön (1983, 1987), however, who highlighted the notion of reflection as central to professional practice. Subsequently, Schön's work has had significant impact on professional education across disciplines with generation of a substantial literature on the value of reflective practice in learning (e.g., Cranton, 1997; Moon, 1999; Pollard, 2002; Ruth-Sahd, 2003; Tripp, 1993) ... Boud, Keogh, and Walker (1985, p. 7) argue that active engagement with experience is not sufficient and that it is reflection that transforms experience into learning, with reflection described as ‘an active process of exploration and discovery.’”

Webster-Wright also makes good points about the importance of context in learning - “The possibility of challenging assumptions through reflective action in PL [Professional Learning] is mediated by context. Context is ‘perhaps the single most important influence on reflection and learning’ (Boud and Walker, 1998, p. 196) but is rarely examined in any depth in research. Yet learning always occurs in a context ... Context implies more than the obvious physical locations and structures and even more than social interactions with communities of practice. It includes implicit workplace expectations hidden as discourses.” (Webster-Wright p.722-3). The tool under discussion in this project helps make some of the coaching discourses more explicit and encourages coachees to challenge presuppositions.

Mezirow (1990, p. 6, quoted in Cox et. al. 2014, p. 148) defines reflection on presuppositions as “critical reflection” and argues that it is this that results in transformative learning.

Fenwick (2001 p.12) makes a similar point referring to Schön, that critical reflection can ‘problematize what otherwise are taken-for-granted situations’. The tool that I am researching should help problematize part of the coaching context, involving the assumptions about the different roles of the coach.

Smith (2001, 2010) points out usefully that the Kolb model relies on some Western cultural assumptions of self and may not be universally applicable.

There have been some empirical studies that provide evidence that reflection improves learning. Edmondson’s (2002) study looked at learning processes in 12 organizational teams. This work was with teams working on specific tasks so it may not be fully applicable to the coaching context, however it does involve some small scale empirical work on reflection, involving close study of the processes of teams and what led to productive change. Edmondson’s work is helpful in that it pays close attention to the actual process of learning, and it observes the great variations in this process, as teams move through an iterative process of reflection and action.

Di Stefano et al. (2014) carried out a number of experiments on reflection, achieving broadly similar results in all of them. One was conducted at a tech support call centre. The researchers studied several groups of employees in their initial weeks of training for a particular customer account. Each group was assigned to one of three conditions: control, reflection, and sharing. Each group went through the same technical training, with a couple of key differences. In the reflection group, on the sixth through the 16th days of training, workers spent the last 15 minutes of each day writing and

reflecting on the lessons they had learned that day. Participants in the sharing group did the same, but spent an additional five minutes explaining their notes to a fellow trainee. Those in the control condition just kept working at the end of the day. Over the course of one month, workers in both the reflection and sharing groups performed significantly better than those in the control group. On average, the reflection group increased its performance on the final training test by 22.8 percent more than did the control group. The sharing group performed 25 percent better on the test than the control group. This is interesting evidence and relevant for this project, however we need to bear in mind that the Di Stefano et al. study is based on workers reflecting on what they are learning, and in quite a technical area, whereas the coaching tool involves people reflecting on the process of their coaching, so the context is not the same.

Self-awareness in learning is closely related to reflection, as reflection often leads to greater self-awareness. Anthony Grant (2003) carried out a large review of research done on efforts to improve students' study skills between 1969 and 1999. One of the key findings is that evidence suggests "that interventions seeking to heighten students' awareness of the cognitive and emotional processes, in addition to teaching the use of specific study strategies, may be most effective at enhancing performance." (p.105) Grant's review of the literature does indicate that at least within student populations, increasing self-awareness can increase learning and performance.

Clutterbuck's view (2010), based on extensive observation is that making the client more aware of the coaching method supports effective coaching. This suggests that the tool under discussion should support effective coaching. "The effectiveness of a process-based approach appears to depend on two factors: the appropriateness of the approach to the specific circumstances, client and issues; and the willingness of the client to engage with the process. Many of the most effective coaches we have observed go to great pains to ensure the client is both aware of and complicit in the process applied." (Clutterbuck, 2010 p.2)

"If there is one overall difference we see between those practitioners, who perform well under observation, and those who do not, it is how they view their practice. The more confident, more impactful candidates are those who apply a model, a process or a discipline in ways that are liberating – both for them and for the client." (Clutterbuck, 2010 p.2) My aim is that the tool under discussion can be liberating for both coach and coachee by suggesting the range of different ways in which they may work together and by implication encouraging experimentation.

Stokes (2007) notices that compliance and commitment to the learning process are seen as attributes of the skilled learner and coachee, and that these may conflict with the idea that coaching should be coachee-led and this raises questions about the role of challenge and power in the coaching dynamic:

"This has some interesting implications for the role that challenge and power plays in a coaching relationship, particularly when the challenge comes from the coachee and challenges the coach and the process they are using; in Bresser & Wilson's terms (in Passmore, 2006, pp. 9-25) they would be intruding on the coach's area of responsibility - the process. If, indeed, coaching is said to be coachee-led, should this extend to the process used itself? In other words, are 'maintaining the ground rules' and 'feedback to the coach' always commensurate with each other, particularly if the feedback is that they do not like the ground rules or the overall approach that the coach takes." (Stokes, 2007, p.6)

I think this is an important point and that to make coaching effective we should encourage the coachee to give feedback to the coach and to discuss the ground rules and the process of coaching itself. I hope that the tool that may be developed from the work in this research project will help coachees and coaches to have useful discussions on this subject and give the coachee an easy way to challenge

the process as part of a productive dialogue. I see this approach as building on Stokes' work and supporting the concept of the importance of the skilled coachee.

A number of studies have identified the *coach's* self-awareness as being an important pre-condition for successful coaching. For example Jarvis, Lane, and Fillery-Travis (2006) identified three areas as being critical for the coach - self-awareness, core coaching competences and an understanding of the ethics and management of coaching relationships. The tool under study should also help raise the coach's awareness of their own process and approach by putting it up for discussion with the coachee and coaching sponsors.

The importance of the relationship in coaching effectiveness

"It is now recognised that the most consistently identified factor seen as contributing to the success of a coaching engagement, of those within the influence of the coach, is the quality of the relationship between the coach and individual client (De Haan, 2008a, b; Passmore, 2008). This view is shared by studies from psychotherapy where the: 'Common factors such as empathy, warmth, and the therapeutic relationship have been shown to correlate more highly with client outcome than specialized treatment interventions' (Lambert and Barley, 2002)" (Passmore and Fillery-Travis 2011 p.78).

Passmore and Fillery-Travis add that work by Boyce, Jackson, and Neal (2010) found that "relationship processes of rapport, trust and commitment positively predicted coaching programme outcomes, including client and coach reactions, behavioural change and coaching programme results. These results echo similar findings in mentoring (Ragins and Kram, 2007)." (Passmore and Fillery-Travis 2011, p.78)

Passmore and Fillery-Travis continue - "The readiness of the client for change has been identified as a major predictor of coaching effectiveness and already research effort has been invested in assessing readiness. This needs to continue and be extended to include factors which may influence the 'matching' of client and coach, as well as preparation of the client for coaching." (Passmore and Fillery-Travis 2011, p.81) The tool under discussion should help in preparing the client for coaching and also could be used by organisations as part of the matching process.

Gentry et al. (2011, p.71) add that "The importance of the coaching relationship has been a part of the coaching literature for years (Smither and Reilly, 2001, Stern, 2008, Wasylshyn, 2003). But as O'Broin and Palmer (2010b) point out, a dearth of research exists both in the formation of the coach and coachee relationship and in rich descriptions and detail about that relationship." The tool under development focuses on the relationship and provides a language for the coach and coachee to describe and discuss the relationship, which it is reasonable to believe will increase the value the coachee gets from coaching.

De Haan (2008c) argues persuasively that we can use insights from therapy research in coaching, and that these insights support the idea that the relationship is a key success factor.

Machin reviews Bordin's (1979) view about the counselling relationship and Bordin's definition of the 'working alliance'. "He defined the working alliance as a collaboration between client and counsellor based on the development of an attachment bond as well as a shared commitment to the goals and tasks of counselling. He theorized that this working alliance is the key to change in the client and its development is dependent on the level of collaboration in the relationship. The research studies on the working alliance in counselling are extensive and have found it to be a robust predictor of outcome across diverse perspectives." (Machin 2010 p.45)

Coaches need to adapt their approach to a particular coachee and situation and negotiate and renegotiate the coaching alliance. In addition “An emphasis on collaboratively negotiating with the coachee on the features of the coaching alliance may also assist in creating a more equal balance of power in the coaching relationship (Spinelli, 2008)” (O’Broin and Palmer 2009, p.186).

Interestingly in Gentry et al.’s research (2011) the coach/client relationship was seen as a critical factor by participants from Europe but not by those from Asia suggesting there may be intercultural differences in the importance of this issue and that this research project is reflecting a European perspective.

Work on the roles of the coach

De Haan (2008c, p.11) talks of five coach/coachee working alliances that can be differentiated, namely “guild master/freeman, doctor/patient, midwife/mother, a peer review relationship, an ‘old boys’ relationship.” As guild master a coach will be deeply involved in issues and say something meaningful about them. In the doctor/patient alliance the coachee reveals all and the coach interprets. The ‘midwife’ coach anticipates the coachee’s problems and seeks to provide strength to tackle them. In the ‘peer review’ relationship the coach and coachee review the coachee’s day to day practice and subject it to as independent an examination as possible. The ‘old boys’ relationship has the coach as a sparring partner to exchange experiences and try out ideas.

Although De Haan presents these as positive alliances and notes that strong coaching relationships may evolve from one to another, I do not find this framework helpful. Firstly I don’t find the terminology intuitively clear, the terms used don’t help me get clear pictures of the roles. Also I find some of the terms unattractive, such as ‘doctor/patient’ and ‘old boys’. They are powerful metaphors, but I don’t find them useful in describing different types of coaching relationship. Clearly this is a subjective issue and depends on one’s own personality and culture. The fact that De Haan’s book is translated into English from his native Dutch may also have an impact here, although he is fluent in English. Nevertheless, De Haan’s work is important as it is a relatively rare work discussing the different types or role a coach can play in different working alliances.

An example from practitioner literature on the roles a coach can play is from Thomas Leonard:

“A Coach is your partner in achieving your personal goals, your champion during turnaround, your trainer in communication and life skills, your sounding board when making choices, your motivator when strong actions are called for, your unconditional support when you take a hit, your mentor in personal development, your co-designer when developing an extraordinary project, your beacon during stormy times, your wake-up call if you don’t hear your own, and most importantly: your partner in living the life you know you’re ready for, personally and professionally.” (Quoted on International Coach Academy website (n.d.))

Appendix C

Appendix to Chapter 3

Research Paradigm

Passmore and Fillery-Travis (2011) offer a valuable review of executive coaching research, and also suggest a chronology for how research in similar disciplines develops. Initially the focus is on defining the focus of study, involving exploring phenomena and sharing practice between practitioners. “After the exploration phase, attention shifts to theory building methods and measures. During this phase, researchers often seek to develop and test new interventions, products or protocols. The initial part of this phase is often marked with case studies and small qualitative research, with attention paid to unique models offered by writers and also adaptations of existing models drawn from parallel domains.” (Passmore and Fillery-Travis, 2011, p. 71) My research project has elements of both of these early phases. It is exploring phenomena and sharing practice (about the roles of the coach) and also it can be seen as an example of a small piece of qualitative research, using a model drawn from a parallel domain (mentoring).

Research Methodology

Dillman (2007, quoted in Saunders et al 2009) distinguishes between three types of data variable that can be collected through questionnaires – opinion, behaviour and attributes. This questionnaire focuses on gathering opinions about the different roles of a coach and on the usefulness of the tool presented. There is one question on attributes, whether the participant is completing the questionnaire as a coachee or an HR sponsor, to enable analysis based on those two categories.

I used an interactive rather than static webpage design, so that I could use conditional branching and I think it makes the survey easier to follow, with less information appearing on each screen at once. Also it offers the ability to track partial responses if people break off the survey before reaching the end (Best and Harrison, 2009, p.424).

Fricker and Schonlau (2002) reported that internet survey response rates were usually no higher than for mail surveys, although in computer literate populations response rates were higher. This work is more than ten years old however, and it is reasonable to assume today that web surveys will get better response rates as more participants are computer literate and to respond to a web survey is often seen as easier than dealing with a paper one.

Another advantage of an internet survey is that the data is collected directly in electronic form, removing the need for transcription into other formats and the associated risk of errors (Nathan, 2008, p. 357). Also service providers such as *SurveyMonkey* build in some simple analysis tools of the data (filtering by category, etc.) which also saves time and reduces the risk of human error.

There is concern in the literature about the potential impact of a distractive environment on someone completing an internet survey, however most research suggests this is not a significant issue (Denissen et al., 2010, p.199). Also the fact that the survey I’m using is short with fairly simple, discrete questions should minimise these risks.

Another concern is based on the anonymity of the Internet. It can’t be guaranteed that the intended recipient completed the survey and took the process seriously. In this project I feel there is relatively little reason to be concerned about this as the participants were told that the survey was very quick to complete and based on their own experiences. Also, as Couper says “results from Internet surveys

track well with other methods of survey data collection, suggesting that this is not a cause of great concern" (2004, p. 505).

Denissen et al. (2010, p.198) argue that "conducting a study online adds to the extent of anonymity" which makes participants more comfortable and more likely to disclose sensitive thoughts and feelings. And Couper mentions "the advantages associated with self-administration, including the elimination or reduction of interviewer effects, such as socially desirable responding. Respondents can answer at their own pace and have greater control over the process" (Couper, 2004, p.506).

Dialsingh (2008) points out other weaknesses of face-to-face interviewing. Respondents have to respond instantly, rather than being able to think through their answers when they respond to an internet survey, and this can reduce the quality of the answers, although Dialsingh doesn't mention that an interview context may make them more spontaneous which may be desirable for some studies.

Appendix D

The Tool as used in the main survey

Executive Coaching Tool – the roles a coach can play

An executive coach can play a number of roles within the coaching relationship. Please think about what roles you would like your coach to play, using the list below.

Please distribute 20 points amongst these roles, to describe the relative importance of the roles you want your coach to play. You can distribute points to all roles, or to just a few, as long as the total adds up to 20. For example you might give 8 points to Sounding Board, 7 to Behaviour Coach and 5 to Critical Friend, if these are the 3 key roles for you.

Points	Roles an executive coach can play
	Sounding board - helps the coachee think through their own ideas, out loud. Asks good questions to help the process
	Critical friend - speaks the truth as they see it, and challenges and tests the coachee's ideas
	Listener – listens carefully, allows time, and encourages the coachee to reflect
	Counsellor – focuses on the emotional aspects of issues, discusses and explores with empathy
	Career coach - helps think through career options, goals, and learnt lessons
	Networking coach - discusses how to build, maintain and use a professional network
	Behaviour Coach – helps with personal behavioural change of the coachee on specific issues
	Motivator – offers encouragement to the coachee, and recognizes progress
	Follow up partner – in agreement with the coachee holds them accountable for goals they set in the coaching engagement
	Feedback interpreter – gathers or analyses feedback on the coachee and works with them to interpret it and set appropriate actions
	Development adviser – provide ideas and resources that are useful for the coachee in setting and reaching their own development goals
	Subject matter expert – if relevant, the coach shares expertise on a specific area, e.g. transition into a new role (Define the area.)
	A different role or roles – please specify if there are other roles you would like your coach to play.

Appendix E

The questionnaire survey used

Coaching Tool Survey (Master's Degree Research Project, Tim Bright)

Welcome to this questionnaire

Thank you for participating in this survey. Your feedback is valuable.

The purpose of this research project is to work towards a tool that can be used to help coachees think about and discuss what role(s) they would like their coach to play in an executive coaching engagement.

This is a research project being conducted by Tim Bright, as part of a Master's Degree in Professional Development (Executive Coaching) programme delivered by the Professional Development Foundation, and awarded by Middlesex University, UK. You are invited to participate in this research project because you have experience of executive coaching, either as a coachee or as a sponsor or organiser of coaching for others.

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The procedure involves filling an online survey that will take approximately 15 minutes. The researcher will know who has completed which responses, but no personally identifiable data will be shared with anyone else. The survey questions will be about the tool for use by coachees which has been sent to you separately.

All data is stored in a password protected electronic format. The results of this study will be used for scholarly purposes only and may be shared with Middlesex University representatives.

If you have any questions about the research study, please contact Tim Bright, or Professor David Lane at the Professional Development Foundation who is the supervisor for this project, via David.Lane@pdf.net. This research has been reviewed according to Middlesex University procedures for research involving human participants.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- *Agree*
- *Disagree*

This questionnaire aims to get your feedback on a simple tool that is being developed for people who are planning to work with an executive coach. You have been sent this tool separately in a PDF document.

The tool will be given to the person who is going to work with a coach before the start, or at the start of the coaching process. They will be given the tool to complete and then asked to share the output with a sponsor of their coaching (e.g. their HR contact) and/or their coach. The aim of the tool is to help the coachee think about what they would like to get from their coach and coaching, and to encourage them to discuss this with their coach and others. This tool might also be used in helping HR to select which coach would be best matched to work with a particular executive. Please review the tool, and answer the following questions about it.

Thank You.

*Please answer this questionnaire from the perspective of being a coachee **OR** an HR sponsor.*

I am answering this survey as –

- an executive who has worked with a coach
- an HR professional who organizes coaching for others in my organisation

1. How useful do you think the tool is in its current form?

1	2	3	4	
<input type="radio"/> Very Useful	<input type="radio"/> Useful	<input type="radio"/> Somewhat Useful	<input type="radio"/> Not at all useful	<input type="radio"/> N/A

2. If you have worked with a coach, do you think using this tool at the start of your coaching would have improved the effectiveness of your coaching?

1	2	3	4	
<input type="radio"/> Very much	<input type="radio"/> To some extent	<input type="radio"/> Maybe	<input type="radio"/> No	<input type="radio"/> N/A

3. If you work with people who are planning to start a coaching relationship, would you recommend that they use this tool?

1	2	3	4	
<input type="radio"/> Very much	<input type="radio"/> To some extent	<input type="radio"/> Maybe	<input type="radio"/> No	<input type="radio"/> N/A

4. Would it be useful for people who are planning to have coaching to discuss their scores on this tool with their actual or potential coach?

1	2	3	4	
---	---	---	---	--

<input type="radio"/> Very much	<input type="radio"/> To some extent	<input type="radio"/> Maybe	<input type="radio"/> No	<input type="radio"/> N/A
---------------------------------	--------------------------------------	-----------------------------	--------------------------	---------------------------

5. Would it be useful for coachees to discuss their scores on this tool with an HR colleague who is involved in planning their coaching?

1	2	3	4	
<input type="radio"/> Very much	<input type="radio"/> To some extent	<input type="radio"/> Maybe	<input type="radio"/> No	<input type="radio"/> N/A

6. Do you think this tool could be a valuable part of the coach-coachee matching process?

1	2	3	4	
<input type="radio"/> Very much	<input type="radio"/> To some extent	<input type="radio"/> Maybe	<input type="radio"/> No	<input type="radio"/> N/A

7. Considering the 12 roles in the tool, are there other roles that you think should be included in the tool?

- Yes
- No

8. If you answered yes to the previous question, which roles do you think should be added to the tool?

9. Considering the 12 roles in the tool, are there any parts of the wording that should be changed?

- Yes
- No

10. If you answered yes to the previous question, how do you think the wording should be changed? Please be as specific as possible.

11. Considering the 12 roles in the tool, are there any roles that you think should be cut from the tool?

- Yes
- No

12. If you answered yes to the previous question, which roles do you think should be cut from the tool?

	Please select if you think this role should be cut from the tool
Sounding Board	
Critical Friend	
Listener	
Counsellor	
Career coach	
Networking coach	
Behaviour coach	
Motivator	
Follow up partner	
Feedback interpreter	
Development adviser	
Subject matter expert	

Please explain why you think this role (s) should be cut from the tool

13. If you see this as a useful tool, could you briefly explain why you see it as valuable?

14. If you see this as a useful tool, could you briefly explain how you think it could be best used?

15. May I come back to you in a few weeks to ask you a few questions about your responses of for your comments on a revised version of this tool?

- Yes
- No

16. If you are happy for me to get in touch, please let me know how I can contact you.

Name

Email Address

Phone Number

17. If you have any further comments on this tool please add them here.

Appendix F

Ethics Release form

Ethics Release form for MA/MSc Projects

All candidates planning to undertake research are required to complete this Ethics Release Form and to submit along with their Research Proposal. Please note the following.

- It is essential that you have an understanding of ethical considerations central to planning and conducting research.
- Approval to carry out research does not exempt you from Ethics Committee approval from institutions within which you may be planning to conduct the research, e.g. Hospitals, NHS Trusts, Local Education Authorities, HM Prisons Service, etc.

Please answer all of the following questions:

	Yes	No
1. Has the project proposal and ethical considerations in draft been completed and submitted to the advisor or consultant?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will the research involve an intervention or change to an existing situation that may effect people and/or an evaluation of outcomes of an intervention?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, have participants been given information about the aims, procedure and possible risks involved in easily understood language? (Attach a copy of any info sheet you may have provided)	<input type="checkbox"/>	<input type="checkbox"/>
3. Will any person's position, treatment or care be in any way prejudiced if they choose not to participate in the project?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Can participants freely withdraw from the project at any stage without risk or harm of prejudice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Will the project involve working with or studying minors (i.e. <16 years)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, will signed parental consent be obtained?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there any questions or procedures likely to be considered in any way offensive or inappropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Have all necessary steps been taken to protect the privacy of participants and the need for anonymity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is there provision for the safe-keeping of written Data and video/ audio recordings of participants?

Yes

No

8. If applicable, is there provision for de-briefing participants after the intervention or project?

9. If any specialised instruments, for example psychometric instruments are to be employed, will their use be controlled and supervised by a qualified practitioner e.g. a psychologist?

10. Will you need to put your proposal through an ethics committee related to your professional work?

If you have placed an X in any of the bold boxes, please provide further information:

Institute for Work Based Learning
Middlesex University
College House
The Burroughs
London NW4 4BT

Student's name: Timothy Michael Bright

Award Programme: MA in Professional Development (Executive Coaching)

Title of Your Project: "A tool to help define the roles of a coach."

Name of Adviser: Dr. David Lane

I confirm that the information provided is correct:

Signature of Student:.....

Given the information provided, I support the approval of this proposal on ethical grounds:

Signature of Adviser :.....

Signature of Chair of Programme Approval Panel

Any further comments:

Appendix G

Extract from module 4811 on ethics

Bryman (2004, pp.508-516) usefully follows Diener and Crandall (1978) to categorize four types of ethical concern – harm to participants, lack of informed consent, invasion of privacy and deception. Although these concerns overlap, I will take these in turn in relation to my proposal.

There is not a high likelihood of direct harm to participants as I will not be manipulating events or carrying out an experiment. The most likely form of harm would be a breach of confidentiality for any of the participants, which would be a serious concern.

Coaching can be a sensitive process, and in some organisations is carried out confidentially, meaning that other employees don't know who is receiving coaching. I will promise all participants confidentiality, defined as meaning that their identity will not be revealed at any stage during or after the research, without their explicit permission. This includes any presentations or reports produced afterwards, drawing on this research. This means I will use pseudonyms or codes to identify participants and I must be careful to give no biographical or company information which could lead them to being identified.

Because of the relatively incestuous nature of the coaching and business world in Istanbul within which I work, I need to be very careful using quotations from people to ensure that this will not identify them to anyone. Alternatively I can ask permission to identify them in the research.

This will not be an anonymous project in that I will know who has contributed what input.

I will be storing information electronically so need to ensure that this data is protected. I intend to use strong password protection on all the information used and not to store anything on our company network. It will only be stored on my own PC and a backup drive at home. It will be effectively destroyed after the project is complete.

Bell (2010, p. 46) emphasises the importance of the principle of informed consent which requires careful preparation involving explanation and consultation before any data collecting begins. I will prepare a document about the research its aims and process and ethical approach and distribute to everyone who participates, to read before they participate. This will include permission for any future publication, for example as a journal article. I will also make myself available to answer any questions they have. Using Bryman's checklist (p.516) this informed consent will ensure participants understand: what the research is about; the research purpose; who is sponsoring it; the nature of their involvement in the research; how long their participation will take; that their participation is voluntary; that they can withdraw at any time; how the data will be kept.

I will apply this part of the Social Research Association *Ethical Guidelines* (quoted by Bryman, p.511) 'subjects should not be under the impression that they are required to participate. They should be aware of their entitlement to refuse at any stage for whatever reason and to withdraw data just supplied.'

I do not know yet if I will use a written contract with participants of the research and will explore this in module 4825 and with my supervisor. I will get written documents approved by my supervisor before using them.

Invasion of privacy is linked to the concept of informed consent. As long as the informed consent process is effective and I maintain those commitments, then there should not be any invasion of privacy as I will not be using any covert methods, however see below on my own role.

Deception should not be a concern as I am being transparent about the research aim and process with all participants.

In general I need to be aware of ethical issues related to working with colleagues and clients. The people I will ask to participate in the research will be people within organisations, many of whom are our clients. I don't think this presents major dilemmas, some participants may feel under some pressure to participate, because of relationships that we have, but I will make it clear that they are free to participate or not, and there would in any case be no negative consequences for people who don't participate.

At times, of course, we have occasional conflicts or disagreements with our clients, if we get into a difficult situation with a client company during the research process (e.g. they are unhappy with our coaching and want to stop working with us as a firm) this may make it difficult to continue getting data. To manage this risk I will ask people from a number of companies to participate and emphasise that this research is not connected at all to any of our ongoing coaching or consulting projects.

I will ask the coaches that work with us to participate and they may feel pressured to do so as we give them work, but I don't think this will have an impact on the results as we have mature relationships with them and they are all strong willed people who are not likely to act in a certain way just because we ask them.

I also need to keep in mind that because I know and have good relationships with most of the participants there may be a desire to tell me what they think I want to hear. If people see the tool as of no value at all, they may not tell me that, particularly given the strong focus on relationships and indirect communication in Turkish society. (Hofstede 2010). I don't think I can overcome this obstacle completely; it is part of the worker-researcher role that brings costs and benefits. I will aim to mitigate this by broadening the participants as widely as possible and distribute questionnaires to people who are not clients and whom I don't know well. I will ask EMCC Turkey to help source participants that I have no connection with and I will also ask input from colleagues in the UK and elsewhere who are less likely to want to give me positive feedback, and in the past have been critical of work I have shared. Also I will avoid making any specific statements about the tool, to avoid leading people to respond in a particular direction. In module 4825 I will look at this again in relation to questionnaire and interview design.

Because I am closely involved in the subject and know many of the participants I need to work to maintain my own role within ethical boundaries. I must not divulge information or views shared by research participants to other research participants or anyone else except my supervisor. Also I need to resist the temptation to intervene in any of the situations that I am researching. I may have what I consider to be useful input to provide to a coach or coachee, but I should not provide this as it may be an invasion of privacy and could complicate the relationship we are engaged in for the research project.

All participants will receive a copy of the final report and version of the tool. I will also offer to present it in person to the companies that participate in the research, to thank them for their participation.

Appendix H

Full survey results

The numbering in the data below is different from the survey as reproduced in Appendix E, because the SurveyMonkey software numbers every item as a separate question. The content is the same.

As mentioned in Chapter 4, two people started the survey but didn't get beyond the first question. This is why the survey results show 77 participants, but effectively it is 75 as 2 participants are registered as having skipped all but the first item.

Q1. If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

Answer Choices	Responses	
Agree	100%	77
Disagree	0%	0
Total		77

Answered: 77 Skipped: 0

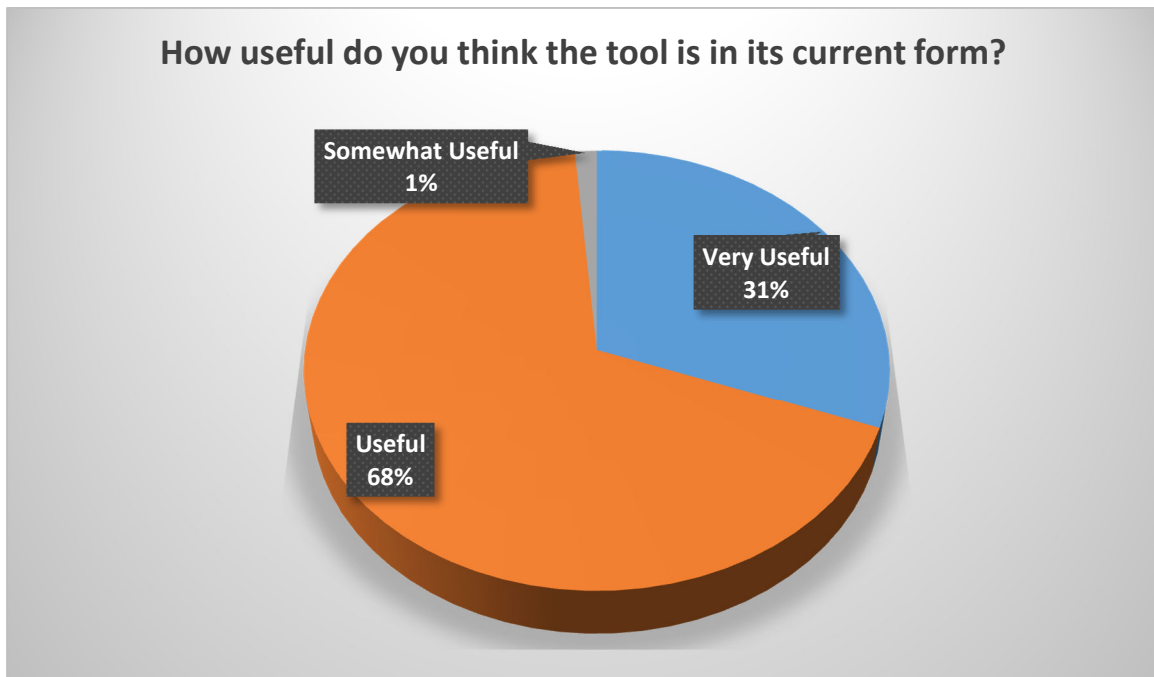
Q2. Please answer this questionnaire from the perspective of being a coachee OR an HR sponsor. I am answering this survey as -



Answer Choices	Responses	
an executive who has worked with a coach	52%	39
an HR professional who organizes coaching for others in my organisation	48%	36
Total		75

Answered: 75 Skipped: 2

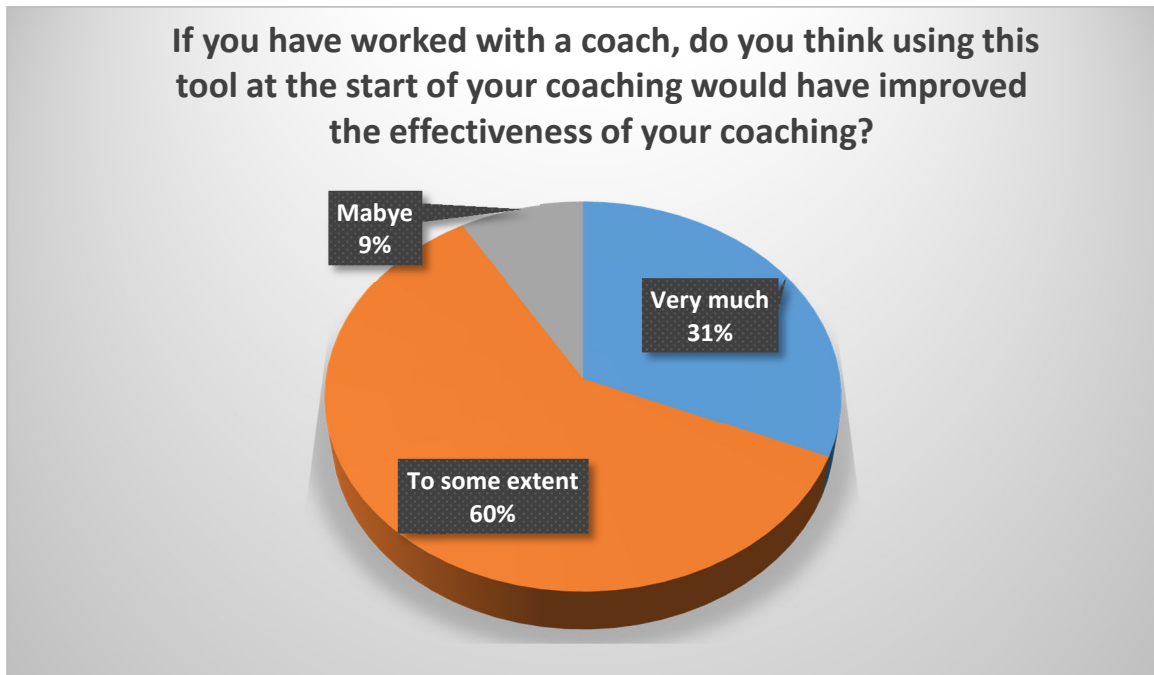
Q3. How useful do you think the tool is in its current form?



1	2	3	4		Total	Average Rating
Very Useful	Useful	Somewhat Useful	Not at all Useful	N/A		
30.67%	68%	1.33%	0%	0%		
23	51	1	0	0	75	1.71

Answered: 75 Skipped: 2

Q4. If you have worked with a coach, do you think using this tool at the start of your coaching would have improved the effectiveness of your coaching?

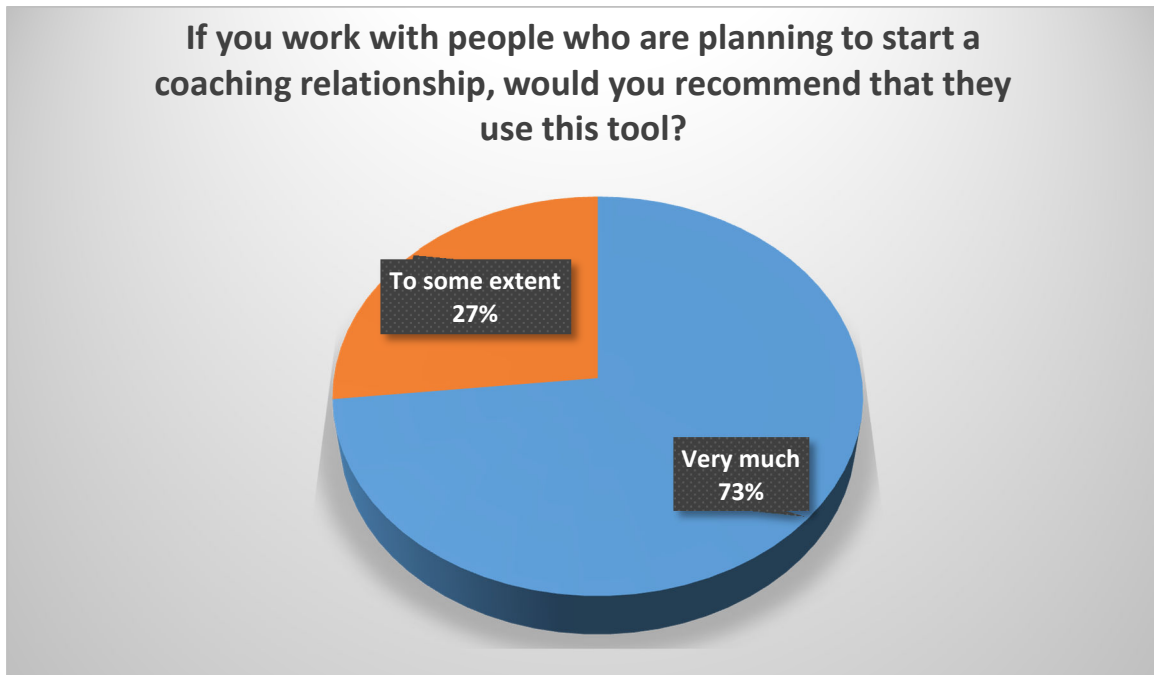


1	2	3	4		Total	Average Rating
Very much	To some extent	Maybe	No	N/A		
31.43%	60%	8.57%	0%	0%		
22	42	6	0	1	71	1.77

Answered: 71 Skipped: 6

Note – on the SurveyMonkey calculation there was a mistake on this item, 4 participants skipped the item, plus the 2 who skipped every item, making a total of 6. I noticed that the percentages were wrong and went back to the raw data in excel and identified the error. I have recalculated the percentages using 70 as a total (not counting the one N/A). All 4 of the participants who skipped the item are HR people, so their response would probably be N/A.

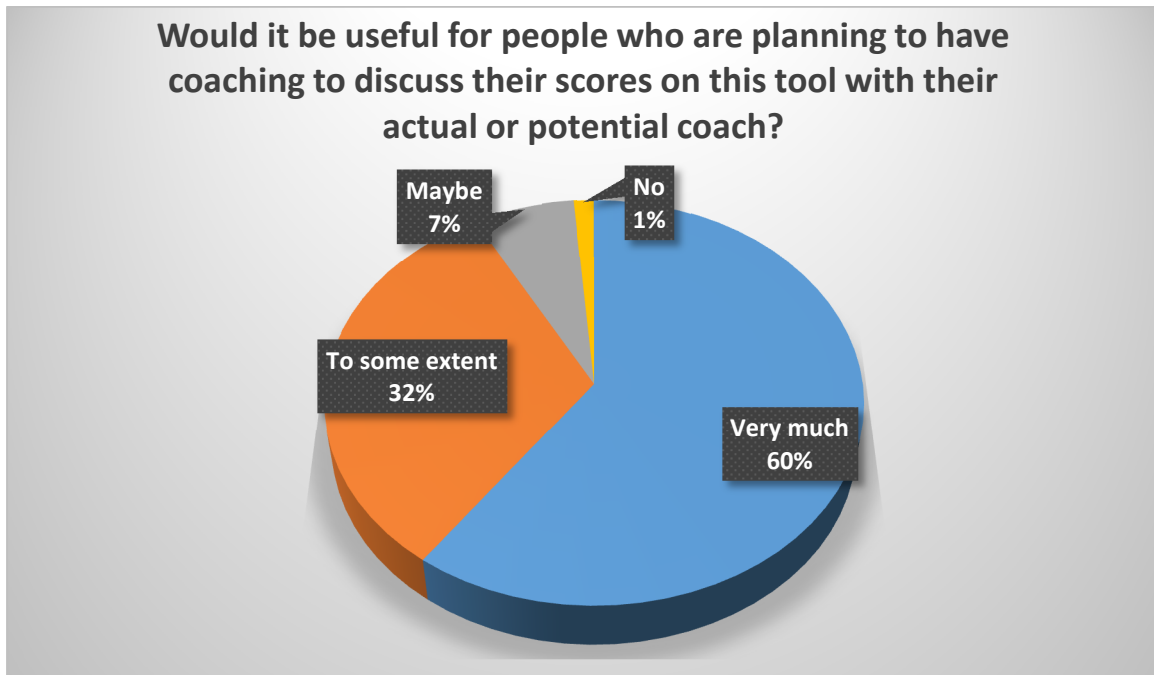
Q5. If you work with people who are planning to start a coaching relationship, would you recommend that they use this tool?



1	2	3	4		Total	Average Rating
Very much	To some extent	Maybe	No	N/A		
73.33%	26.67%	0%	0%	0%		
55	20	0	0	0	75	1.27

Answered: 75 Skipped: 2

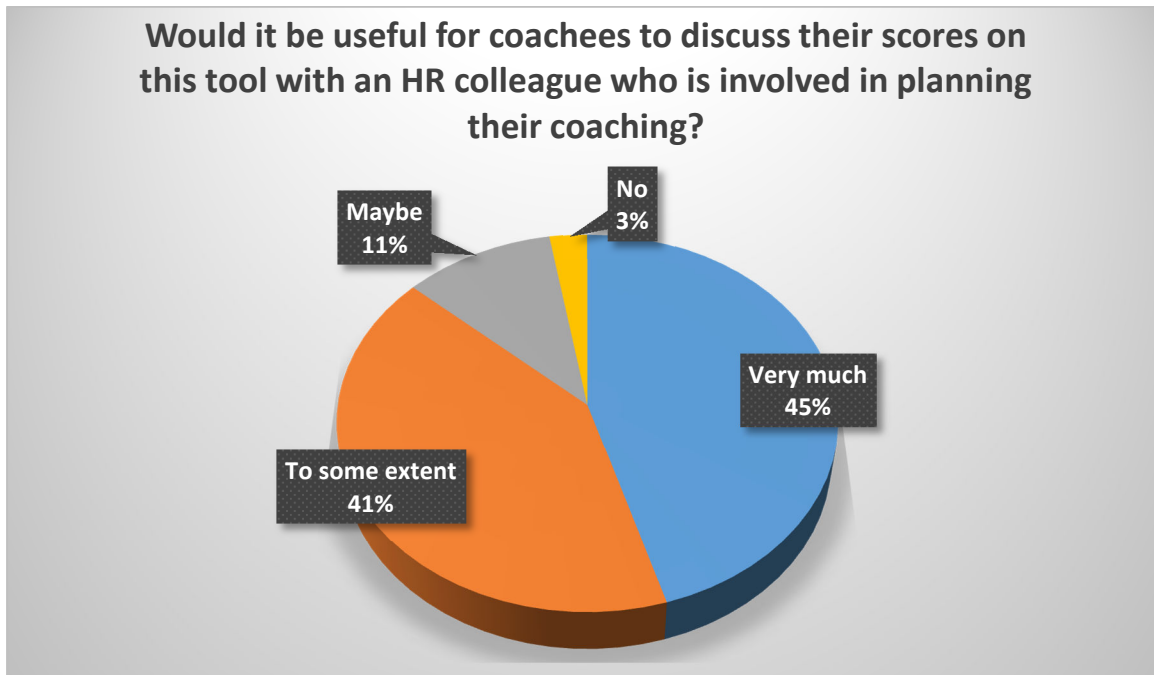
Q6. Would it be useful for people who are planning to have coaching to discuss their scores on this tool with their actual or potential coach?



1	2	3	4		Total	Average Rating
Very much	To some extent	Maybe	No	N/A		
60%	32%	6.67%	1.33%	0%		
45	24	5	1	0	75	1.49

Answered: 75 Skipped: 2

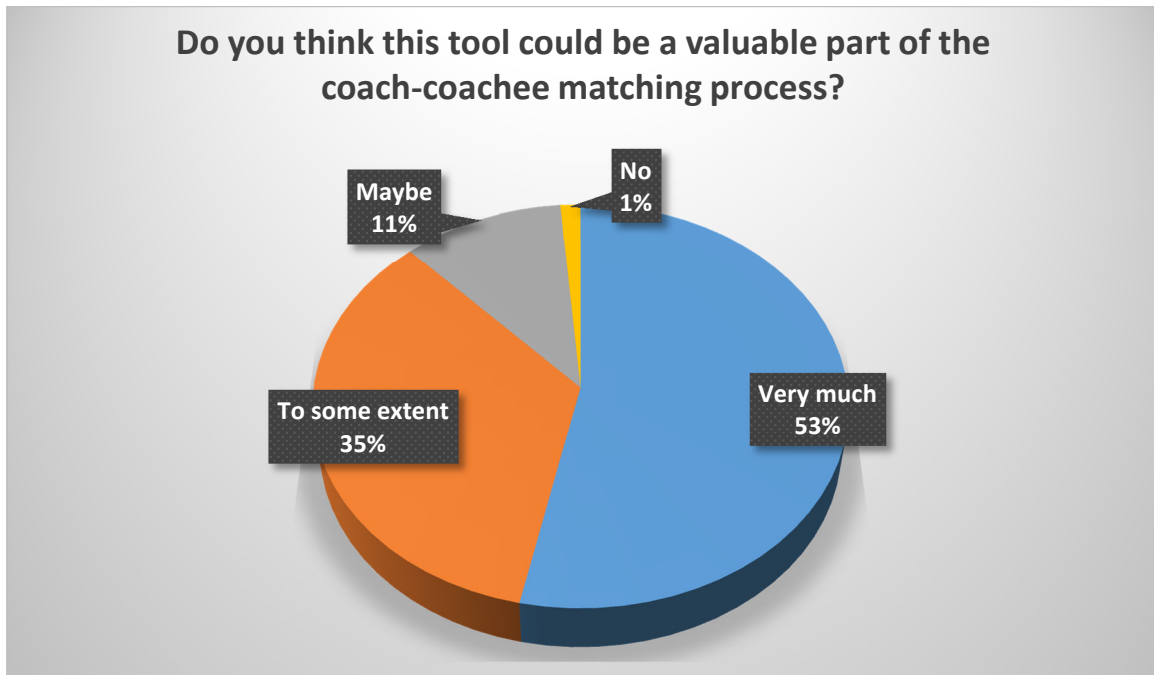
Q7. Would it be useful for coachees to discuss their scores on this tool with an HR colleague who is involved in planning their coaching?



1	2	3	4		Total	Average Rating
Very much	To some extent	Maybe	No	N/A		
45.33%	41.33%	10.67%	2.67%	0%		
34	31	8	2	0	75	1.71

Answered: 75 Skipped: 2

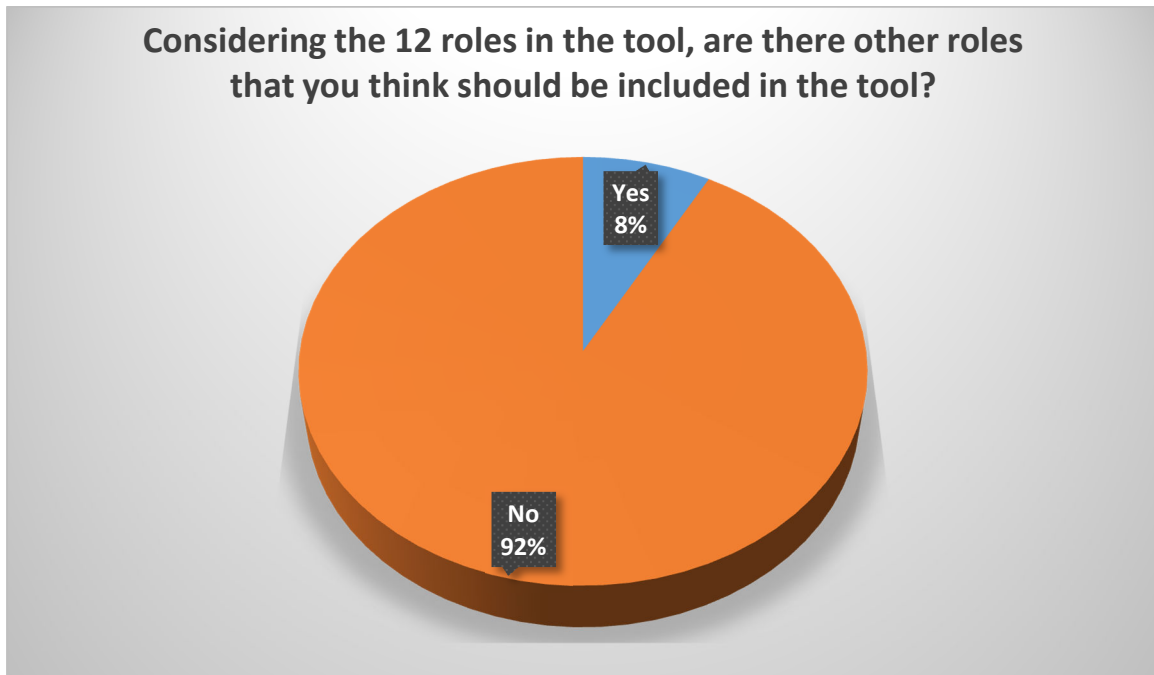
Q8. Do you think this tool could be a valuable part of the coach-coachee matching process?



1	2	3	4		Total	Average Rating
Very much	To some extent	Maybe	No	N/A		
53.33%	34.67%	10.67%	1.33%	0%		
40	26	8	1	0	75	1.60

Answered: 75 Skipped: 2

Q9. Considering the 12 roles in the tool, are there other roles that you think should be included in the tool?



Answer Choices	Responses	
Yes	8%	6
No	92%	69
Total		75

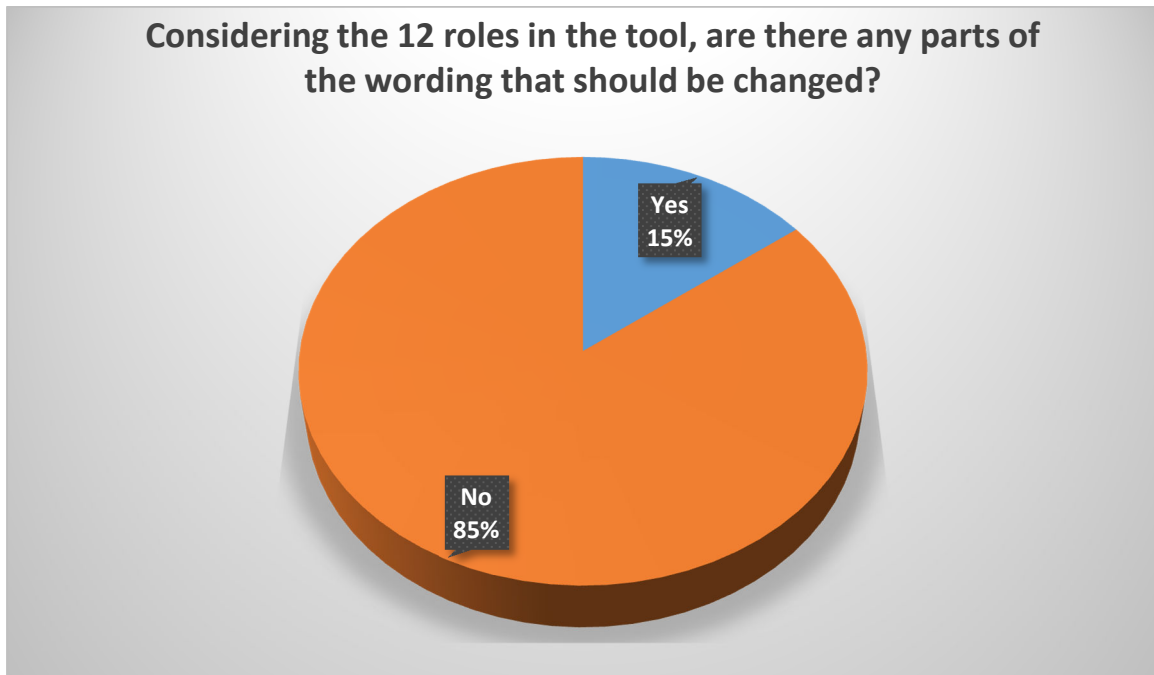
Answered: 75 Skipped: 2

Q10. If you answered yes in the previous question, which roles do you think should be added to the tool?

Responses
vision emerger, dream holder
Self awareness of the coachee
Strategy supervisor/thinker/sounding board, and Corporate Political Co-navigator
"Analyst" - helping the coachee apply structure and process to thinking, something else around helping a coachee recognise other options that they haven't identified themselves

Answered: 4 Skipped: 73

Q11. Considering the 12 roles in the tool, are there any parts of the wording that should be changed?



Answer Choices	Responses	
Yes	14.67%	11
No	85.33%	64
Total		75

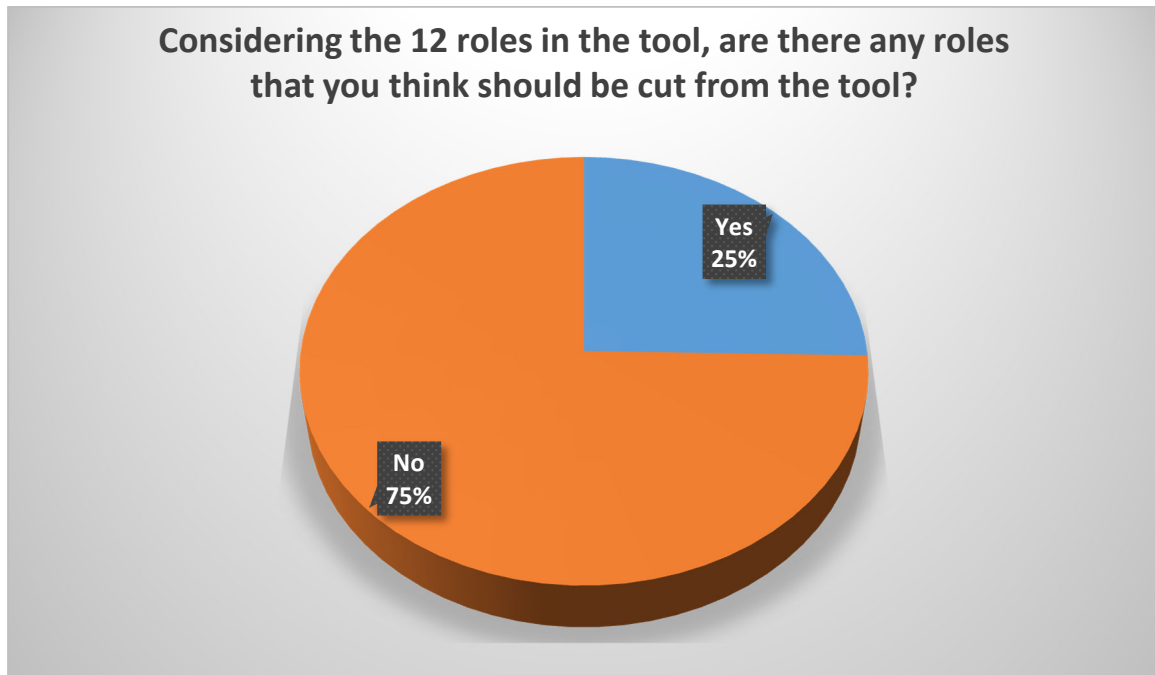
Answered: 75 Skipped: 2

Q12. If you answered yes in the previous question, how do you think the wording should be changed? Please be as specific as possible.

Responses
Instead of Motivator- Motivation Coach
Instead of Subject Matter Expert, Experience Supporter or something else
Critical friend definition
I think some of the choices overlap. Counsellor, motivator, development partner are all roles that coach will play throughout the coaching process.
I was wondering if "Counsellor" role would be misunderstood and lead the coach to have expectations for the coach to act as a psychological counsellor. Another option could be Emotion Coach?
The wording shouldn't give the impression that the coach will tell the coachee what to do. Sometimes the expectation of a coachee from a coach is just giving the answers or yes/no answers.
Skip the example in the instructions as it may bias the coachee towards the roles included in the example. The example is not needed as the task to distribute 20 points is straightforward. Alternatively phrase the example in a neutral way: "assign 8 points to role 1, 7 points to role 2, 5 points to role 3."
Some of the roles just need to be worded a bit tighter, more specific
Instead of "Motivator", I would suggest to use different name. Encouragement creates a misperception of pushing or advising to do something which coachee is not ready or willing yet.
I struggled a bit with the term " development advisor" although there is nothing wrong with the words, just didn't sit comfortably with me, I had to read a couple of times
Follow up partner – in agreement with the coachee holds them accountable for goals they set (any personal or professional goals but not directly business result related goals etc.)

Answered: 11 Skipped: 66

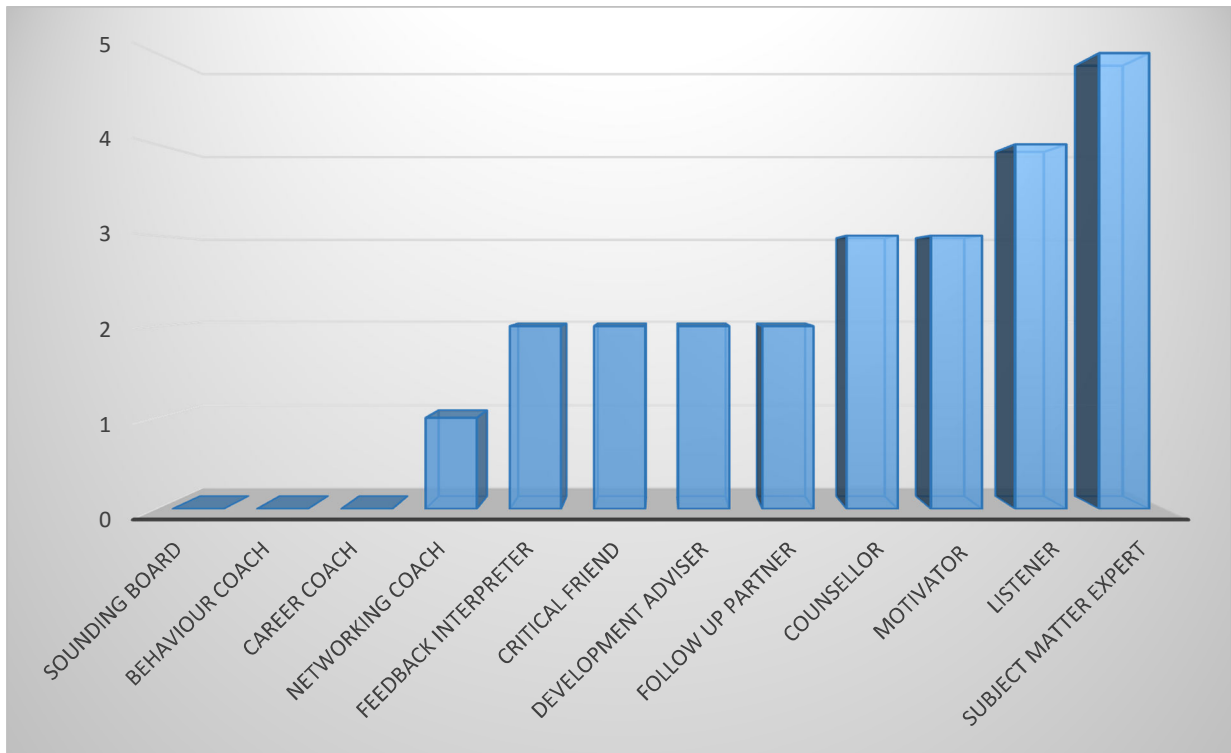
Q13. Considering the 12 roles in the tool, are there any roles that you think should be cut from the tool?



Answer Choices	Responses	
Yes	25.33%	19
No	74.67%	56
Total		75

Answered: 75 Skipped: 2

Q14. If you answered yes in the previous question, which roles do you think should be cut from the tool?



Please select if you think this role should be cut from the tool	Selected by
Sounding Board	0
Critical Friend	2
Listener	4
Counsellor	3
Career coach	0
Networking coach	1
Behaviour Coach	0
Motivator	3
Follow up partner	2
Feedback interpreter	2
Development adviser	2
Subject matter expert	5

(Order as displayed in the survey)

Answered: 17 Skipped: 60

Q15. Please explain why you think this role(s) should be cut from the tool.

Role(s) Selected	Response
Subject matter expert	This might be confused with mentoring
Subject matter expert	Sharing expertise on a specific area could fit better in a training session rather than coaching.
Subject matter expert	this sounds like mentor-mentee relationship rather than coach-coachee
Subject matter expert	I think if the coach starts to behave as a SME; the relationship may become a mentor-mentee relationship more than a coach-coachee relationship and the value that would be created for the coachee may decrease.
Subject matter expert	This is a role for a consultant, coach should not provide direct advices on how things should be done
Counsellor	cause it requires specific psychological counselling competencies. Otherwise it may result in unexpected (and unwanted) results.
Feedback interpreter & Listener	feedback interpreter and development advisor might be combined. too much roles, 8-9 is enough.
Listener, Counsellor, Motivator & Development adviser	Being a good listener, understanding emotional aspects (counsellor), motivating and supporting on development are the regular roles the coach will play regardless of the type of coaching that will be provided. To me they are more of the 'how' than 'what'.
Critical friend, Listener, Motivator	I believe those 3 roles are underlying roles for the other roles to perform them more effectively
Development adviser	In fact I see a kind of duplication because Development Adviser is the main objective of all above coaching parts like career coach, network coach and behaviour coach so all coaching actions will be focus on the development need of the coachee in these areas. So instead of cutting it, to make it the umbrella title to all may help for the confusion.
Follow up partner	Usually it is a part of the coaching process
Follow up partner	May create a tendency to bring out operational issues on the table and lost the strategy focus.
Critical friend	Critical friend definition sounds like a consultancy role, in my opinion coachee should find the truth by himself/herself with the help of coach.
Networking coach	the name seems to suggest something else such as enabler for networking. networking is a development area and this could be covered by the development adviser
None	Some of the roles can be combined - the distinction may be clear for somebody that has experience and knowledge of the process but a new coachee may have difficulty in understanding the differences. So to make the choices easy, the list can be shortened.

Answered: 15 Skipped: 62

Q16. If you see this as a useful tool, could you briefly explain why you see it as valuable?

I have grouped the responses according to various categories in *italics*.

Responses
<i>Clarifying expectations, supporting contracting</i>
It defines clearly the roles and make person think on it while discussing a topic or solving an issue
It gives a structured approach for identifying how the coachee can benefit from this relationship.
I think it would be just an introductory tool for coaching. Due to the dynamics of the client, his/her expectations from the coaching roles would be changed during the following session. This tool is useful since it would help to shape the expectations from the coaching relationship. Surely it may raise the benefits and gains of coaching.
Sets the base for start-up, Improves communication, clarifies expectations,
For 2 reasons: It's a comprehensive sum-up of the possible roles a coach can have. Secondly it's a good tool to have at hand to define between coachee and coach the kind of support the coachee would like to get.
clarity, simplicity
When we see the term coaching, we usually don't know what to expect and how to benefit. The different roles of the coach helps us set expectations and decide what we can benefit most from. Everybody's needs and motivations are different when it comes to 1-1 relations.
Depth Analysis in preparation
It makes you think about what you need to do and show you a good way to get prepared. During the session, sometimes I assess my role and try to be clear about it. It gives you a good support and structural approach during coaching session
it's a good guidance and structural facilitator
Instead of struggling to define the need through a wide and abstract spectrum, through this tool you can focus your ideas and define what you need by making them concrete.
it will help in expectation management
It helps to set expectations
at least expectations will be more clear
setting expectations up front
To set expectations and manage during the sessions.
Will help shaping the coaching meetings, mutual understanding of the expectations
I believe this is important in order to clear the expectations from each other
It is always good to determine the expectations and common understanding before going into any process involving different parties and interests. But I assume these roles will not be static and be adjustable upon the progress of coaching process
The coaching contract is very important and the tool really helps to differentiate the expectations of all the parties from the coaching relationship. Hence, the tool can really help the effectiveness of coaching by putting the necessary clarity on expectations at the very beginning phases.
it is useful to clearly set expectations and to review it when needed for both sides, to make improvements in coaching process, ...
Sharing one's expectations out of the relationship before it starts is always helpful in terms of building trust and setting the goals
It helps lay out the options and sorts out for both the coach and coachee what the target focus areas are. Sets out expectations and helps both prepare for the coaching sessions.
1)helps to set clear expectations from the start 2)helps coach to better understand the needs of

the coachee
This tool brings two people the same level of language in order to understand each other better.
It will support coachee to express herself in advance. Coach will be prepared for the expectations. It will start a constructive discussion in the beginning of coaching process. Coachee will think on what she expects before the process starts.
It is a useful tool for both of the sides, to understand the expectations of each other. It May be used for facilitation of the process.
To make both parties think the type of support that is needed
since it is an opportunity to understanding each other expectations
It is good to set roles from the beginning and may help to create a more robust relation with the coach.
There are many approaches in executive coaching which are sometimes slightly, sometimes widely different form each other. Thus believes are differ as well, so knowing what are the expectations mainly the coaches role by coachee is a valuable asset to start with.
it is very useful to increase the effectiveness of coaching processes like matching up, setting up the coaching relationship and expectations, defining the coaching agenda and objectives.
clarifies the scope of the contract, opens a discussion platform to understand expectation/ mood of the coachee
I see it very useful since it may help HR to find the right coach for the specific need. It may also help coach & coachee contract between each other.
At the start of coaching, both coachee and coach shall have common base with this tool. This structured way shall speed up the progress by directing the coach to the right questions and adjusting expectations of coachee on the same.
Because coaching is a process between Coach and coachee, as HR cannot involve it directly. Such a tool will be effective to make them focus in required field during their relationship.
make definitions clear and understandable and bring alignment
The most useful part is building the defined roles of coach from the beginning of the process
summarizing the highlights of a coaching process in few sentences
Define targets & goals of a coaching program is the most important key in order to benefit from it
It is valuable. From my point of view all the coaches should internalize and realize all the roles in the form that's why I am not sure it would be a perfect tool for the matching. But it would be a valuable tool for coachee to start to think about his/her needs from the beginning. And if the coach knows the expectations from the beginning it would be easier for the coach to build the relationship.
Makes the coaching process more structured and to the needs of coachee
It clarifies the definition of a coach before the coaching starts even though the coach may have explained it to see it on paper and to grade each one is different
Forces the discussion on role, stops misunderstandings, helps clarify why the coaching is happening and what both the content and style of the output needs to be for both parties to be successful. Also helps HR ensure the coachee is focused, the coach is aligned, and the cause is worthwhile.
good to determine standards
<i>Raising awareness of the coachee, support their reflection and taking ownership of process</i>
Effectiveness of coaching pretty much depends on coachee. Whether you consciously choose to work with a coach or not, this gives a pressure on how to manage the whole process. Such a tool can give coachee certain amount of comfort and confidence on roles, what's in it for him and how to manage it.

Allows and forces the coachee to think through what the priorities of the coaching should be. Helps reflect on where help by the coach is most needed (i.e. where the greatest own development areas are).
Most of the coachees are not aware of what to expect from a coach, and what coaching is about. Using this tool would help people understand how a coach can support them. Furthermore, it would be helpful for HR professionals to match up coach and coachee according to expectations.
It is covering needs for Coachee
It makes coachee to think what he/she really wants from his coach. Briefly it helps the coachee realize what he really needs
Because it gets a coachee to reflect on what they can gain from the relationship and process, it also flags to the coach what is on the mind of the coachee and possible bias around the coaching process
There is always an unclear definition on the coaching on coachee side, this tool can be very useful to set the scene before going on into details.
A tool where the coachee (who has the leading role in this relation) to set her/his expectations. It provides both coachee and coach with transparent picture. And a great tool for sponsor in matching process.
the tool will help both parties to clarify the need. Especially executives have difficulty to express the exact need, can use to ease the process. Also HR can have more clear expectation from the process
At the beginning of the coaching session, it is very critical for the coachee to be clear on his-her expectations, which may not always be the case. There may be many challenges that the person is facing and whenever he-she thinks that the session will help them overcome all the challenges the process has a risk to be ineffective. I believe this tool helps both the coach and the coachee to focus on the priority needs and development areas and makes life easier to create a base to shape a roadmap of development.
to form and define the expectancies of coachee & while matching coachee with the appropriate coach; it helps..
It is very helpful to understand and clarify the need and usage of coaching relationship from the very beginning for both coach and coachee. It saves time and directs both side to start to work for needed area. I think this will help expectations of coachee a lot.
It widens the perspective of the coachee in terms of what specific areas / roles would a coaching process have. And also it would be a useful KPI tool both for the coachee and Coach/HR
This would help the coachee to set more relevant expectations from the coach and the coaching relationship. This would also help HR during matching process of coach and coachee.
<i>Can support the matching and coach selection process</i>
Key supporter tool for Coaches-coachee matching.
It is important to understand why coaching is needed so that the coach could be chosen accordingly.
I think the tool is very helpful to set the initial expectations and to provide close to optimal matching between coachee and the coach...
It is especially a good starting point to have a good match and effective relationship
Cause it gives you an idea of whom / style you can work with as a coach and benefit most
To give clear scope and direction right at the beginning, helping to identify the right coach and providing a clear yardstick to evaluate development / success.
it is valuable to match the right parties (coach-coachee). For example, what both parties expect from each other. It clears any misunderstanding from the first day.

Other comments

there are items that relates with mentoring which should be more on coaching

I think it is going to collect useful data which could help to develop coaching programs further. I am not sure whether it would be good enough to help for the selection of the right coach since the characterization will be based on the questionnaires however for sure it would be useful.

Answered: 68 Skipped: 9

Q17. If you see this as a useful tool, could you briefly explain how you think it could be best used?

I have grouped the responses according to various categories in *italics*.

Responses
<i>Before the start of coaching, in coordination with Human Resources</i>
before starting coaching, tool should be used, then discussed and agreed on.
good to be used before coaching starts and choosing a coach
<i>Before the chemistry meeting</i>
it could be used as a pre-test to understand one's needs. It should be a part of know-myself process
in sharing openly and asking the person if he/she wants to review it at the beginning
by HR, pre-selection
Start in the discussion phase of whether coaching is the ideal development method for the person together with HR contact.
can be used before matching up, defining the coaching need and then can be used by the coach.
I think it should be used prior to chemistry meetings so both parties (coach and coachee could understand better the priorities and expectations)
It could be best used for clarifying roles of coach before starting to coaching
Coaches or HR professionals could use it for coachees before they start the coaching process. It could be used for coaches, to understand what their coachees expect more from them as well
The tool should be used up front perhaps with the HR partner that is helping set up the coaching sessions. This may help identify a coach that is best suited for the particular needs. It can also be used by the coach to get the expectations from the coachee in order to best prepare the meetings.
in order to select the appropriate coach. So with the HR before the decision period
<i>In the chemistry meeting and to help in coach selection</i>
It could possibly added in the company training manuals and it can be very much used during the intake meetings between coachees and HR and coaches.
It could be used as a structured step at the beginning of chemistry meeting
During the first meeting with coachee
At the very beginning of the sessions, i.e. at first meeting this can be filled by the coachee. Or it can be sent before and in the first meeting both coach and coachee can agree on the points and do a priority list based on the scores
After the chemistry meeting while you were structuring the coaching process, the tool can be use as a baseline.
mutual agreement upfront on the terms
At the start of the coaching relationship, this should be filled in and discussed with the line management, HR and the coach.
HR, coach and alignment and coach coachee alignment in the beginning.it gives transparency and deliver expectations.
It could be best used both between coach and coachee + HR and coachee
it can be discussed between the parties after filled by coachee. Therefore the Exec. Coach will not put her/him in a situation that will not welcome by the coachee or restrict him/herself with previous given thoughts.
maybe more short version for the start
In corporate, HR could submit this to executives prior to matching process. Also this could be a valuable input to use for the coach and coachee in the first design and discovery session.

expectation setting and matching
it can be used to shape the expectancies of coachee as well as to give a road map to the coach.
While matching with a coach as well as while defining the objectives of coaching.
while matching the coach and the coachee by evaluating the profiles
Asking coachee to fill it, asking coach to fill at as "what type of a coach you think are?"
at the beginning of the process - spec. matching and first meeting with coach at the phase of building the relationship & setting the expectations
As any person will be involved in the coaching session, HR may initiate the journey by making the coachee fill the form. On the other hand, the coaches that have specialized on the mentioned roles may be listed and matching can be made based on the coach's expertise and the coachee's expectations. As the 2nd step the roadmap may be worked on being fed by the defined and prioritized roles mentioned in the tool.
finding the correct coach, and facilitation of the process at the beginning of coaching
after the coach and coachee fills it discussion would be very helpful.. Because some of the mentee's expectations are not very clear before the coaching experience
Coachee should be honest about his/her needs and coach should be also helpful for selection roles
The proposed way seems satisfactory to the process. I value the discussions over the points and preferences with coachee and HR man
The coachees, could surely be guided by the existing tool to let them decide on which type of role of a coach could be of utmost use for him/her.
<i>At all stages of the coaching engagement</i>
Could be discussed in the start of coaching process. could be used during evaluation period to assess how well it went based on expected roles to play
before coaching: to match coach & coachee, to set expectations, during coaching: to review the process and make changes if necessary, during closure: again to review the process (other than coaching process HR may use it to see the coachee's needs for other development tools and programs
at start of relationship, then maybe to post evaluate the coach in some kind of a 360
Best use would be after the initial decision of a coaching pursuit. The tool can help to verify the coaching need and style. It can be used in-process at later stages for objectively mapping the progress...
1) before the start of the coaching relationship 2) midway, as a "reality check", i.e. where does the coaching relationship function accord to expectations and 3) at the end as a final evaluation and feedback to the coach
To develop the framework for the coaching, and monitor adherence to it
Used as proposed, plus used as basis for interim reviews on success of coaching by coach, coachee and HR and line manager
At the beginning of the process to set scope and then at intervals to evaluate whether process is meeting original need and/or whether need has changed, could flag when a coachee may need a different coach
Coach can do regular feedback sessions to see the impact of the tool.
I think you do this test regularly to capture the changing demand from coachee
Should be reviewed before each session based on the topic to discuss.
It can be used before the start of coaching sessions each time
<i>Other answers</i>

Before completing the tool, it would be better to explain the each items face to face and with examples.
Tailor making case by case
Can be transform and used as mentoring tool
Along with a one pager brief on the 12 topic
It helps to understand how to best drive value in the coaching relationship
I did explain in the previous answer :)
please see my earlier answer
pls see the previous answer
I am not Specialist so no idea

Answered: 58 Skipped: 19

Q18. May I come back to you in a few weeks to ask you a few questions about your responses or for your comments on a revised version of this tool?

Answer Choices	Responses	
Yes	97.33%	73
No	2.67%	2
Total		75

Answered: 75 Skipped: 2

Q19. If you are happy for me to get in touch, please let me know how I can contact you

Data not included here as it is irrelevant and confidential

Q20. If you have any further comments on this tool please add them here.

Responses
It may be helpful to leave some additional space at the end of the form. This can be used if the coachee or the people organizing the coaching want to articulate further on the type of coaching selected or on expectations that were not stated.
improvement in scoring method may be helpful
Another tool developed for the improvement area that will be studied on may connected with this tool.
I have distributed 20 points to 11 roles as I felt I need all of them. I am not sure if there is a coach exists who can carry or deliver all 11 roles together.
No comment, but a question: do you think the same roles could be relevant for an internal mentor?
maybe another parameter can be added to the expected role to enrich the method
I wanted to say why I cut " feedback giver" from the list of roles, that is because I thought this could be part of the follow-up partner brief and just thought that there were too many roles being put forward in general
Miscellaneous
Thank you
no, thanks
Good Luck :)
thanks
Well done and good luck with your master's degree!
No additional comment
Thank you
Thank you
Thank you for sharing this tool with me :)
Thanks

Answered: 18 Skipped: 59

Appendix I

Revised version of the Tool

Executive Coaching Tool – the roles a coach can play

An executive coach can play a number of roles within the coaching relationship. Please think about what roles you would like your coach to play, using the list below.

Please distribute 20 points among these roles, to describe the relative importance of the roles you want your coach to play. You can distribute points to all roles, or to just a few, as long as the total adds up to 20.

Points	Roles an executive coach can play
	Sounding board - helps the coachee think through their own ideas, out loud. Asks good questions to help the process
	Thinking partner - help the coachee apply structure and process to their thinking
	Critical friend - speaks the truth as they see it, and challenges and tests the coachee’s ideas
	Listener - listens carefully, allows time, and encourages the coachee to reflect
	Counsellor - focuses on the emotional aspects of issues, discusses and explores with empathy
	Career coach - helps think through career options, goals, and learnt lessons
	Networking coach - discusses how to build, maintain and use a professional network
	Corporate politics coach - discusses how to manage power and influence with integrity
	Behaviour coach - helps with personal behavioural change of the coachee on specific issues
	Motivator - offers encouragement to the coachee, and recognizes progress
	Follow up partner - in agreement with the coachee holds them accountable for goals they set in the coaching engagement
	Feedback interpreter - gathers or analyses feedback on the coachee and works with them to interpret it and set appropriate actions
	Development adviser - provide ideas and resources that are useful for the coachee in setting and reaching their own development goals
	Subject matter expert - if relevant, the coach shares expertise on a specific area, e.g. transition into a new role (Define the area.)
	A different role or roles - please specify if there are other roles you would like your coach to play.

Please add any other comments you have on your expectations from the coaching engagement.

.....

Appendix J

Revised version of the Tool with selectable items

This version of the tool (below next page) will be distributed electronically in Word format. It is designed for HR sponsors of coaching to prepare based on their own needs. I have put the standard version (as in Appendix I above) and this version into one document, so that HR people can choose between them. The information below will be sent out with it. (Because the Word document has been converted to PDF format for submission the drop down menus do not appear in this version.)

This tool can be used to help coachees, coaches and coaching sponsors reflect on and discuss the different roles a coach can play in a coaching engagement.

The first version has 14 roles that a coach may play. In the second version, each row has a drop down menu with the 14 roles as listed below.

Select the roles that you would like your coachee to choose from in the menu and put one in each row. You can then delete unused rows and print it or share electronically. You can also change the wording and add roles as you wish.

Sounding board - helps the coachee think through their own ideas, out loud. Asks good questions to help the process
Thinking partner - help the coachee apply structure and process to their thinking
Critical friend - speaks the truth as they see it, and challenges and tests the coachee's ideas
Listener - listens carefully, allows time, and encourages the coachee to reflect
Counsellor - focuses on the emotional aspects of issues, discusses and explores with empathy
Career coach - helps think through career options, goals, and learnt lessons
Networking coach - discusses how to build, maintain and use a professional network
Corporate politics coach - discusses how to manage power and influence with integrity
Behaviour coach - helps with personal behavioural change of the coachee on specific issues
Motivator - offers encouragement to the coachee, and recognizes progress
Follow up partner - in agreement with the coachee holds them accountable for goals they set in the coaching engagement
Feedback interpreter - gathers or analyses feedback on the coachee and works with them to interpret it and set appropriate actions
Development adviser - provide ideas and resources that are useful for the coachee in setting and reaching their own development goals
Subject matter expert - if relevant, the coach shares expertise on a specific area, e.g. transition into a new role (Define the area.)

Executive Coaching Tool – the roles a coach can play

An executive coach can play a number of roles within the coaching relationship. Please think about what roles you would like your coach to play, using the list below.

Please distribute 20 points among these roles, to describe the relative importance of the roles you want your coach to play. You can distribute points to all roles, or to just a few, as long as the total adds up to 20.

Click on 'Rate' to select the number of points you want to give to each role.

Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Choose a Role
Rate	Type over this text to add any other role or roles you would like your coach to play

Please add any other comments you have on your expectations from the coaching engagement.

.....