



**A Success Case Method Evaluation of
An Executive Coach Training Intervention**

By

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COMPULSORY DECLARATION:

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Abstract

This evaluation examines the extent to which 2005 and 2006 Associate Coaching Course participants have successfully applied the proximal outcomes from the executive coach training. Following the Success Case Method, a survey determined that the majority of participants rated their application of the learnings very successfully. A qualitative data analysis of eight interviews conducted with six high success cases (three professional coaches and three within-job coaches) and two low success cases, explored their application of the proximal outcomes in detail. The results report on various themes that describe how the coaches have applied the training, what results they have achieved and what value has come from the training. Further themes address factors that helped or hindered application and suggestions for training improvement. It can be concluded that the Associate Coaching Course was successful for this group of participants in that they report successful on-the-job application of the proximal outcomes and provide examples of positive results achieved due to this application. Furthermore, this evaluation contributes to a relatively scant literature concerning the application of the Success Case Method of evaluation.

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GLOSSARY

Executive Coaching: “is an experiential, individualized, leadership development process that builds a leader’s capability to achieve short and long-term organisational goals. It is conducted through one-on-one interactions, driven by data from multiple perspectives, and based on mutual trust and respect. The organisation, an executive, and the executive coach work in partnership to achieve maximum learning and impact” (Executive Coaching Forum, 2004, p. 19).

Ontological Coaching: is coaching that observes how people have shaped and perpetuate their ways of being in life and how these can be expanded to new possibilities that will lead to a more fulfilling life (Sieler, 1999).

Integral Coaching: is a particular type of ontological coaching approach. It involves two people developing a professional relationship that is “grounded in mutual trust and respect, directed toward a set of clear outcomes, guided by presence, and informed by broad models about what it means to be a human being” (Flaherty & Handelsman, 2004, p. 2). It is based on the belief that sustainable change is brought about by reflective action (Centre for Coaching, 2007a). The outcomes of integral coaching according to Flaherty (2005) are developing competence and fulfillment.

Competence: is as an enduring capacity that remains with an individual and can be applied to numerous areas of his or her life (Flaherty & Handelsman, 2004).

Fulfillment: is the experience of finding meaning, satisfaction and worth in life, how one lives, what one does and who one is becoming (Flaherty & Handelsman, 2004).

Structure of Interpretation (SOI): is a person’s “way of being” (his or her internal world) through which she or he observes the world. It can be observed in a person’s language, emotions and body. A person’s SOI ultimately determines his or her behaviour (Flaherty, 2005).

A Distinction: causes a client to perceive something differently, in a new way. It can takes a variety of forms (e.g. a metaphor, a question, an example, a model) and functions to separate the foreground from the background in the immersed life of the client, thereby allowing him/her to see new possibilities (Flaherty & Handelsman, 2004).

Coaching Conversations: are the means by which coaching occurs. They are the format within which coaching takes place. There are different kinds of coaching conversations, but all of them are purpose driven (Flaherty, 2005).

CHAPTER ONE: INTRODUCTION

An evaluation of a training intervention could focus on a range of features such as the need for the training, its design and structure, its service delivery, its effectiveness or its efficiency (Rossi, Lipsey & Freeman, 2004). This evaluation study focuses on training effectiveness in terms of how successfully the intended proximal outcomes of the *Associate Coaching Course* (ACC) have been applied in the workplace. The course is one in a series of coach training interventions offered by the Centre for Coaching (Pty) Ltd. The ACC trains participants to be coach practitioners, specifically executive coach practitioners, although the skills can be transferred beyond the commercial arena. The evaluation aims to determine how the ACC trained coaches have used the training to develop or enhance their skills and knowledge as executive coaches. This chapter describes the structure of the report, contextualizes coach training interventions within their newly developing field, describes the rationale for the evaluation and provides a detailed description of the ACC.

Structure of the Evaluation Report

In order to meet the dual requirements of an academic Masters thesis and an evaluation report, this document is structured in the following manner: Chapter One describes the Executive Coaching Industry, the Executive Coach Training Industry and the ACC training intervention. Chapter Two describes the evaluation method used in this study, the Success Case Method (Brinkerhoff, 2003; 2006a) and how it was applied within the coach training context. The evaluation findings are presented in Chapter Three, with a discussion of the results, recommendations and evaluation conclusion following in Chapter Four. The evaluator does not assume that the reader is familiar with executive coaching and therefore a glossary of terms has been included after the Contents page to define some coaching terminology that is used within this report.

Contextualising Coach Training within the Executive Coaching Industry

Originating in the United States, executive coaching is a relatively new field in the arena of human and business development (Johnson, 2007). Executive coaching (also known as leadership or business coaching) is a rapidly developing profession (Stern, 2004; ICF, 2007a). Over the last decade in America, the coaching industry has experienced explosive growth such that it is considered the fastest growing industry, behind Information Technology (Upton, 2006). Based on a conservative estimate, there are 30,000 coaches globally and the estimated revenue generated by the industry is \$ 1.5 billion (USD) (ICF, 2007b). Within South Africa, executive coaching has come to the fore as a professional development tool in the past six years (Rostron, 2006a).

Its growing popularity seems to be due to its suitability to the contemporary business landscape. Hamlyn (2005) argues that “the answer to leadership development is creating parallel personal and business skills development paths” (p. 24). People are able to develop the capacities of emotional intelligence needed to deal with current, dynamic work environments, such as self-awareness, self-management, social awareness and social skills (Goleman, 2000). Executive coaching seems to be well suited to this role, because it is exactly these kind of capacities that coaching addresses (Bell, 2005; Wilson 2004). Eggers and Clark (2000) claim that “coaching has become the next phase of employee empowerment” (p. 67). They argue that it overcomes many of the limitations of traditional training and development approaches such as low transfer of training, lack of relevancy, barriers to change in the work environment and individual differences in learning readiness and style.

The term ‘executive coach’ can refer to a manager acting as a coach, an internal human resource professional providing coaching for executives within an organisation or an external coach, who is called in to provide a coaching programme (Eggers & Clark, 2000). In all three contexts, the coach provides a non-judgmental environment that motivates clients to explore their own options and find answers to their objectives by accessing their personal resources. Stern (2004) considers executive coaching to be an evolution of the term “coach”, which denotes helping to carry a person from one point to

another. There are debates in the literature about the efficacy of coaching. While it is inappropriate to investigate this in any depth within this document, a brief discussion of the evidence for the efficacy of this human development tool follows.

The Efficacy of Executive Coaching

Due to the explosive growth of the executive coaching industry, the practical application of the field has exceeded its theoretical foundation (Lowman, 2005). Therefore, there are concerns about the lack of an empirical research base to back the validity and reliability of coaching interventions (Lowman, 2005). The nature of coaching research has largely relied on case studies in an attempt to generalize from experience to theory (Kilburg, 2000). Such case studies and personal testimonials (e.g. Levinson, 1996; Masciarelli, 1999; Peterson, 1996; Richard, 1999; Saporito, 1996; Witherspoon & White, 1996) from a vast range of organisations demonstrate that coaching works (Peterson & Kraiger, 2003). Increasing research is being conducted on the efficacy of coaching programmes (e.g. Birkland, Davis, Goff, Campbell & Duke, 1997; Dotlich & Cairo, 2000; Everson, O'Flaherty, Howard, & Loos, 2006; Ford, 1992; Gegner, 1997; Hall, Otazo, & Hollenbeck, 1999; ICF, 1998a; Krajl, 2001; Laske, 1999; McGovern, Lindemann, Vergara, Murphy, Barker & Warrenfeltz, 2001; Olivero, Bane & Kopelman, 1997; Orenstein, 2006; Peterson, 1993a; 1993b; Rider 2002; Schnell, 2005; Snyder, 1995; Thach, 2002; Wright & Tao 2001).

Although, there are concerns about it being a viable tool (Filipczak, 1998) or merely a fad (Kilburg, 1996; Tobias, 1996) increasingly highly successful business men and women claim that their coaching experience has accelerated their growth in the business field and have rated their experience as 'very satisfactory' (Hall, Otazo, Hollenbeck, 1999). According to Batterley (2006b) studies have indicated the return on investment from qualified coaches to be from 400 to 600 percent. The ICF (1998a) surveyed 210 clients of their registered coach practitioner members and found that 70% said that their investment in a coach was 'very valuable', 28.5% said their investment was 'valuable' and only 1.5% reported that their investment had 'not been valuable'. In the same survey, clients reported experiencing the following outcomes depicted in Table 1. These outcomes were

reported by clients who had been in a coaching relationship for an average of six to eight months.

Table 1
Outcomes of Coaching as Reported by Clients in an ICF Study (1998)

Outcome and Percentage of Clients Reporting Outcome	
self-awareness (67.6%)	setting better goals (62.4%)
more balanced life (60.5 %)	lower stress levels (57.1 %)
self-discovery (52.9 %)	self-confidence (52.4%)
improvement in quality of life (43.3%)	enhanced communication skills (39.5%)
project completion (35.7%)	health or fitness improvement (33.8%)
better relationship with boss, co-workers (33.3%)	better family relationship(s) (33.3%)
increased energy (31.9%)	more fun (31.9%)
more income (25.7%)	stopped a bad habit (25.7%)
change in career (24.3%)	more free time (22.9%)
increased profitability of business (17.1%)	other (15.3%)
started new business (12.9%)	empowered employees (11.0%)
business turn around (09.0%)	change in residential location (05.7%).

Note. Adapted From International Coach Federation (1998)

The efficacy of coaching may be based on the presence of certain conditions such as client receptivity [awareness of weaknesses, wants to improve performance and sees coaching as useful for advancement (Goleman, 2000)], the customized design of coaching programmes (Harris, 1999; O'Brien, 1997; Witherspoon & White, 1996) and formal assessment before coaching begins (Starkey, 2006).

The ICF (1998) describes that coaching works, because the coach encourages the client to set and reach higher goals than the client would do on his/her own and focuses him/her to produce results more rapidly. Coaching helps others to see new horizons and to develop

new abilities (Bell, 2005). Bluckert (2006) points out that coaching works because externalising an issue to another person ignites change and development.

The profession has emerged outside of academic institutions and therefore at present lacks an unequivocal theoretical and research base (Lowman, 2005). While there is mounting evidence that coaching does indeed work, in comparison to the mushrooming of this industry, there is relatively little empirical research and there is a great need for further empirical research to anchor executive coaching as a scientific practice.

The Current Status of the Executive Coach Training Field

Since the executive coaching field is still in its infancy, there is consequently a lack of unanimously agreed-upon theories, models and constructs (Bluckert, 2006) and a lack of common definitions, agreed-upon standards, practice guidelines, and an overseeing professional association (Executive Coaching Forum, 2004). The International Coach Federation (ICF) is the global leader in standardising and professionalising the coaching industry. It is instituting high standards, providing independent certification and assembling a global network of credentialed coaches (ICF, 2007a). They do not offer certification training (ICF, 2007b) instead they award the credentials to professional service providers, who have met specific education and experience requirements and have demonstrated the competencies set by the ICF in 1999 (ICF, 2007c). In South Africa, a body called The Coaches and Mentors' Association of South Africa (COMENSA) was formed in 2004 to regulate coaching, develop credibility and awareness of the profession, empower the consumer and standardise the skill requirements (COMENSA, 2007a).

The coach training market has grown in recent years along with the profession (Bluckert, 2004). Courses are run either by consultancies or universities and range from introductory to advanced levels (Bluckert, 2006). As there are no regulations governing coach training, it is offered in a variety of formats. Some providers offer to train a coach in three to five days, others in one to three years in postgraduate programmes (Bluckert, 2006). Some training institutions feel that an in-depth background in psychology is

necessary to practice as an effective coach, while others disagree (Bluckert, 2005). The former kind of training leads to coaching that works with deep-seated issues, lasts longer and is more costly (Thach, 2002). The latter focuses on the coaching role in terms of facilitating learning to improve performance by focusing on goal setting, project management and interpersonal skills.

Bluckert (2004) points out that there is no standard core curriculum for coach training courses. Most training providers seem to offer their own flavour to their coach training interventions. For example, in South Africa, the Strong Foundation Academy offers a Christ-centred approach (Strong Foundation, 2007), the Creative Consciousness International Coaching Academy (CCI) offers training that focuses on ontology, shifting into oneself and transforming consciousness by battling against the ego to bring about lasting change (CCI, 2006) and the Centre for Coaching trains people in the integral coaching approach, which focuses holistically on language, emotion, body and spirit (Centre for Coaching, 2007a). This variety of training approaches is due to the historical diversity of coaching methods, the lack of commonly acknowledged coaching standards and competencies and the diverse background of those delivering the training (Bluckert, 2004).

According to Rostron (2006a), there are too few qualified, certified coaches to meet the organisational needs in South Africa. Coach training programmes are developing in South Africa to meet this demand. They may be backed by international coach training programmes and/or professional bodies. For example, the training conducted at the Centre for Coaching is backed by New Ventures West, a coach training centre in San Francisco, and the ICF (Centre for Coaching, 2007b). Alternatively, a coach training provider may have an affiliation with an organisation, which offers a route to further coaching studies. For example, The South African College of Applied Psychology (SACAP) offers a coaching diploma through an affiliation with the i-Coach Academy, which potentially offers a route to a coaching master's degree through Middlesex University in the United Kingdom (SACAP, 2006).

Clearly defined coach training standards have only recently been developed (Johnson, 2007). The ICF established eleven *Professional Core Coaching Competencies* (ICF, 1999a) In South Africa, unit standards for coaching were registered on the National Qualifications Framework in the field of Education, Training and Development in 2003 (SAQA, 2007) and COMENSA's *Standards of Professional Competence* were developed in 2006 (COMENSA, 2007b).

The Need for Accredited Executive Coach Training in South Africa

As is the case with any newly developing profession, coaching has attracted untrained opportunists (Hamlyn, 2004). Therefore, as would be the result of any unregulated commercial activity, concerns have arisen about the quality of service offered by coaches (Bluckert, 2004). Hamlyn points out that a coach needs to be trained in coaching methodology and have managerial and leadership skills. The skills that a coach needs to develop (e.g. strong planning and goal setting skills, an understanding of system and group dynamics, inspiring rapport and trust quickly, listening actively and accurately, conveying empathy, asking clarifying and insightful questions) require training, not merely natural talent (Batterly, 2006a).

Rationale for the Evaluation

To date, very little research has been conducted regarding how executive coaches should be trained. Bluckert (2006), who is a founder member and Chairman of the Standards and Ethics Committee of the European Mentoring and Coaching Council (EMCC) and a leading coach trainer, has devoted a chapter to recommending what components should be included in a coach training intervention. Laff (2007) has clearly summarised the requirements for receiving coach certification from the ICF. The ICF has conducted several surveys which report coach training-related results (ICF, 1998; 1999b; 2007b). Several authors have examined the relevance of psychological and business foundations to coach training (Berglas, 2002; Filipczak, 1998; Garman, Whiston and Zlatoper, 2001; Lowman, 1998; Sommerville, 1998; Washlyshyn, 2001; 2003). The evaluator recommends that interested parties consult these sources for further details about coach training research.

While there has been a proliferation of coach training endeavours, there is a gap in the academic and practitioner literature regarding evaluations of coach training interventions. Therefore, this is an area, which requires thought and research about how to best evaluate training courses of this kind. Through using a rigorous method, this evaluation seeks to contribute to the theoretical foundation of the executive coach training industry.

Description of the Associate Coaching Course

The remainder of this chapter aims to familiarise the reader with the nature of the coach training course that is being evaluated. Before outlining the evaluation method, Rossi, Lipsey and Freeman (2004) suggest the first step in any evaluation should be to divide an intervention into its elements in order to give a thorough and clear description of what it is all about. The data gathered to formulate this description were sourced from personal communications with intervention staff, ACC training slides, the ACC training manual, the Centre's website, several articles written by intervention staff and the main text that forms the basis of the training intervention (Flaherty, 2005).

The following components comprise the description of the ACC. Firstly, the aims of the ACC are explained, the historical development of the ACC is described, followed by a description of its target population, location and resources. Secondly, the logic model of the ACC and the proximal outcomes of the course are described. Thirdly, two of its important underlying philosophies are briefly described to contextualise the components and activities of the ACC training. Finally, the chapter concludes with a description of the logic of the evaluation.

The Aims of the ACC

The ACC training aims to address the need for the provision of *accredited* coach training in South Africa in an unregulated industry (Hamlyn, 2004; Rostron, 2006a). This is in response to the need to build training standards in South Africa for the protection of clients and the professionalisation of the industry (Rostron, 2006a). The ACC is accredited locally by the South African Education, Training and Development Practices

Sectional Education Training Authority (ETDP.SETA) and internationally by the ICF (Centre for Coaching, 2007a). The Centre for Coaching aims to set the benchmark for coaching excellence (Centre for Coaching, 2007c). The goal of the ACC is for participants to “deepen their coaching skills in an expanded awareness of themselves” (Centre for Coaching, 2006, p. 2).

Historical Development of the ACC

The Centre for Coaching was established in 2001 with a single course, the two-day *Coaching to Excellence* (CTE) course. This is the introductory course to the ACC. The need for a local training provider was identified when the Centre’s director had to seek accredited coach training overseas, because none was provided locally (J.M.C. Everson, personal communication, March 19, 2007). The ACC was first implemented in South Africa in 2004. It is a six-month intensive training intervention that is open to the public (some of the Centre’s interventions are offered exclusively to organisations). The aim of the course is to train participants to be ‘integral coach practitioners’ (Centre for Coaching, 2007d). A brief explanation of what this means appears later in this chapter. The training material from the CTE and the ACC is based on the work of Flaherty (2005). It is licensed from *New Ventures West*, which is Flaherty’s coach training organisation in San Francisco. The ACC is a prerequisite for a year-long coaching intervention, called the *Professional Coaching Course* (PCC), which is run through the Centre for Coaching by Flaherty and is the certified coaching course offered by the Centre.

Target Population

The target population of an intervention can be defined as the population that an intervention aims to serve (Rossi et al., 2004). The target population of the ACC is defined as “persons wanting to become professional coaches” (ETDP.SETA, 2001, p. 8). Post training, many participants intend to apply the ACC coaching skills, knowledge and attitudes (SKA) as part of their current job (referred to for the purposes of this evaluation as *within-job* coaches), while others aim to open a coaching practice and work as full time coaches (referred to for the purposes of this evaluation as *professional* coaches).

The Centre's courses are oversubscribed and more facilitators are being trained as part of the Centre for Coaching's growth plan (J. M.C. Everson, personal communication, March 19, 2007). The number of participants in the ACC has roughly doubled each year since inception as shown in Table 2.

Table 2
Increase in Number of ACC Participants

Year	No. of Participants	Increase per year	Increase Since 2004
2004	16		
2005	32	100 %	100%
2006	48	50 %	300%
2007	80	67 %	500 %

It is therefore not necessary for the Centre to actively recruit course participants. As executives experience the effects of coaching interventions conducted by *Weathervane* (a coaching consultancy at the Centre, which is not involved in coach training, but offers executive coaching interventions to leaders in organisations) they often want to train up employees in their own organisations to become within-job coaches (J.M.C. Everson, personal communication, March 19, 2007).

Location and Resources

The Centre for Coaching is located on the campus of the University of Cape Town's Graduate School of Business (GSB), where it integrates with the other tertiary learning programmes offered by the establishment, forming part of their Executive Management Education Programmes (J.M.C. Everson, personal communication, March 19, 2007). The ACC training in Cape Town is held at venues on the Breakwater Campus, near the V & A Waterfront. Participants travel from several other regions of the country to attend training. The Centre also offers training in Johannesburg, held at the Liberty Life Conference Centre, Parktown and began conducting training in Durban in 2007.

The main resource required for running the ACC is qualified and experienced facilitators. The course material is licensed from New Ventures West and printed locally. The text for the course is the aforementioned book by Flaherty (2005). The cost of this programme is R28,386.00 in Cape Town and R 30,096.00 in Johannesburg (Centre for Coaching, 2007b). Some participants pay for themselves, while others are funded by their place of employment (J.M.C. Everson, personal communication, March 19, 2007).

The Logic Model of the ACC

In order to explore the assumptions about desired change implicit in an intervention, evaluators devise a logic model, which represents the desired impact or benefits that the intervention is expected to generate (Rossi et al., 2004). The logic model of the ACC is depicted in Figure 1 overleaf. This model indicates the link between the ACC intervention and the intended outcomes it is designed to produce. The section of the model which represents the application of the ACC outcomes on-the-job is further refined in Chapter 2 according to Brinkerhoff's impact model (2003; 2006a).

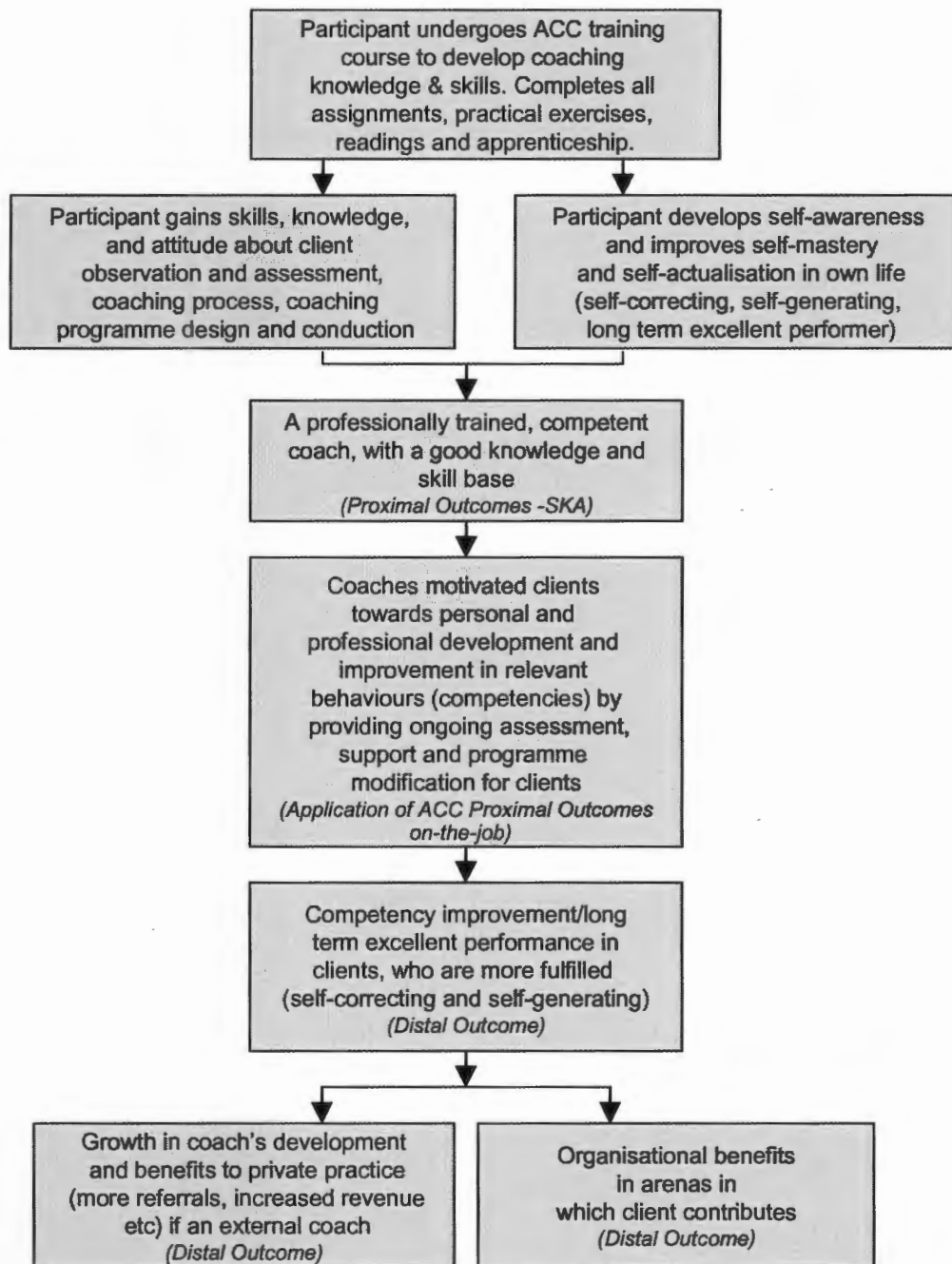


Figure 1. The Logic Model of the ACC Indicating its Intention

Rossi et al. (2004) define an outcome as the state that the intervention is expected to have changed within participants. The reader will note that there are both proximal and distal outcomes depicted in the logic model. For any intervention, there are different kinds of outcomes, defined according to when they occur in chronological time. According to Rossi et al. proximal or immediate outcomes occur first chronologically and these can lead to other outcomes, which are referred to as distal outcomes.

The proximal outcomes of the ACC are listed overleaf in Table 3 (Centre for Coaching, 2006 p. 2; 2007b, pp. 1-2). The proximal outcomes are comprised of the SKA of the ACC training. The evaluation focuses on the successful transference and application of these proximal outcomes from the ACC training to the workplace by means of the Success Case Method (Brinkerhoff, 2003; 2006a).. It does not endeavour to evaluate any of the intended distal outcomes that could be gained from applying the proximal outcomes, such as improvements in clients' competencies, the business value (organisational benefits) of coaching programmes conducted by ACC trained coaches and the growth of coaches' own businesses (as indicated in Figure 1).

Table 3
Proximal Outcomes of the ACC Training

Outcome Category	Proximal Outcome
Skills	1. Participants are able to design coaching programmes. 2. Participants are able to present and conduct short term and long term coaching. 3. Participants will be better able to integrate the multiple skills, qualities and models needed to coach into the design of effective coaching programmes. 4. Participants will skillfully coach people along the continuum of performance from unacceptable to outstanding, so that performance continues to improve as people build competencies necessary to support their growth. 5. Participants develop a way of tackling obstacles and barriers to their own coaching. 6. Participants will see the world (SOI) through someone else's eyes and consequently speak in a way that others can hear and understand. 7. Participants will make grounded, behaviour-based assessments of the competencies of others and themselves. 8. Participants will effectively coach people in the midst of resistance. 9. Participants are able to develop as coaches well beyond course completion.
Knowledge	1. Participants will have a contextual understanding of the differences between teaching, counseling, managing, leading, mentoring and coaching, and when to use each type of intervention. 2. Participants develop an awareness of their own development needs 3. Participants will have a clear view of the obstacles and barriers to their own coaching. 4. Participants can understand assessment models to observe and understand the behaviour of others.
Attitude	1. Participants will experience greater fulfillment in the coaching work they do. 2. Participants will respect people they disagree with and maintain their own and other's dignity. 3. Participants will respond authentically to clients without using techniques or 'canned' answers.

Underlying Philosophies of the ACC

As coaching courses are delivered differently by different training providers [for example CCI (2006) and Strong Foundation (2007)] in order to describe the details of the ACC course structure and activities, two important philosophies which underlie the manner in which the ACC is delivered, will be briefly explained: *integral coaching* and *andragogy*. Integral coaching is the particular type of coaching approach that participants learn in the ACC and andragogy is an educational philosophy, the principles of which have informed the design of the training methods of the ACC (O'Flaherty & Everson, 2005).

Integral Coaching

The coaching approach taught at the Centre for Coaching is called integral coaching. Integral coaching is called thus, because it takes into account all the dimensions of a person's life (Flaherty & Handelsman, 2004). New behaviours are the immediate outcome of a successful integral coaching programme. The ACC teaches participants to catalyse the client towards 'competence' and 'fulfillment', which are the outcomes of effective integral coaching (Flaherty, 2005). Participants study the work of Flaherty, to learn how to successfully achieve the products (outcomes) of integral coaching with their clients. These products are:

- 1) *Long term excellent performance* (client meets objective standards of organisation/employer)
- 2) *Self-Correction* (client observes him/herself and adjusts to improve own performance)
- 3) *Self-Generation* (client will independently and continually find ways of further improving own performance)

The intention is that ACC participants learn to empower clients so that they are ultimately able to function as self-coaches through the processes of self-correction and self-generation. The skills of reflection, resource development and action selection are learned and can be applied in future situations (Centre for Coaching, 2007e).

Drawing from ontology, integral coaching focuses on what is considered to be the essential areas of human existence: language, emotion and body. However, integral coaching further adds the dimension of spirit (Centre for Coaching, 2007a). The ACC training provides participants with tools to understand the client's 'way of being' in the world [structure of interpretation (SOI)]. A client's SOI is important because it determines how they observe their world and the interpretations that they give to events, which in turn determine the actions they take (Flaherty, 2005), as depicted in Figure 2.

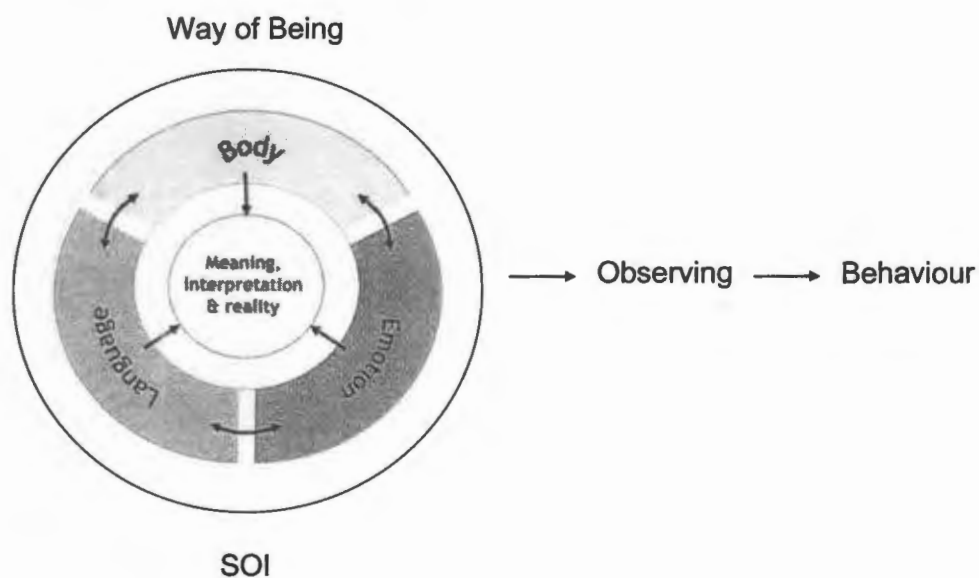


Figure 2. Way of Being Model

Note. Sourced and adapted from "Associate Coaching Course File: Participant Notes". Produced by the Centre for Coaching (2006). © New Ventures West

Integral coaching usually includes an unraveling and reforming of what the client understands about being human (Flaherty, 2005). The ACC teaches a coach to create a learning environment that enables clients to observe their 'way of being' and how it is enhancing or hindering what they want to achieve. Through reflective action, shifts in all three areas of language, emotion and body are required for lasting change to occur (Centre for Coaching, 2006).

ACC participants are trained to assist clients in developing new behaviours by means of language, observation, assessment and practices. To make sense of clients' unique realities, the coach should listen for the narratives and language within which they interpret themselves because it is within the boundaries of a personal narrative that people give meaning to life (Bell, 2005). Participants learn to observe a client's 'way of being' in his or her language, emotions and body (Flaherty, 2005). They are trained to actively listen and observe the language, emotion and body of the client to: "understand the client's structure of interpretation, then in partnership alter this structure so that the actions that follow bring about the intended outcomes" (p. 9). Three assessment models can be used to observe and assess a client's SOI: the *Five Elements Model*, *Domains of Competence* and *Components of Satisfaction and Effectiveness* (Flaherty, 2005).

The ACC participants aim to learn how to draw out competencies and fulfillment within their clients by enhancing their client's capacity to observe and select suitable actions by seeing the same situation in a different way (Flaherty, 2005). Seeing something in a new way, is called a 'distinction' (Flaherty & Handelsman, 2004). The participants attempt to learn how to help clients to become aware of their blind-spots and to stretch fixed perceptions of themselves, others and the world around them (Weiss, 2004). When clients become aware of how they understand and interact with the world by means of language, emotion and body, they are able to alter how they perceive reality, how they speak about things and therefore alter their behaviour (Flaherty, 2005). Within the ACC, participants are supported to learn how to use language and develop practices to alter a client's SOI. Integral coaching is based on this premise as depicted in Figure 3 below.

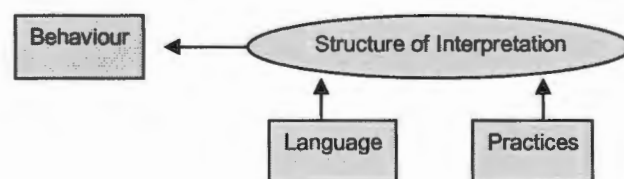


Figure 3. The Premise of Coaching

Note: Adapted from Flaherty (2005, p.8)

During the ACC, participants learn about making the client's SOI overt and comprehensible, providing a new language (a new way of speaking about something) that allows clients to observe events differently (alters SOI) and negotiating practices with clients that enable them to embed their new perceptions and therefore to develop new behaviours. These behaviours should become steadfast when they have been incorporated into the body by being practiced repeatedly (Flaherty, 2005). It is by means of these practices that the newly developed language and way of seeing events becomes firmly rooted in the client's SOI. It works when the client is able to observe something that previously went unseen, internalise these discoveries and choose to respond in a different way (Centre for Coaching, 2007e).

This section has briefly explained the basics of the integral coaching approach in order to understand what learnings the ACC training aims to impart and how these are applied in the workplace. The next section briefly describes the educational philosophy underlying the ACC.

Andragogy

The main educational theory and practice that informs the teaching and learning styles of the ACC is that of andragogy (O'Flaherty & Everson, 2005). Following the principles of andragogy (Knowles, 1973) means that trainers make every effort to move learners in the direction of autonomy and self-directedness (Bedi, 2004; Ozuah, 2005; Zemke, 2002). As Lee (1998) points out, much of the present ideas of training in the workplace that are taken for granted (e.g. that employees are self-directed learners, who want to learn, can master necessary tasks and will learn from each other) are educational principals that Knowles postulated.

The ACC is learner-centred and gives learners power over their learning process because they are responsible for engaging in the learning process, achieving new knowledge or skills, setting and evaluating personal goals and being self-motivated (Forrest III & Peterson, 2006; Marshak, 1983; Merriam, 2001). Some characteristics of the ACC training that are typical of andragogy are that 'teachers' behave more as facilitators than

instructors, the learning environment encourages interaction; learning and teaching styles are varied; and learner interaction and dialogue are promoted (Hatcher & Hinton, 1996).

The ACC training structure is based on learner involvement via experiential learning (Kolb, 1984), with immediate application, consequence and participation (Barkley & Bianco, 2000). Participants fulfil their need to verify new information against their own knowledge and experience by being actively involved in the learning process which in turn fosters a learning desire (Forrest III & Peterson, 2006; Merriam, 2001; Wilson & Hayes, 2002). It has been suggested that andragogic learning theory and practices are useful for course participants to master coaching subtleties (O’Flaherty & Everson, 2005). They state that, “a series of andragogic learning methods have been developed that enable impactful ways of highlighting, transferring and embedding coaching skills” (p. 12). Table 4 summarises the andragogic methods as applied in the ACC.

Table 4
Summary of Andragogic Methods used in the ACC

Method	Explanation
Coaching circles	Practice sessions for mastering learning and coaching skills
Learning pods	Meetings for sharing learnings, coaching experiences and undertaking combined projects and exercises
‘Real’ plays	Coaching practices to apply skills on another participant in the context of a real life issue
Coaching demonstrations	Observing experienced coaches in action
Revolving triads	Enhancing the real plays through the mechanism of an observer to provide additional feedback
Coaching assignments and feedback	Documenting experience of coaching real clients – coaching skills and personal development
Personal coach	Participant undergoes coaching for dealing with personal challenges and skill development

Note: Adapted from: O’Flaherty and Everson (2005)

For ACC participants, experiencing the andragogic training methods is a learning process in itself, as they apply andragogic methods of adult learning theory when they coach clients. According to O’Flaherty and Everson (2005), coaching is an andragogic modality in that the client is in control of the process and is responsible for attaining the learning goals and finding solutions. Together, the client and the coach determine the learning plan. When a coach models behaviour for a client, the client is able to learn by doing, as advocated by Knowles (1973; 1984; 1989). Tyson and Brinbrauer (1983) describe how a coach should teach a client thought processes that they can thereafter apply to future situations. There is not the space to address the debates in the literature that surround andragogy, the author merely wishes to indicate its role in the ACC training.

Description of the ACC Components and Activities

Having described two of the central underlying philosophies of the ACC, the specifics of the training content and activities will now be described.

Two Developmental Pathways of the ACC

The ACC is comprised of two intertwined developmental aspects, namely the personal development of the coach (increased self-awareness and awareness of others, self-mastery) and the development of coaching skills and competencies (listening, questioning, observing etc.). Various exercises and assignments on the course reflect the growth of the participants in both personal development and development as a coach (Centre for Coaching, 2006). This pathway of dual development is reflected in the goal of the ACC: “You will deepen your coaching skills in an expanded awareness of yourself” (Centre for Coaching, 2006, p. 2).

The Delivery of the ACC

The delivery of the ACC is depicted in Figure 4 overleaf. It demonstrates how participants become engaged with the intervention and follow through by completing various activities in order to gain the skills necessary to be a competent integral coach practitioner. Structurally, there are four primary course components: pre-course work,

contact sessions, completing work in-between contact sessions and practical coaching case studies.

Pre-Course Work

A pre-requisite for acceptance onto the ACC is the completion of the two-day CTE course. This course is an intensive two-day introductory course which lays foundational knowledge of integral coaching and offers practical application exercises, such as coaching demonstrations, 'real' plays and revolving triads (Centre for Coaching, 2007f). To gain access to the ACC, potential participants complete an application form and write a letter of motivation discussing why they want to undertake the training and what they hope to achieve (J.M.C. Everson, personal communication, March, 19, 2007). This helps the Centre to ascertain participants' life experience and their coaching experience.

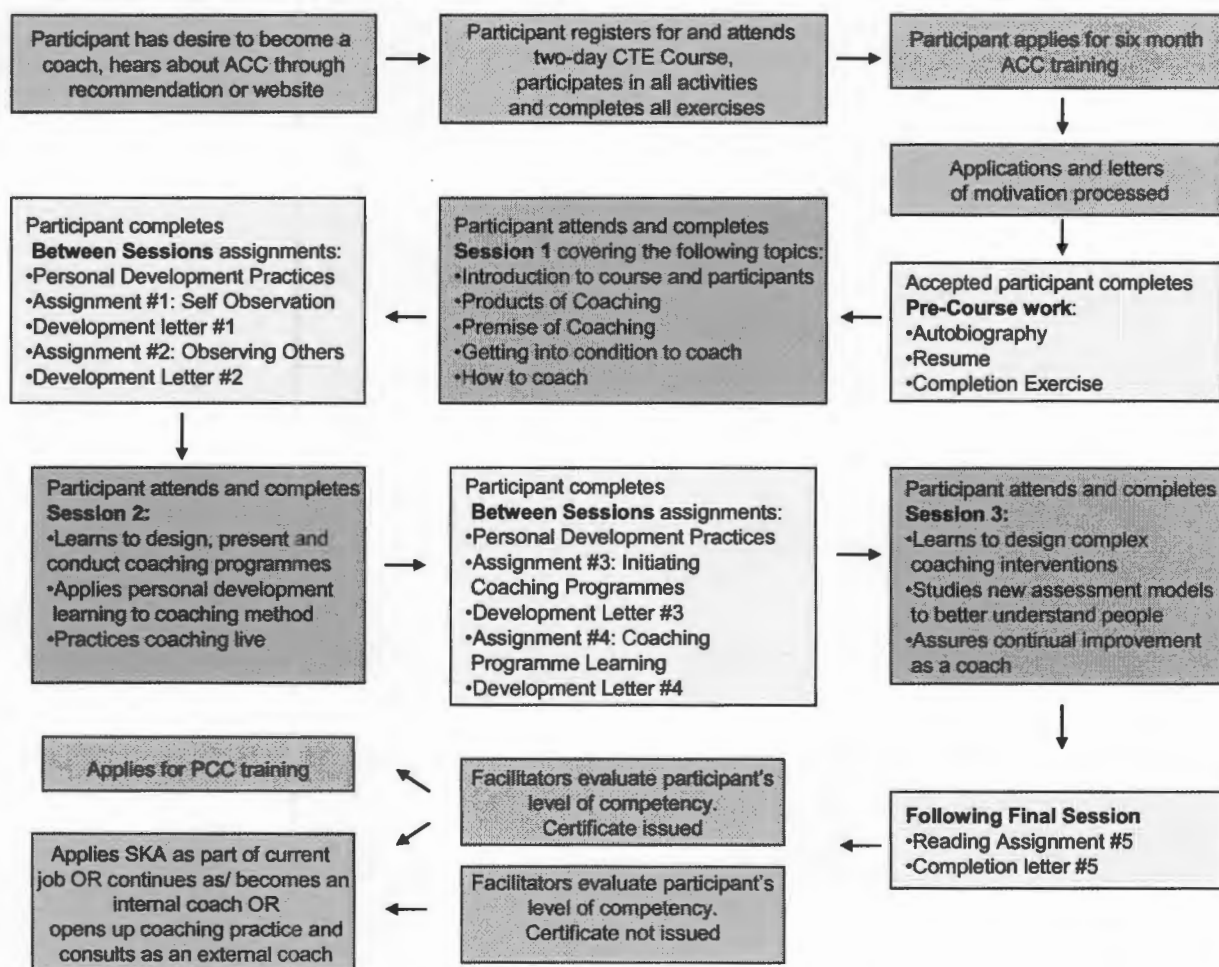


Figure 4. Summary of the Delivery of the ACC

Note. Adapted from: Centre for Coaching (2007b, p. 3)

Contact Training Sessions and Work In-between Sessions

Participants meet as a group for three training sessions, which are spread out over the six months, for content delivery and exercises for coaching practice (Centre for Coaching, 2007b). The first session is three days long; the remaining two are each two days long. Between each training session, participants complete readings, written assignments and personal development letters to expand knowledge, develop self-awareness and grow in their coaching ability (J.M.C. Everson, personal communication, March 19, 2007). These are read by the facilitators, who offer feedback. Figure 5 is an example of a Development Letter writing exercise (Centre for Coaching, 2006):

Letter No 1:

Please write a letter to the course leaders addressing the following questions, plus anything else you would like them to know. The letter should be no more than one typewritten page.

- 1. What do you sense is the direction your life will take in the next five years?*
- 2. In what direction are you interested in learning and growing?*
- 3. What are you discovering about yourself, about others and about life in the coaching series?*

Figure 5. Example of a Development Letter Exercise

Coaching Case Studies

Lastly, there is a practical application component in the ACC. This is a detailed application of the coaching skills that participants learn on the ACC and is carried out with real clients under the supervision of the course facilitators. Participants prepare written reports (case studies) of the coaching sessions and the facilitator provides feedback. In this way, the ACC includes an apprenticeship component. Participants maintain contact with facilitators in-between the modules through development letters, assignments and telephone conversations (J.M.C. Everson, personal communication, March 19, 2007). Participants are encouraged to undergo coaching, which is a forum they can use as a means of supervision if they choose to discuss their own coaching development with their coaches (J.M.C. Everson, personal communication, March 19, 2007).

Training Assessment

Formal assessment of the participants' coaching skills only occurs in the year-long Professional Coaching Course (PCC) training. In the ACC, participants are evaluated on their competencies observed in their depth of engagement in the training sessions, written assignments and development letters (J.M.C. Everson, personal communication, March 19, 2007). All aspects of the course need to be satisfactorily completed and the facilitators use their expert judgment to decide whether they would recommend the participant as a coach and recommend that he or she move on to the PCC programme. This judgment is guided by the 'specific outcomes' and 'assessment criteria' of the unit standard which reads as follows (SAQA, 2007): "coach a team member in order to enhance individual performance in the work environment" (R. Markgraaf-Beyers, personal communication, April 11, 2007).

This concludes the description of the intervention being evaluated. The final section of the chapter explains the logic behind the evaluation approach taken in the study.

The Logic of Assessing the Application of the ACC SKA

To a limited extent, improved performance can be evaluated during training through practical application exercises, but for any certainty, it needs to be evaluated in the working environment (Bentley, 1991). Developing competence is about learning (Parsloe, 1995). Learning must take place in several domains for performance to be enhanced: knowledge, skills, attitudes and behaviour (Bentley, 1991). Training outcomes should lead to improved performance, which is what makes investing in training worthwhile. Brinkerhoff (1998) concurs that effective training leads not only to gains in SKA, but that if the training is to be considered valuable and worthwhile, these gains will be reflected in improvements in the trainee's job performance i.e. the ACC participants need to actually perform coaching subsequent to the training for it to have any great value. This is called the *fundamental logic of training* (Brinkerhoff, 1987). This evaluation is based on Brinkerhoff's (1987; 1998) logic of training and therefore, focuses on how the application of the SKA translates into improved coaching practice i.e. how the proximal outcomes of the ACC are applied on-the job.

Transfer of training can be affected by situational job factors beyond an employee's control, such as the structure of the organisation, the organisational culture, the design of the work and whether good performance is actually rewarded (Bramley, 1991). However, it still stands that to consider the ACC to really be successful, the coaches need to be applying the ACC learnings on the job. Ultimately, this application should then lead to empowering clients to make adjustments in their lives for their own benefit and for that of the organisation. The purpose of the study was to evaluate the success of the ACC intervention in terms of the transference and application of its outcomes. This could have been done in several ways, but the focus was placed on answering the following main research questions based on the Success Case Method:

- 1) Which proximal outcomes were used? (Application)
- 2) What results were achieved?
- 3) What good did it do? (Value)
- 4) What environmental factors helped or hindered the transfer of training?
- 5) What suggestions were made for improving the training?

This chapter has offered a detailed description of the ACC intervention. The following chapter describes the evaluation method that was used to determine the effectiveness of the ACC training.

CHAPTER TWO: EVALUATION METHOD

The method used in the ACC evaluation was the Success Case Method (SCM), developed by Brinkerhoff (1983; 2003; 2005; 2006a; 2006b). This chapter describes the rationale of applying the SCM and what the method entails. The chapter also details how the SCM was applied to the specific context of the ACC, describing the Brinkerhoff impact model, data collection, the survey instrument and procedure, the interview instrument and procedure and the descriptive data analysis method. The chapter concludes with a detailed description of the respondents.

Rationale of the Success Case Method

According to Brinkerhoff (1988) it is in the *application* of the learnings from training that the real value of a training intervention lies. Garavaglia (1993) stresses that whatever type of evaluation process is used, what is important is the transfer of job skills to increase individual and organisational effectiveness. Brinkerhoff has focused on the evaluation of human resource development (e.g. Brinkerhoff, 1983; 1987; 1988; 1997; 1998; 2003; 2005; 2006a; 2006b; Brinkerhoff & Dressler, 2003; Brinkerhoff & Gill, 1994; Brinkerhoff & Montesino, 1995). The most common form of training evaluation consists of participants' reactions which are surveyed at the end of the course (Kirkpatrick, 1994; Phillips, 1992). Positive attitudes, however, do not predict how well people are able to perform the skills learned on the training (Mann & Robertson, 1996). This evaluation, therefore, focuses on how the ACC participants have used the training to improve their performance as a coach by utilising an evaluation method called the Success Case Method (Brinkerhoff, 1983; 2003; 2005; 2006a; 2006b).

The SCM was developed to determine whether a training intervention is or is not working and how it can be improved (Brinkerhoff, 2003; 2006a). It is a fairly new development in the evaluation of training interventions and therefore the application of this evaluation method rests solely upon the work of Brinkerhoff, the architect of the method, and will be used in an exploratory manner for this evaluation. Over and above the use of this method as an appropriate evaluation tool in this context, there is the additional opportunity to

reflect on its efficacy. The evaluation provides opportunity to reflect on the strengths and weaknesses of this method in the coach training context. The results will provide a feedback loop for ACC staff to utilise to strengthen their intervention. The SCM is *not* designed to allow the evaluator to make unequivocal causal claims such as those that can be inferred from experimental and quasi-experimental designs. However, it is an efficient method for extracting stories of success that provide a defensible argument and evidence for the effectiveness of a training intervention (Brinkerhoff, 2003;2006a).

Description of the Success Case Method

Forming the foundation of the SCM are illustrative case studies (Stake, 1995), naturalistic enquiry and case methods (Guba & Lincoln, 1985). Through evaluative inquiry, the SCM captures the positive and negative results of a training intervention (Brinkerhoff, 2003; 2006a). The SCM searches out high success cases to find out what it is about a training intervention that has worked, but it also seeks out those low success cases to determine what has hindered success from happening (Brinkerhoff, 2003; 2006a). [It should be noted that in earlier descriptions of the method, Brinkerhoff referred to ‘success’ and ‘nonsuccess’ cases (Brinkerhoff, 2003), but later used the terms ‘high success’ and ‘low success’ cases (Brinkerhoff, 2006a)].

An evaluator may only want to demonstrate the success or best practices of a training intervention and therefore only document a few success cases. However, together high and low success cases provide valuable information to form a complete picture of the results of a training intervention (Brinkerhoff, 2003; 2006a). This method purposefully analyses extreme groups within a population, whose results would otherwise be lost if the focus was on commonly used central tendency measures. The ‘average’ participant as often investigated in research, is deemed by Brinkerhoff to misrepresent the effects of an intervention by underestimating the results it is producing.

The SCM involves five steps, as presented in Figure 6. High success cases and low success cases are identified by means of a short survey. The survey asks the respondents to report which key actions and tools of training they use successfully in their workplace and what results they have achieved. Then, based on responses to the survey, relevant respondents (i.e. those scoring very high and very low levels of success) are selected and interviewed to determine the actual nature of the high success or low success being achieved (Brinkerhoff, 2003; 2006a).

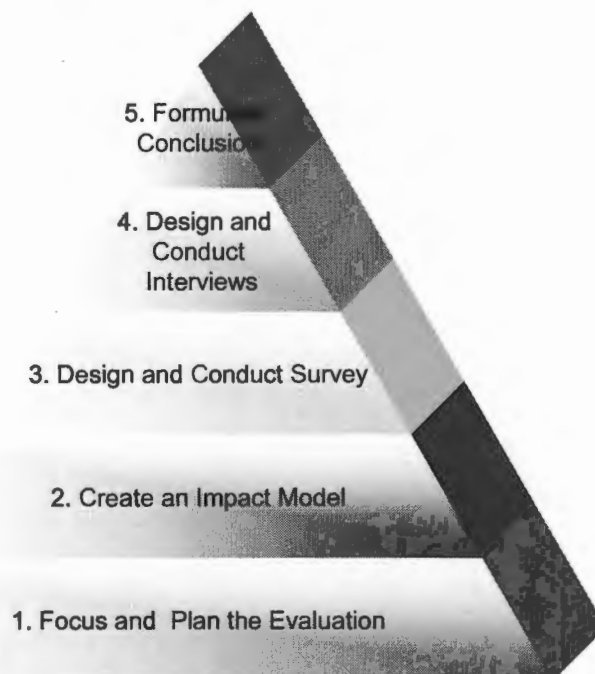


Figure 6. The Five Steps of the SCM

Note: Adapted from Brinkerhoff (2003; 2006a)

Interviews provide hard data about how skills are improving or behaviour changes are occurring as a result of a training intervention (McClelland, 1994). They provide models of success to be followed and information about what training improvements are necessary (Brinkerhoff, 2003; 2006a). Brinkerhoff recommends using conventional qualitative data collection and analysis methods. The evaluator used Miles and Huberman's (1994) qualitative data analysis techniques described later in this chapter.

The SCM as Applied in the Evaluation of the ACC

The SCM evaluation model is represented below in Figure 7. The ground covered by the ACC evaluation is depicted by the first three stages of Figure 7, i.e. initial results, follow-up study and immediate results. The typical context for an SCM evaluation is within a single organisation, where it is used to assess the effectiveness of a particular initiative (Brinkerhoff & Dressler, 2003). As such, there is usually a direct link between the results from the training and organisational applications and goals.

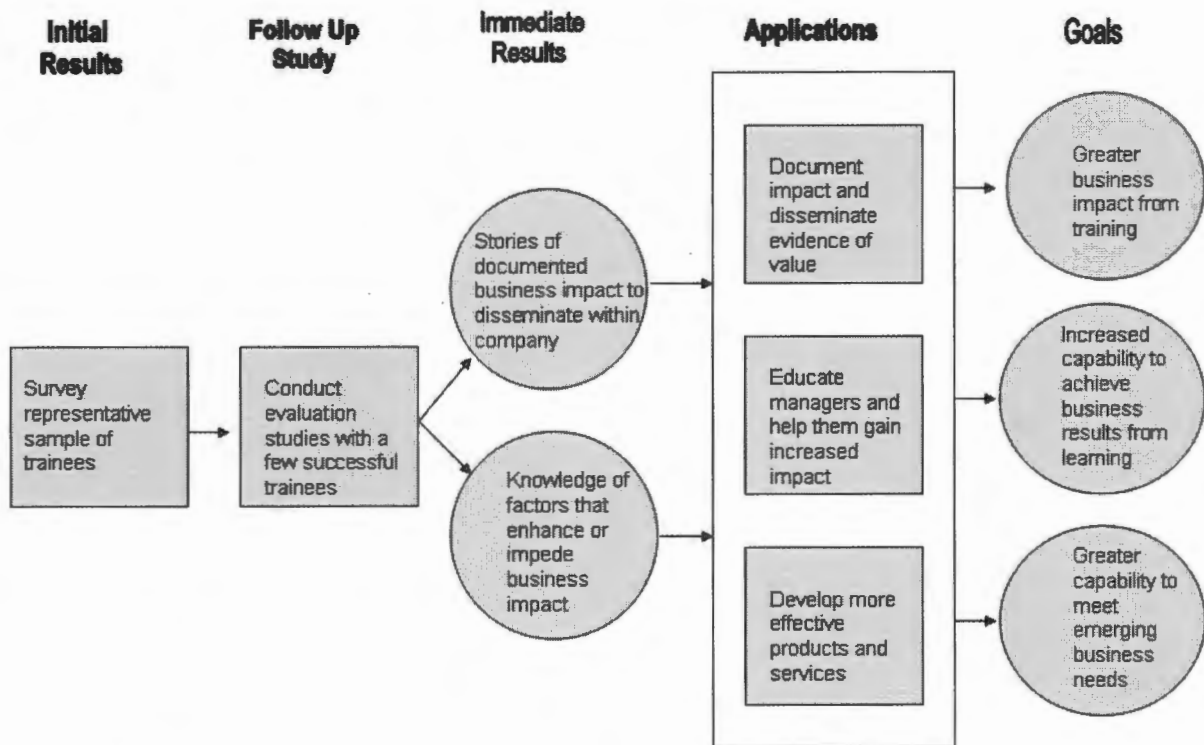


Figure 7. The Success Case Method Evaluation Model

Note: Sourced from Brinkerhoff & Dressler (2003)

In the context of the present evaluation, however, the respondents worked for numerous organisations and therefore, the evaluation did not endeavour to explore client or organisational benefits that resulted indirectly from the coach training course. The application of the ACC training was only explored in terms of the benefits experienced by the coaches and their reported client benefits.

Brinkerhoff's Impact Model

The structure of the SCM, in both survey and interview design, is based on Brinkerhoff's (2003; 2006a) impact model, which represents how success will look if the training is effective. The impact model describes the intended outcomes and uses of the training and thus it guides the process of inquiry. Table 5 overleaf represents the ACC training impact model constructed according to Brinkerhoff's (2003; 2006a) guidelines. It describes what intended behaviours and results would be found if the training was working.

As represented in Table 5, the proximal outcomes of the ACC training are the SKA that it aims to impart (Centre for Coaching, 2006 p. 2; 2007b, pp. 1-2). They have been condensed from the sixteen outcomes listed in Table 3. Proximal outcomes are intended to bring about critical actions (behaviours) that can be observed in the ACC trained coaches when they apply the outcomes in their work environments. Such behaviours should then lead to intended results, which in turn lead to the distal outcomes of goals achieved by the client, coach and organisation in which the client is employed. As the goals of each client and organisation would be unique, they have been represented in a generalised format in Table 5 i.e. that the client, the coach and the organisation benefit from the client achieving his/her specific coaching programme objectives. Each of the proximal outcomes contributes to the achievement of these goals. This impact model specified the actions and results for which the SCM searched, both in the survey and in the interviews of the ACC evaluation.

Table 5

ACC Training Impact Model According to Brinkerhoff's Guidelines (2003; 2006a)

Proximal Outcomes	Critical Actions	Key Results	Goals
Has a contextual understanding of the differences between teaching, counseling, managing, leading, mentoring and coaching, and when to use each type of intervention.	Identifies when coaching is needed Identifies opening and can enrol client	Effectively applies coaching skills to the relevant situations	Client achieves personal objectives and is more competent and fulfilled and therefore more effective at work
Integrates the multiple skills, qualities and models needed to coach into the design of effective coaching programmes.	Assesses and coaches clients in an integrated manner	Coach uses assessment models to understand clients and design effective programmes	Coach has completed a successful coaching programme which will lead to referrals, increased revenue and grow their business (if a professional coach)
Presents and conducts short-and long-term coaching programmes.	Applies different kinds of coaching conversations in different contexts	Coach conducts coaching programmes effectively	Organisation benefits from clients' improved performance as a self-correcting, self-generating, long term excellent performer.
Skillfully coaches people along the performance continuum so that performance improves as people build competencies necessary to support their growth.	Coaches client in a progressive manner such that clients are supported step-by-step	Assists clients to become self-correcting, self-generating, long term excellent performers	
Sees the world through someone else's eyes (SOI) and consequently speaks in a way that others can hear and understand.	Identifies SOI Reflects SOI back to client Makes effective distinctions	Client observes alternate ways of being and therefore different possibilities for action	Organisation benefits from clients' improved performance as a self-correcting, self-generating, long term excellent performer.
Responds authentically to clients without using techniques or canned answers.	Coaches with sincerity and authenticity	Authentic relationships are established with clients	
Respects people whom she or he disagrees with and maintains own and other's dignity.	Respects others	Coach establishes relationships of mutual trust, respect and freedom of expression	Organisation benefits from clients' improved performance as a self-correcting, self-generating, long term excellent performer.
Makes grounded, behaviour-based assessments of the competencies of others and themselves.	Understands models to observe and understand behaviour Makes behaviour based assessments	Assessments offer insight to motivate behaviour change	
Effectively coaches people in the midst of resistance.	Helps client to identify their resistance and move beyond it	Client is able to continue with coaching programme	Organisation benefits from clients' improved performance as a self-correcting, self-generating, long term excellent performer.
Develops a way of tackling obstacles and barriers to their own coaching.	Observes coaching development Describes ways of dealing with obstacles	Coach can tackle barriers to improving performance as a coach	
Is able to continue to develop as a coach well beyond course completion.	Acts to expand personal coaching development	Coach keeps in condition to coach	Organisation benefits from clients' improved performance as a self-correcting, self-generating, long term excellent performer.
Experiences greater fulfillment in the coaching work they do.	Feels fulfilled in the work domain	Coach is encouraged to continue in role	

Data Collection

The impact model presented in Table 5 formed the basis for designing both the survey and interview instruments (Brinkerhoff, 2003; 2006a). The survey enabled high success cases and low success cases to be identified for interview purposes. The two instruments and procedures are detailed below.

Survey Instrument and Procedure

The survey included three sections: applications of specific proximal outcomes of the training, questions of general interest and a demographics section (for a copy of the survey instrument please refer to Appendix A). Brinkerhoff (2003; 2006a) suggests that the SCM be applied not later than 9-12 months after a training intervention has been conducted in order to protect the reliability and integrity of the data. This evaluation extended that time frame to 24 months, in order to increase the sample size from 48 participants to 80 participants. The increased sample size enabled a more informed assessment of the ACC to be conducted and increased confidence regarding the credibility of any conclusions. The whole population was surveyed as recommended by Brinkerhoff (2003; 2006a) for samples of less than 100 people, based on a desired response rate of 50 %. Using a larger sample group meant that more representative estimates of high and low success cases were found.

The survey was completed online over a two week period. An email containing a link to the online survey was sent to each participant. This was accompanied by an explanation of the purpose of the research in an attempt to solicit participants' cooperation. The confidentiality of their responses was ensured. A reminder email was sent at the end of the two week period. Then a week later, the remaining participants that had not responded were contacted by telephone to confirm their email addresses and to request they complete the survey. A final reminder was sent via email the following week. Participants that responded to the survey will henceforth be referred to as 'respondents'.

As mentioned previously, the purpose of this survey was to identify the high and low success cases. The selection of interviewees was based on the scores obtained in the

survey: those that had the most extreme scores were the prime candidates for the interview. A sample of highest and lowest scores was chosen in order to examine both high and low success cases. The responses to the survey for the ACC training were overwhelmingly positive. The low success cases did not have particularly low scores, but they were relatively low in comparison to the rest of the sample. Fifteen items were used to score the success case survey. Response options to 12 of the items were based on those suggested by Brinkerhoff (2003; 2006a) which are represented in Table 6.

Table 6
Response Format and Scoring in the Survey

Response Format	Score Allocated
Tried this and had clear and positive results	(6)
Tried this, but had no clear results yet	(5)
Tried this somewhat, but do not expect any results	(4)
Tried this and it did not work	(3)
Have not tried this at all	(1)
Tried this, but not because of the training	(1)

Each item response was scored as indicated in brackets. High success was indicated by a score of six. The last two response options were both scored with the same value, as they equally pointed to the outcome not being a result of the ACC training. “Tried this, but not because of the training” was a response that served as a control measure. This response controlled for respondents that may have learned similar SKA elsewhere and could not credit their application to the ACC specifically. It assisted in preventing false success cases being uncovered by the survey (i.e. respondents indicating they were achieving results when in reality the results were not due to the ACC, but to some other factor).

In addition to survey items 1.1-1.12 being scored, items 2.3, 2.5, and 2.6 were used to score responses to the survey. A positive response (“yes”) was scored with a numerical

value of two, while a negative response (“no”) was scored with a numerical value of one. The maximum score of success obtainable on the online survey was 83. For the purposes of this evaluation, the criteria for success were defined as: 1) coaches are applying the proximal outcomes of the ACC training and 2) coaches are seeing results from applying the skills (i.e. coaches are working together with clients towards the products of becoming self-correcting, self-generating and long term excellent performers). Of the 55 respondents who completed the survey, 20 scored their success at its maximum and obtained scores of 83. All had indicated that they were applying the training outcomes and getting clear and positive results. Of these 20, six respondents were chosen for the high success case interviews. This choice was based on the additional criteria of having the largest numbers of clients. The logic was that larger numbers of clients were indicative of a more successful engagement with the proximal outcomes, which had resulted in more referrals and a more successful coaching business. Of these six coaches, three were *within-job* coaches and three were *professional* coaches.

Respondents had the option of remaining anonymous in the survey. Only 73% of the respondents indicated they were willing to be interviewed. A total of 15 people did not supply their contact details and could not be considered for interview purposes. Two of the highest scoring respondents were precluded from being considered potential interview candidates as were five of the lowest scoring respondents. The evaluator did no further follow that previously described with those who did not respond to the survey, because Brinkerhoff (2006a) suggests that such a follow up is not necessary for response rates over 60 %.

In total, nine respondents were selected to be interviewed (six high success cases and three low success cases). In line with the SCM, the evaluator conducted brief confirmatory telephonic interviews with respondents to confirm that they were high or low success cases (please refer to Appendix B and C for the schedules of questions used in the confirmatory phone calls). This exercise was useful in that it revealed one potential low success case to be an ‘average’ success case. When the evaluator probed further, it was discovered that the respondent had under-rated her success in the online survey. The

respondent could not be categorised as a high success case, but was definitely not a low success case either. It is for this very reason that Brinkerhoff (2003; 2006a) recommends the evaluator conducts confirmatory phone calls. The remaining eight potential interview candidates were confirmed by the evaluator as high successes or low successes respectively and all eight agreed to participate in the interview process.

Although the main purpose of the survey was to identify the high and low successes, a quantitative analysis was also conducted to scrutinise the data. The survey data was categorical in nature and therefore frequency counts and cross tabulations were conducted to explore the data.

Interview Instrument and Procedure

Qualitative interviews are an important technique for evaluating an intervention (Robson, 2002; Rubin & Rubin, 1995). Interviewees are treated as partners in the research process (Rubin & Rubin, 1995). The purpose of conducting interviews was to investigate coaches' application of the proximal outcomes of the ACC in detail. In order to compare whether there were any differences or similarities reported by coaches working as independent practitioners and coaches that coach as part of their larger job role, three respondents were selected that ran full-time executive coaching practices (professional coaches) and another three coaches were selected, who coached as part of their job role (within-job coaches).

High success and low success case interviews followed a slightly different format, although both were based on the same Protocol Conceptual Model (Brinkerhoff, 2003; 2006a) of 'filling buckets'. Each bucket represented a certain category of information and the evaluator asked various questions until all the information in that category had been gleaned. A different set of buckets was used for low success case interviews than those used for high success case interviews. The general information categories or buckets for high success case interviews are presented in overleaf in Figure 8 overleaf.

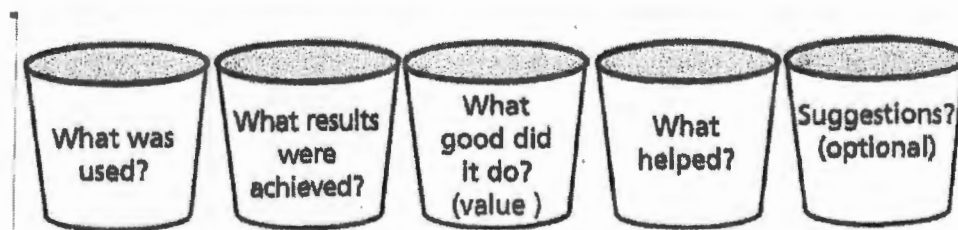


Figure 8. The High Success Case Interview Framework

Source: Brinkerhoff (2003)

The general information categories or buckets for low success case interviews are presented in Figure 9 below.

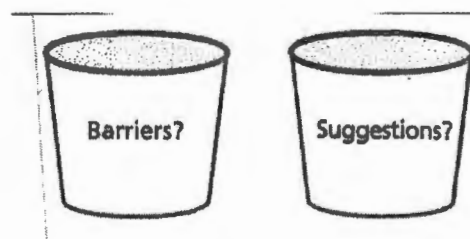


Figure 9. The Low Success Case Interview Framework

Source: Brinkerhoff (2003)

The interview process was mostly structured in nature. There were certain critical domains of success, as represented in the impact model, that were covered, but the evaluator was also open to gleaning new information. (For a detailed examination of the interview schedules used in this evaluation, please refer to Appendices D and E).

Each interviewee was sent a reminder via e-mail about their upcoming interview and was given an indication of the kind of content that was to be covered. All eight interviews were conducted over the telephone and were between 30 minutes and 50 minutes long. Low success interviews were more focused and shorter in duration and typically lasted 20 to 30 minutes. Two hours were allocated for each interview to ensure that the evaluator

had time beforehand to review the survey and time afterwards to reflect on the interview and make notes.

All eight interviews were digitally recorded which created a permanent record and allowed the evaluator to concentrate on the interview (Robson, 2002). Recordings were then transcribed and analysed using a qualitative analysis method as detailed by Miles and Huberman (1994), which is described in the following section.

Descriptive Data Analysis Method

Qualitative analysis is a meticulous sorting of information (Robson & Foster, 1989). It involves close scrutiny of descriptive data to discover patterns that are relevant to the research topic (Kerlinger & Lee, 2000). Quantitative research aims to make generalisations about a large number of cases (Crawford & Valsiner, 2002; Graziano & Ravlin, 2000; Kerlinger & Lee, 2000). Unlike quantitative research, qualitative research is context bound and produces in-depth descriptions and conclusions concerning only a few cases (Miles & Huberman, 1994). Miles and Huberman (1994) describe a case as a phenomenon that occurs within a bounded context. Qualitative research is therefore an ideographic approach. It is based on the assumption that the social world is relativistic and therefore can be best understood from the perspective of the individuals directly involved in the situation under study (Miles & Huberman, 1994; Rubin & Rubin, 1995). Qualitative research highlights the importance of meaning within a context (Rubin & Rubin, 1995). Qualitative analysis was used in this evaluation with the aim of eliciting coaches' experiences in the workplace and accessing rich descriptions of their applications of the ACC.

In qualitative analysis, there is no single set of conventions that corresponds to the analysis of quantitative data (Robson, 2002). The qualitative method of analysis used in the evaluation was based on the guidance of Miles and Huberman (1994) who work from a standpoint of realism (Robson, 2002). According to Robson (2002) their approach is an invaluable general framework for conceptualising qualitative data analysis. The evaluator immersed herself in the raw data, rereading the transcriptions several times (Robson &

Foster, 1989). Each interview produced 10 to 15 pages of raw data. Thereafter began the process of data reduction (Miles & Huberman, 1994; Robson, 2002).

Data Reduction

Data Reduction is defined as a form of analysis that “sharpens, sorts, focuses, discards and organizes data in such a way that ‘final’ conclusions can be drawn and verified” (Miles & Huberman, 1994, p. 11). The process of data reduction begins with each thought or idea of the respondent that was distinctly different from the following thought or idea, being given a code for easy retrieval (Rubin & Rubin, 1995). The data was set up on a spreadsheet in *Microsoft Excel* and each thought idea was then given a label or naming code that correlated with the essential meaning of the respondent’s thought. This naming code would then be applied consistently to that topic of thought each time it emerged in any of the transcripts. For example, each time a respondent referred to applying an assessment model, that thought was labeled ‘ASMOD’. Sometimes, several labels were given to a single thought as it encompassed a variety of meanings. Repeated reading of transcripts ensured an accurate and consistent coding process (Rubin & Rubin, 1995).

Classifying what was said alone, was not enough (Miles & Huberman, 1994). The evaluator went beyond first-level coding to understand patterns and recurrences of thoughts through pattern coding. Second-level or pattern coding was a means of grouping the summarised segments of data into a smaller number of themes or constructs (Miles & Huberman, 1994). Naming codes were then clustered together according to Brinkerhoff’s (2003) prestructured questions (i.e. buckets) so that the content for answering each question was grouped together. This was done using the sorting function in *Microsoft Excel*. These questions formed the meaningful framework within which the data was ordered (Robson & Foster, 1989). The data from each interview was displayed in a conceptually ordered matrix, in *Microsoft Excel*, as an organised and compressed compilation that permitted pattern finding and conclusion drawing (Miles & Huberman, 1994; Roth, 2005).

The purpose of the display was to order the data so that the evaluator could establish coherent meaning (Miles & Huberman, 1994). Initially, the responses of the professional coaches and the within-job coaches were analysed separately i.e. a separate cross case analysis was conducted for the professional coaches and within-job coaches respectively. The data from all six success cases was then merged to analyse collective themes that emerged. Reading across the rows and down the columns of the display, the evaluator was able to examine relationships and make comparisons between the responses from the interviewees.

Data Interpretation

Miles and Huberman (1994) describe a variety of strategies for data interpretation. The following were used by the evaluator:

Noting patterns or themes: viewing the data in display format, allowed the evaluator to observe clear patterns of themes in the separate pieces of data that emerged across responses. Evidence of the same pattern was sought across cases, as was any evidence that would disconfirm the pattern (Miles & Huberman, 1994).

Clustering: grouping respondents' thoughts, that had a similar pattern, into categories helped the phenomenon to be better understood. This took the qualitative analysis beyond simply noting patterns and into a more abstract level of analysis. In this evaluation, clusters were employed around Brinkerhoff's (2003) buckets.

Counting: A pattern or theme was noted precisely because a number of responses had been consistent across cases. The number of consistent responses within identified themes will be detailed in the results.

Making contrasts: Professional coaches were compared to within-job coaches to determine if there were any differences among patterns that emerged within the two sets of interviews.

This section has described how the qualitative analysis was conducted following the logic of Miles and Huberman (1994), from the processes of data reduction and creation of a coherent display to the strategies used to interpret the data. The following section describes the sample of participants that responded to survey.

Description of Survey Respondents

This section describes the demographics of the survey respondents. The entire population of eighty participants, who completed the ACC in 2005 and 2006 were contacted to take part in this evaluation. The final sample was comprised of 55 ACC trained coaches who responded to the survey, producing a response rate of 69%. Of the respondents, 40% were trained in 2005 and 60% were trained in 2006. The respondents ranged in age from 32 to 61 years. The largest cluster (29%) being between the ages of 40 and 49 with the average age being 45 years. The sample was 45.5% female and 52.7% male, with 1.8% of the data missing.

Figure 10 presents education levels of the respondents. Most respondents indicated that they had completed tertiary studies, with 63.6% indicating postgraduate studies, 20% indicating undergraduate studies, 10.9% had diplomas, 3.6% had a matric and 1.8% of the data were missing.

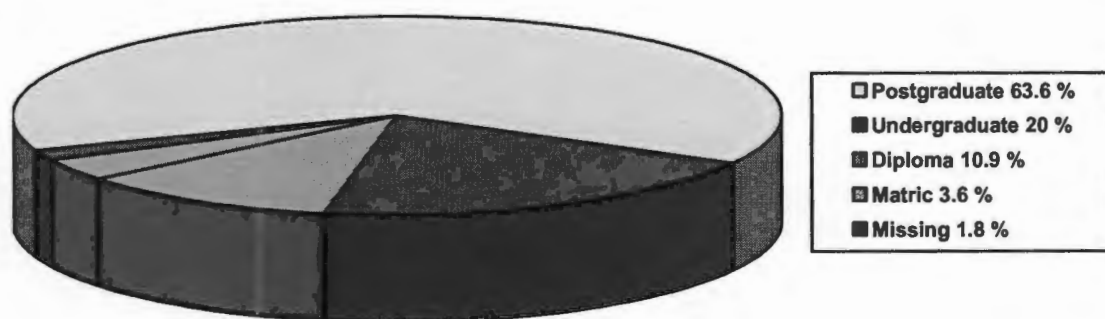


Figure 10. The Education Levels of Respondents

The majority of the sample was in job positions they referred to as coaching positions (38.2%). The remainder of the respondents were managers (18.2%), worked in human resources (12.7 %), were business owners or directors (10.9%) or in other kinds of work (18.2%). There was 1.8% of data missing (Figure 11).

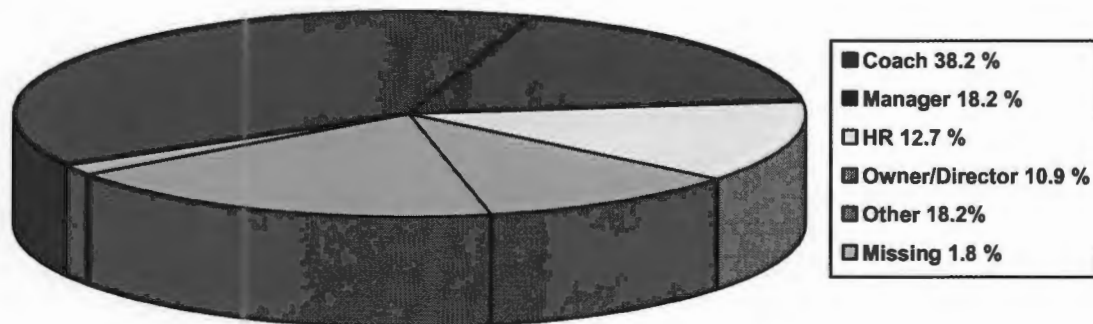


Figure 11. Job Positions of Coaches

Of 55 respondents, 54.5% were coaching full-time (professional coaches) and 43.6% were using the skills as part of their job (within-job coaches). As is demonstrated in Figure 12 overleaf, the largest cluster of respondents reported having less than five clients (40%), 14.5% had no clients, 18.2% had between six and ten clients, 5.5% had between 11 and 15 clients, 3.6% had between 16 and 20 clients, 3.6% had between 21 and 25 clients and 5.5% had more than 26 clients. 9.1% of the data were missing. The average number of clients per coach in the evaluation was eight.

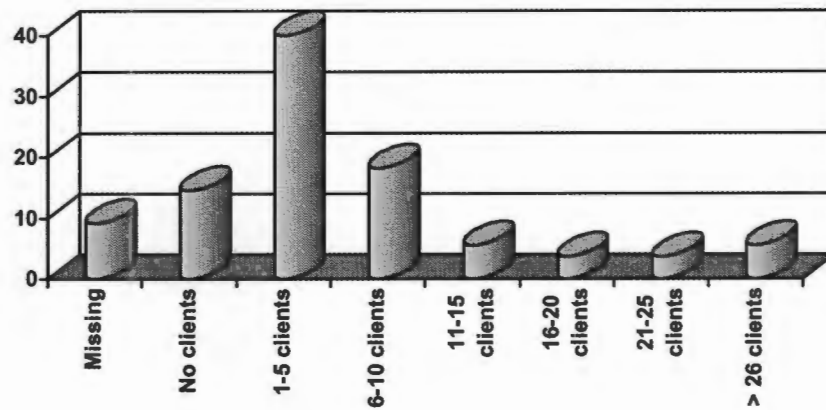


Figure 12. Number of Clients of Respondents

Some respondents had acted as coaches before they underwent the ACC training (38.2%), while 61.8% indicated that they had not practiced as a coach before the training. Some respondents had been coached by a coach before they underwent the ACC training (49.1%), while 50.9% indicated that they had not been coached by anyone before the training. Most respondents completed the ACC training with the intention of becoming full-time coach practitioners (52.7%), the remaining 47.3% indicated that they intended to apply the coaching skills as part of their current job.

Table 7 overleaf depicts a summary of the demographics of the eight coaches that were interviewed. As the table demonstrates the majority of the coaches were white females.

Table 7
Summary of the Demographics of the Interview Sample

Coach Type	Education	No. of Clients
Professional	Honours	12
Professional	Honours	15
Professional	Honours	20
Within-Job	MA	4
Within-Job	Degree	7
Within-Job	Degree	5
Low Success	MA	4
Low Success	PGDip	0

This chapter has attempted to describe the SCM as applied to the evaluation of the ACC. It has described the procedures and instruments used in data collection that were developed according to Brinkerhoff's (2003; 2006a) directions. The evaluator maintained the integrity of the SCM, by following the method systematically within this application. In addition, this chapter has described the qualitative analysis employed to extract meaning from the raw data. This description encompassed the techniques used for preparing the data for analysis, the use of coding, data display and theme identification which enabled the evaluator to draw conclusions from the data. The following chapter addresses the results from the quantitative and qualitative analyses. The quantitative analysis evidences what proximal outcomes were being applied by respondents. The qualitative analysis explores the application of these outcomes in detail.

CHAPTER THREE: EVALUATION RESULTS

The SCM has two structural components: the survey and the interview. This chapter reflects the results obtained from both components of the evaluation. Firstly, the quantitative results from the survey analysis are reported. Thereafter, the results from the qualitative data analysis address responses from eight interviews that were conducted with coaches identified from the survey.

Results of the Survey Analysis

The aim of the survey was to identify which respondents obtained extreme scores for the purposes of interviewing the high success cases (highest scores) and low success cases (lowest scores). Table 8 presents the mean scores and standard deviations of the twelve proximal outcome measures.

Table 8
Mean Scores and Standard Deviations of the Outcome Measures

Outcome	Mean	Standard Deviation
Designing coaching programmes	5.11	1.685
Conducting coaching programmes	5.18	1.668
Using the assessment models	5.49	1.230
Eliciting client's structure of interpretation	5.47	1.215
Employing distinctions	5.69	1.016
Developing practices	5.53	1.230
Overcoming client's resistance	4.78	1.979
Building authentic relationships with clients	5.16	1.772
Establishing mutual trust	5.44	1.475
Tackling barriers to own coaching	5.45	1.317
Keeping in condition to coach	5.35	1.481
Enabling clients to become self-correcting	5.24	1.49

Note: For each item, N =55, Minimum = 1 and Maximum = 6.

More than one third of the 55 respondents scored their application of each proximal outcome measure with the highest level of success possible. Thus the survey results were negatively skewed. Table 9 presents the percentages of responses in rank order for each proximal outcome measure that was rated with the highest success possible i.e. that the respondent had applied the ACC outcome in the workplace and had achieved clear and positive results (which was scored with a numerical value of six).

Table 9
Percentage of Responses Scoring Outcome Measures with Highest Possible Success

Outcome	Percentage
Employing distinctions	89%
Establishing mutual trust, respect and freedom of expression	85%
Developing practices	82%
Using the assessment models to understand client behaviour	80%
Keeping in condition to coach	80%
Building authentic relationships with clients	78%
Eliciting client's structure of interpretation	76%
Developing ways of tackling barriers to own coaching	76%
Conducting coaching programmes	73%
Designing coaching programmes	69%
Enabling clients to become self-correcting, self-generating and long-term excellent performers	69%
Overcoming client's resistance	65%

The majority of respondents reported experiencing greater fulfillment in their coaching work (96%). Most respondents indicated that the ACC had vastly improved their coaching practice (73%), 25% indicated that training offered some valuable insights into coaching, 2% indicated they thought the training was not really a good coaching course, while no respondents indicated that training was disappointing and not at all useful.

When asked to describe their experience of the ACC, 87% indicated that they learned something new, used it and it led to some very worthwhile results; 2% indicated that while they learned and tried new things, they couldn't point to any worthwhile results, 9% indicated that while they may have learned something new, they had not been able to use it yet and 2% reported they already knew about and were doing the things the training taught. No respondents indicated that they did not think they could use what they had learned in the training.

Statistical Associations

Chi-square analyses were conducted to investigate potential associations between variables of the survey. The following two associations were found to be statistically significant.

Association between Application Intention and Actual Application of ACC

A chi-square analysis was conducted to investigate whether there was an association between how the respondents intended to apply the ACC learnings at the end of the course and whether they were actually coaching in this manner at the time of the survey. The Pearson Chi-square value was $\chi^2 (1, N = 54) = 33.472, p < 0.001$. The association was therefore significant. 96% of respondents that intended to use coaching as part of their job had done so (within-job coaches) and 82% of those who intended to become full time practitioners had done so (professional coaches).

Association between Having Coached and Having Been Coached before the ACC

There was a significant association between having been coached before the training and having acted as a coach before the training. The Pearson Chi-square value was $\chi^2 (1, N = 55) = 13.799, p < 0.001$. Of those who were not coached before the training, 63% had also not acted as coaches before the training. Of those who were coached by a coach before undergoing the ACC training, 86% had also acted as coaches to others before the training.

Results from Qualitative Data Analysis

In order to evaluate the ACC intervention, the framework of the SCM was used to analyse the qualitative data. The aim therefore was to answer the following five questions for the high success cases (Brinkerhoff, 2003):

- 1) What was used? (Application)
- 2) What results were achieved?
- 3) What good did it do? (Value)
- 4) What helped?
- 5) Suggestions?

For the low success cases, there are two questions recommended by Brinkerhoff (2003):

- 1) Barriers?
- 2) Suggestions?

These questions form the template against which results were analysed. The qualitative data analysis will address each of these information categories or ‘buckets’ in turn. The following section is structured in such a way that each theme is identified and briefly described with relevant quotations from coaches’ responses offered in *italics* to illustrate the findings. The themes that were most common across the six success cases (including both professional and within-job coaches) are reported first, followed by the less common themes for each information category. The chapter concludes with an amalgamation of suggestions from the high and low success cases.

Overall Response

The qualitative data analysis process revealed that all six success case coaches were successfully applying the proximal outcomes from the ACC and seeing various results in both their own lives and those of their clients. All high success case coaches expressed an appreciation for the training experience. The responses from both categories of coaches, i.e. professional coaches and within-job coaches, were very similar. Despite working under slightly different conditions, both types of coaches were using the same skills, getting similar results and finding the same value in their work.

Figure 13 provides a graphic presentation of the key results emanating out of the qualitative data analysis process that enables the reader to view the key themes. The diagram depicts what emerged as the key areas of application from the ACC training (1). The coaches reported several results (2) and much value (3) that they attributed to the ACC and what factors either enhanced (4) or hindered (5) their application of the proximal outcomes. The coaches also offered suggestions for improving the training (6). The qualitative results reported in this chapter will expand on the content in this diagram.

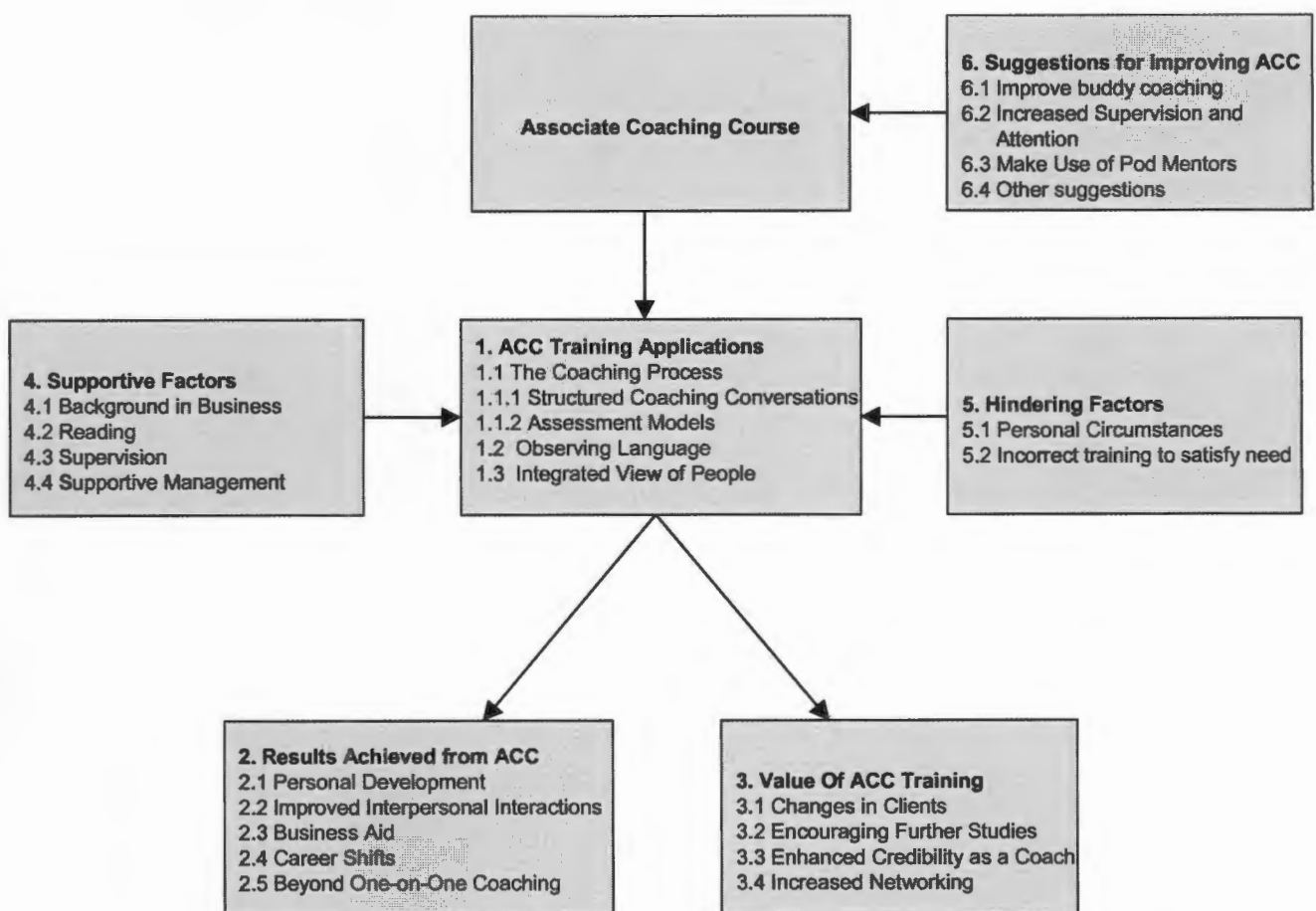


Figure 13. Graphic Representation of Themes from the Qualitative Data Analysis

1. Themes Highlighting: What was Used from the ACC Training?

1.1 The Coaching Process

All six success case coaches reported that they were using the learnings from the ACC training to design and conduct coaching programmes with clients or employees. One of the coaches described this process in the following way, *"I suppose in terms of you know really understanding the people's structure of interpretation, inviting people to see in a new way, having a conversation possibility and then getting people to commit to new action. It's really, I suppose that that process that's been the most useful."*

1.1.1 Structured Coaching Conversations

All six success case coaches referred to applying structured coaching conversations as taught by the ACC. One of the coaches explained that it is this rigorous structure taught by the ACC that separates a coaching conversation from just another *"pleasant conversation"*. The coach qualified this further by explaining that using the integral approach and assessment models from the ACC training helps coaches to create conversations with purpose that aim to move the client closer to their intended outcomes.

1.1.2 Assessment Models

Five coaches described applying assessment models as taught on the ACC, such as the *Five Elements Model*, the *Domains of Competence Model* and the *Cycle of Growth Model*. These models have helped coaches to make grounded assessments of where *"the individual actually is"*.

1.2 Observing Language

Two of the within-job coaches and one professional coach pointed to the usefulness of the understanding and application of language as imparted by the ACC training. It made them more observant of the way others use language and altered their perception of language. *"My powers of observation are significantly higher and it comes back to, I now see language, I feel language, whereas before perhaps I just heard, it's more three dimensional now for me, and that is the power of observing."*

1.3 Integrated View of People

Two of the within-job coaches highlighted the usefulness of the integral coaching paradigm as presented in the ACC, in terms of how it encourages a coach to view a client holistically. One of the coaches described this approach in the following way, *“Because it is ontological coaching, it doesn’t just look at one specific slice of the cake, it looks at you as a whole human being, which I rather liked, and I’m not underestimating that. I’m absolutely committed to having an integrated approach to how I deal with people.”*

These themes highlight which aspects of the ACC the coaches have found most useful. It is through applying these elements that the coaches are seeing various kinds of results, as will now be discussed.

2. Themes Highlighting: What Results were Achieved due to the ACC?

2.1 Personal Development

All six success case coaches claimed that they experienced significant personal development as a result of the ACC training. For example, one coach expressed the following: *“The Personal Development aspect was very different from other training and studying that one does, because lots of the work that is assigned is to help one, as a coach-in-training, to develop greater self-awareness. That level of self-awareness becomes absolutely key in working well with people, to encourage them to develop a greater level of self-awareness, I think somebody made the comment what you don’t observe you’re unable to change.”* Another coach reported: *“So the deeper meaning is it’s meaningful for me to be exposed to this type of approach, this type of personal growth opportunity and the result is, or the consequence is I help myself to grow.”*

2.2 Improved Interpersonal Interactions

Five coaches indicated that the insight they gained from the ACC training had improved their interactions with other people, particularly, but not exclusively, their clients. They spoke of listening differently, not being judgmental, having the ability to use open-ended questions and not always wanting to have the last say. *“I have better relationships with people, you know the ability to listen differently to people, that definitely makes an impact on my*

clients in a new way and the relationship with my clients is conducted in a new way.” One coach explained how the ACC enabled her to no longer take responsibility for other people’s issues: “I had always taken on everyone’s stuff and woes and you know which is really sapping, it gave me a new set of skills for dealing with people and so I would use the coaching way of being in interactions...and I didn’t take on their issues anymore.”

2.3 Business Aid

Two of the three professional coaches indicated that their coach practice had been aided by their link to the Centre for Coaching, either through its reputation and endorsement by the Graduate School of Business or through actual coaching referrals from the Centre. The third coach indicated that the ACC training had lead to increased business opportunities in terms of enquires for coaching programmes, however, the coach was still waiting to see this translate into actual work opportunities.

2.4 Career Shifts

Three coaches spoke of shifts within their own careers which they attributed partly to the ACC. For example, one within-job coach described moving from a background of management within Information Technology to heading up the organisation’s human resource department. The coach attributed this largely to the personal development process experienced during and subsequent to the ACC training and engaging with others by means of a coaching approach.

2.4 Unintended Consequence: Beyond One-on-One Coaching Programmes

Two of the within-job coaches and one professional coach discussed their efforts in creating a coach-leadership culture within their place of employment after the ACC training. They were accomplishing this by using skills learned on the ACC as a leadership style and encouraging others to do the same. Using a coach-leadership style involved shifting the way in which people were managed within an organisation, as described in the following quotation: *“I think it’s quite different, you know, coaching as leadership style versus leading without having been exposed to all the concepts which you get exposed to in ACC. It’s really a different way of showing up as a leader...it elicits much more*

open conversations and generates new possibilities.” One of the coaches recommended that it is helpful to promote this kind of leadership culture when management has experienced one of the short workshops run by the Centre for Coaching.

3. Themes Highlighting: What Good has the ACC Done?

3.1 Changes Observed in Clients

All six success case coaches reported that they had observed positive changes in their clients due to their applications of the learnings from the ACC. They gave examples of changes they had observed in their clients that ranged from improved performance *“they achieved their objectives and their performance improved”* to life changing actions *“you can see other people’s lives changing as a result of being coached”* and *“you see a change in clients’ motivation, how they show up and the responsibility that they take for their own behaviour and their impact.”* Various examples of improvements were reported, such as increased confidence, improved interpersonal interactions, conflict reduction and improved managerial skills.

All six coaches indicated that they aim to help their clients to become ‘self-correcting, self-generating, long term excellent performers’, which is an important outcome of the ACC. Two within-job coaches gave examples of clients choosing to make career changes as a result of the coaching process, *“his whole dream was to go into a different division at work and he got the job he wanted...it was a great feeling of success from a coaching point of view with him because he really grew hugely and that was the whole focus of our coaching.”*

All six coaches reported that evidence of these changes was sourced from their own observations of shifts in clients’ behaviour, feedback from clients themselves and/or feedback from their colleagues. One within-job coach reported that there was a difference in observing as a professional coach and as a within-job coach, *“Obviously managing the people it’s easier to tell”*. The same coach mentioned plans to institute more formal observations of clients in meetings. Another within-job coach had phenomenologically documented some coaching conversations as a form of evidence.

3.2 Encouraging Further Studies

Five of the six coaches reported that the ACC encouraged them to further their studies. For four of the coaches, the ACC served as a basis that encouraged them to take their coaching studies to the next level of PCC. For example, one coach said: *“When I finished ACC, I really felt a big part of my life missing, what was significant for me. When I stopped I felt there was a bit of an emptiness, that’s what I experienced.”* One within-job coach was inspired by the ACC to undertake postgraduate studies, *“The way that Craig does the training, it just makes you curious to want to learn more and that’s been a wonderful gift for me because that’s what set me on the path of doing my thesis.”*

3.3 Enhanced Credibility as a Coach

All of the professional coaches reported that the ACC contributed to improving their credibility as coaches. All six coaches indicated that they deemed accredited training to be important. A coach described this significance in the following way, *“I think the training provides discipline and rigour in a market where entry bar are very low and there are lots of people out there who call themselves coaches... we follow a structured disciplined approach with a framework with models that have been quite extensively validated around the world and that differentiates us from other people that may not have done those things.”*

3.4 Increased Networking

Two professional coaches highlighted how the ACC had lead to important networking opportunities. They met similar-minded people on the course, with whom they still keep contact.

4. Themes Highlighting: What Has Helped Coaches to Apply Learnings?

4.1 Background in Business-Related Field

All six coaches indicated that a background in a business related field was advantageous for successful application of the knowledge and skills taught in the ACC. Although, as one coach with a background in Industrial Psychology explained, ACC participants can still bridge any gaps if they do not have a business related background: *“I think personally,*

if I didn't have the industrial psych background, I would find a lot of gaps. It's not that I couldn't bridge the gaps. I think if you're serious about being a coach, you will bridge those gaps."

Two within-job coaches indicated that they felt that a business-related background was more useful than a background in clinical psychology, because as indicated in the following quote, psychologists may lack experience in the corporate world. *"They don't have a feel for the corporate stresses, politics, hierarchies and structures. That's a huge part of what causes people's stress in their job and that you need to deal with it. I think if you got a sense of those kinds of stresses politics, hierarchies and structures... I think it helps hugely you know."*

4.2 Reading

Five of the six coaches discussed how reading coaching-related and personal development books (as part of the recommended reading on the ACC and also from other studies or out of own interest) had helped them regarding their development as coaches. It had not only helped in terms of developing their knowledge, but also in serving as a resource to refer to when working with clients, as was explained in the following way: *"When you're working with someone you know a little switch flicks in your brain: oh hang on I think this might be good and you go and have a look at it and say ok, that will work well here. I've got a library practically of my own..."*

4.3 Supervision

Five of the coaches referred to supervision as being helpful to maintain objectivity, *"coaches can get caught up in our own structures of interpretation"*, to provide a benchmark of coaching excellence and to enhance a coach's development. *"One of the things about coaching is you can only go as far as you've been, personally, and you only get to go places through personal development and experience and through seeing things in a different way which a coach will provide for you, so its critical."*

4.4 Supportive Management

Two within-job coaches spoke of support from management in applying the coaching skills learned on the ACC as being *"beneficial"* and *"critical"*.

5) Themes Highlighting: What Barriers Prevented Successful Application?

The two low success cases (who reported to not be applying the skills from the training or reported to be seeing results, but not due to the ACC in particular) revealed that their lack of success as defined by the online survey, was not due to the ACC itself, but more due to their own choices and the timing of these choices.

5.1 Personal Circumstances

One ACC trained coach had not found the opportunity to apply the coaching to any large extent due to personal circumstances. She reported that the training was useful, but that other priorities had taken precedence since the course. When completing the ACC she was not in her usual consulting environment to apply the ACC learnings beyond the course work. Since returning to work, she had not had the extra time to put into coaching with the combined demands of her job role and her personal circumstances. Furthermore, the coach had recently moved to a small town, where there was not a demand for executive coaching.

The coach reported that she felt that there would be future opportunities to apply her learnings from the ACC. She expressed an interest in possibly completing the PCC to increase her level of confidence and exposure to coaching so that she would feel more relaxed and competent with people allowing her into their inner space.

5.2 Not an Appropriate Course to Meet Training Needs

The second low success coach had expected that the training would be specifically tailored for working in a corporate environment, as she had understood from the promotional material. The coach expected to leave the ACC feeling confident to enter the corporate world as a coach, but found that she did not gain this confidence: *“I know how to work with people. I’m not a business person, that is not my background. I wanted to leave this course feeling like I could go and work in corporates easily and I don’t feel that.”* Having already had extensive training in psychology, she found that she was familiar with the material presented on the ACC. The coach would have chosen a different training

intervention if she had known of the overlap with her past training and the lack of corporate case studies to meet her learning needs.

Preferring to use an eclectic style, the second low success case coach reported that she does not use integral coaching in its purest form although she does make use of the coaching conversation structure and tools offered by the ACC training: *"I have seen results from coaching, but not that I would attribute directly to the ACC. I certainly don't think that I would ever want to be a pure integral coach because there's its one theory you know in a multitude of theories about what coaching should look like."*

6. Themes Highlighting: What are the Suggestions for Improving the ACC?

Different suggestions were made for course improvement based on the coaches' experiences of the ACC training. Suggestions below are drawn from all eight interviews and therefore include suggestions from both high and low success cases.

6.1 Improve the Buddy Coaching System

Four of the coaches reported having disappointing experiences with the buddy coaching system on the ACC. For those who felt that it was not a useful experience, it seemed to be a matter of personality clashes between the two ACC participants and as such, they struggled to create the atmosphere where they could work with the tools and learn from each other despite their differences. No specific suggestions were made as to how the system could be improved.

6.2 Increase Interactive Supervision and Individual Attention

Three coaches reported that more individual attention and detailed feedback during the contact sessions would have been valuable, by means of more one-on-one coaching or supervision with the facilitators on the course: *"With high costs, its necessary for people to feel that they have had some individual attention and individual reflection on what they are doing right."*

6.3 Make Use of Pod Mentors

Two coaches reported that learning pods on the ACC were not effective, because the pod was not inclined to “*genuinely get into it*” or because it was more of a social event than a learning event. They suggested making use of a pod mentor in the ACC to help structure and direct the learning pods.

6.4 Other Suggestions

The following suggestions were made by individual coaches.

6.4.1 Upfront Reading

One coach made the suggestion of giving ACC participants reading material to be studied before each contact session. The coach felt that this would help them to get more learning out of the practical exercises in contact sessions.

6.4.2 Developing the Coaching Forum and Networking

One coach mentioned that more benefit could be gained from the coaching forum (meeting with other coaches to learn from each other) if it were to be organised by specific individuals and that perhaps the Centre would take up this responsibility. Another coach suggested that the Centre open up their coaching forum to other integral coaching schools in South Africa so that everyone can learn from each other: “*what real opportunity is there for growth if you are not extending it to the integral coaching community at large?*”

6.4.3 Management of the ACC

It was suggested by a coach that the ACC could be managed more tightly and that part of this could be making it a more professional qualification: “*I think there is a huge jump from ACC to PCC from a professionalism point of view.*” Another coach suggested that the class size be reduced. She reported that she was unable to talk comfortably about the “*soul searching*” experiences on the ACC in front of her class of 32 participants, as she was not able to get to know everybody. One coach felt that the feedback around the assignments could have been more detailed. Another coach suggested that the assignments be

approached more formally, as done in PCC, in order to ease the transition from ACC to PCC and so that the assignments are taken more seriously by the ACC participants.

One professional coach described how, in retrospect, *“the roadmap”* of how each course offered by the Centre builds upon the other, is absolutely clear, but that it was not clear at the outset. The coach suggested that the roadmap be better communicated to participants in the following kind of way: *“this is what you will learn in CTE and this is how some of the concepts you will learn in CTE are drilled down to a greater depth in ACC, and then from ACC this is what you can get to explore from both the models perspective and a personal perspective in PCC.”*

6.4.4 Being more Authentic

One coach reported that her experience of the ACC was that it offered a series of techniques as a *“kind of one solution fits all”*. The coach found it to be inauthentic in that the client was not seen as an individual: *“I thought they were seen as a set of circumstances that fitted into a certain kind of checklist.”*

6.4.5 Allow Trainees to Observe a Coaching Programme Unfold

One professional coach suggested there would be value in observing a coaching programme through its different stages, beyond the intake session that was demonstrated during the ACC, *“Give me a real coaching design of a programme in a video...how to shape a coaching programme that allows for the array of differences that come your way on a weekly basis or bimonthly basis... over a period of time.”* Another coach felt that it should be emphasized in the ACC, that participants do not have to be exactly like coaches in the demonstrations and that they should be encouraged to be comfortable in developing their own style.

6.4.6 Give Trainees more Input about Handling Psychological Issues

One coach described coaching as a *“land-grab from therapy”* and suggested that rather than avoiding psychological issues, the ACC participants should be given more input regarding the handling of such issues. The coach explained it in the following way: *“You know if somebody in the coaching room starts talking about their depressed mood etc you can’t*

just throw it out of the room. It's there... the reality is that if you live in the world we're living in today, a lot of people will have a depressed mood at sometime. There are things you can't just throw out of the room because it's "not coaching". Because you're really coaching to the human condition."

This chapter has presented the results from the quantitative and qualitative analyses. The results distilled from the qualitative analysis have been represented in a thematic manner congruent with Miles and Huberman (1994). These results reveal the experiences of the ACC participants in applying the proximal outcomes of the ACC training in a successful or non-successful manner and therefore record what is and is not working in the training intervention. The following chapter contextualises the ACC evaluation findings within a discussion in order that coherent meaning may be gleaned from the data analysis.

CHAPTER FOUR: DISCUSSION AND REFLECTION

This chapter contextualises the evaluation results. Firstly, it discusses four conclusions that Brinkerhoff (2003; 2006a) recommends be distilled from the results of the data analyses. The conclusions concern the scope of the success of the intervention, worthwhile results that have been achieved, parts of the training that need improvement and environmental factors that have hindered or supported successful application of the learnings. Secondly, this chapter addresses the evaluation procedure through discussing the usefulness of applying the SCM in the context of the ACC and reflecting on the limitations of the evaluation and the evaluator's attempts to make the evaluation process as rigorous as possible to enhance the quality of the evaluation. Finally, the applicability of the evaluation is discussed and recommendations for future research and evaluation are proposed.

Drawing Conclusions from the ACC Evaluation

The SCM aims to discover what is and is not working within a training intervention. It identifies best practices, produces results to motivate future participants and is a practical way to evaluate the success of an intervention (Brinkerhoff, 2003; 2006a). However, Brinkerhoff clearly indicates that it does not make an overall summative judgment. Instead, as indicated in the results chapter, its usefulness and value lie in describing what a training intervention can achieve. The SCM does this by capturing the specific and personal ways the training has been used to achieve successful results. What Brinkerhoff demands of an SCM evaluation, is that the results provide sufficient evidence for a convincing argument that the training has been applicable in the workplace. The results reported in Chapter Three provide evidence for the successful application of the ACC training. This section reviews the results according to four types of conclusions that Brinkerhoff (2003; 2006a) recommends evaluators draw from the results determined by the SCM. These conclusions demonstrate that the majority of the 2005 and 2006 ACC participants have successfully applied most of the ACC proximal outcomes in the workplace.

1. Conclusion: The Scope of Success from the ACC

The results chapter provides evidence that the ACC has positively influenced its coaches and, according to their observations, their clients have also indirectly benefited from their ACC training (which is ultimately the intention for training coaches, as presented in Figure 1). Both the quantitative and the qualitative analyses provide evidence that the 2005 and 2006 ACC participants had an overwhelmingly positive response to the ACC training. This can be seen in the high levels of successful application of proximal outcomes reported by respondents in the survey.

The entire population of the ACC participants for 2005 and 2006 were surveyed. A response rate of 69% has enabled confident assertions to be made about this population. Over a third of the respondents scored their application of the proximal outcomes of the ACC training with the highest level of success possible. The remainder of respondents scored their application of the proximal outcomes fairly highly, determining low success cases to be low successes only in comparison to those that were high success cases. The low success cases still scored their application of the training fairly highly, as indicated by the high mean scores of each item response displayed in Table 8 (Chapter 3). The vast majority of the respondents reported experiencing greater fulfillment in coaching work as a result of the ACC and that the training had extensively improved their coaching practices.

The qualitative analysis described how the most successful participants had used the ACC outcomes and the kinds of results they achieved. It also described how and why certain participants were less successful. The evaluation investigated both within-job coaches and professional coaches, because they work within slightly different contexts. The intention was to determine whether differences occurred in their experiences of applying the ACC learnings. As the results indicate, there are mostly similarities between the two categories of coaches, i.e. they were applying the same skills and observing similar results. The only reported divergences were due to coaches being self-employed (and therefore professional coaches reported valuing credibility, business aid and

networking) as opposed to being an employee (and therefore within-job coaches reported valuing supportive management).

It can be concluded that this cohort of 2005 and 2006 participants was largely successful in applying the proximal outcomes from the ACC in the workplace. Although this finding cannot be generalised to future ACC participants, it indicates that they are likely to experience similar levels of success as they will be attending the same training intervention.

2. Conclusion: Worthwhile Results from the ACC

The results chapter reports various worthwhile results from attending the ACC and applying its proximal outcomes in the workplace. Developing or enhancing coaching skills and self-awareness were perhaps the most direct benefits to the ACC participants

2.1 ACC Achieves its Objective

The qualitative data analysis demonstrated that all six high success case coaches reported conducting successful coaching programmes with clients using the skills taught in the ACC. They also reported experiencing significant personal development as a result of the training. These two results reflect the dual nature of the ACC structure as represented in Figure 1 (i.e. its two developmental aspects: coaching and personal development). More importantly, they demonstrate that the ACC appears to be achieving its objective. As mentioned in Chapter One, the goal of the ACC is for participants to “deepen their coaching skills in an expanded awareness of themselves” (Centre for Coaching, 2006, p. 2). The results indicate a direct and relevant application of the learnings from the ACC and coaches reported that they were operating with increased self-awareness and increased awareness of others. These two results are discussed further in the following two sections.

2.1.1 Applying the ACC Coaching Skills

The quantitative and qualitative analyses clearly indicate that the coaches are successfully applying the ACC proximal outcomes in conducting coaching programmes with clients.

Comparable to the present research, the largest cluster of respondents in a global ICF survey (39.3%) also reported their number of clients to be between one and five. The ICF survey reported a higher average number of clients per coach i.e. 11 (ICF, 2007a). Coaching is a structured process that involves a chain of interlinked elements (Flaherty, 2005). Therefore, although discussion of various proximal outcomes may not have emerged spontaneously in the interviews, their use is implied in the coaches' reports of conducting coaching programmes. Responses to the survey verify this, because all the high success cases indicated obtaining clear and positive results from applying the following proximal outcomes: using the assessment models; eliciting a client's SOI; employing distinctions; developing practices; overcoming clients' resistance; building relationships with clients; establishing mutual trust, respect and freedom of expression; tackling own barriers to coaching; keeping in condition to coach; and enabling clients to become self-correcting, self-generating, long term excellent performers.

2.1.2 Encouraging the Personal Development of the Coaches

The ACC appears to influence participants significantly in areas of personal development, according to the coaches' responses in the interviews. In addition to deepening levels of self-awareness, it can affect their understanding of what it means to be a human being. The majority of the coaches indicated that their interpersonal interactions have improved as a result of the training. Such an outcome is valuable, because their work is based on relating to their clients. Personal development is considered to be a critical competency in coach training that helps the trainee coach to develop 'psychological mindedness' (Bluckert, 2005; Lee, 2003).

'Psychological mindedness' denotes a person's capacity to reflect on themselves, others and their relationships with others and it involves considering and understanding the cognitive and emotional states that underpin behaviour (Bluckert, 2005; Lee, 2003). Bluckert (2005; 2006) suggests that personal development of trainee coaches is as important as coaching theory and skill training and should be given equal weight in the training process. The coaches reported further benefits from the ACC training that were beyond their own development. These are discussed in the following section.

2.2 Observing Changes in Clients

The results chapter reports on changes that coaches observed over time in clients' choices and behaviours. Behaviour change that clients experience due to a coaching programme is a distal outcome of the ACC (as presented in Figure 1). The evaluation did not explore this outcome as such, but it was relevant to report such changes in the results as they emerged in the qualitative data analysis, because it is through coaches observing such changes in their clients that they know they are successfully applying the ACC proximal outcomes.

Behaviour change is ultimately what integral coaching programmes are directed at, as indicated in the premise of integral coaching (Flaherty, 2005). Bluckert (2006) points out that externalising an issue to another person (or group) in coaching (or any other helping activity) provides that missing element which ignites change and development. Such changes can make a significant impact on the lives of the clients and ultimately benefit their organisation (Olivero, Bane & Kopelman, 1997). Stronger employee performances contribute to a healthier work environment (Nigro, 2003). The ICF (1998b) describes that coaching is effective, because the coach encourages the client to set and reach higher goals than the client would do on his/her own and focuses him/her to produce results more rapidly.

All six success case coaches reported that they aim to help their clients become self-correcting, self-generating, long term excellent performers, i.e. they are working towards the products of coaching as described by Flaherty (2005). By helping their clients to internalise the skills of reflection, resource development and action selection to apply in future situations, they no longer have to rely on their relationship with their coach (Centre for Coaching, 2007e). In this way, coaching functions as a tool for empowerment (Eggers & Clark, 2000).

It is clear from the examples reported by the coaches, that they are observing results in their work. The coaches consider the ACC training to have been successful, because they

are observing this evidence that demonstrates that they have been equipped to apply their learnings in the working world.

2.3. The Value of the ACC for Coaches

The success case coaches reported several valuable consequences from the ACC. Five coaches reported that the ACC inspired them to further their studies, three coaches reported that the ACC training contributed to various shifts in their careers and the three professional coaches pointed to the value of networking, business aid and credibility enhancement. The latter three areas are perhaps more relevant to the professional coaches who act as independent practitioners.

As discussed in Chapter One, there are no misconduct rules or enforced training regulations for coaches and anyone can therefore attempt to practice as a coach, without prior training or experience (Hamlyn, 2004). Having completed an accredited course, the ACC coaches can offer a level of credibility to potential clients that untrained coaches who are trying to benefit from the profitable industry cannot. This should help to alleviate concerns which potential clients may have concerning the quality of coaching service offered (Bluckert, 2004).

The ICF (1998a) reported from their survey of 210 clients that most clients reported specific coach training as important to them (89.1%), while 18.4% reported that training was not important. 81.9% of the clients thought their coach was trained, 17.1% did not know and 1% thought that their coach was not trained. In another study, the ICF (1999b) reported that many respondents from a survey of over 4000 corporations indicated that they thought certification was important. Although some feel that certification is not important (e.g. McCleary, 2006) it is likely to become more important within the coaching industry as more organisations, like NASA, begin to accept only certified coaches onto their pay roll (Laff, 2007).

2.4 An Unintended Consequence of the ACC

An unintended consequence of the ACC that emerged in the data analysis process was the application of the SKA not in specific on-one-one coaching programmes, but as a coaching leadership style within organisations. The coaches were applying the skills more broadly than the intervention intended by shifting their managerial and leadership styles. Although it is not something that the ACC explicitly focuses on, it is perhaps a natural expansion of applying coaching as a tool within an organisation. Goleman (2000) identified six distinct leadership styles, one of which is a coaching leadership style, which necessitates empathy and self-awareness in order to encourage others to improve and develop long term-strengths. Goleman reported that research found that this style was used least often, because leaders reported that they did not have the time in their high pressured environments to help people develop. Goleman, however pointed out that they were passing up a powerful tool as this style of leadership had a strikingly positive effect on both climate and employee performance.

3. Conclusion: Parts of the ACC that Need Improvement

The aforementioned results clearly evidence that the 2005 and 2006 ACC training was effective, however, several coaches made suggestions for improvement that offer valuable feedback to the Centre for Coaching. While the Centre should carefully examine all their suggestions, the evaluator wishes to make some recommendations related to the coaches suggestions regarding the andragogic training modalities.

As part of a coach training intervention, Bluckert (2006) recommends that participants should be on the receiving end of coaching themselves i.e. that they enter into a coaching relationship with a personal coach and experience for themselves what it feels like to be coached. This process enables the coach to better empathise with future clients' feelings of vulnerability. However, four coaches found the ACC buddy coaching system to be largely ineffective due to personality clashes and resulting conflict which they felt hampered their learning experience. They did not make suggestions as to how this could be rectified, but the evaluator suggests that this can be improved by careful attention to pairing-up partners (perhaps by means of a questionnaire), or by giving careful and

detailed instructions about the objectives of the system, how participants can work with each other to achieve these objectives and offering explicit guidelines about what they should do and should not do to help make the process effective. The revolving triad method could play more of a role in the ACC so that an observer can offer more objective third party feedback in the coaching practices and mediate if personal conflict arises between two of the triad members.

Bluckert (2006) recommends that trainee coaches be part of an ongoing experiential group to enhance self-reflection and growth. Two coaches suggested that pod mentors be used to structure their experiential groups (pod meetings) to keep the members focused on using it as a learning experience. Three of the coaches suggested more individual attention and interactive supervision be provided during the contact sessions. All three of these suggestions involve coaches wanting more individualised feedback about their development. Some of the other suggestions from the coaches might help this process. As class size has been shown to effect learning (Kokkelenberg & Dillon, 2002), a reduction in size as suggested by one coach, could enable participants to receive more personal input from the course facilitators. The introduction of upfront reading before contact sessions, as suggested by another coach, may equip participants to recognise weak areas when practicing the skills in the sessions and identify when they need to seek assistance.

One coach suggested that it would be constructive for the Centre to consider offering more demonstrations, which illustrate the different types of coaching conversations. She suggested that the demonstrations take the ACC participants through the coaching process over a period of time so that they can observe how professionals would handle the challenges that emerge during the coaching process. The coach suggested that this could be demonstrated by means of videos. Videos could be constructed as teaching tools that purposefully include instructional elements such as common pitfalls, common resistances from clients etc. and how to deal with such situations. Another option would be to include multimedia training opportunities which are increasingly being used in training interventions (Noe, 2003).

4. Conclusion: Environmental Factors that Supported or Hindered Successful Application

The ACC trained coaches work in different organisations to each other and many will coach in a multitude of organisations. Therefore, in this context, what has been helpful or hindered the coaches could be quite different from one coach to the next. However, several factors emerged in the data analysis that proved to be common to the coaches.

4.1 Supportive Factors

All six coaches found that a business-related background was important in helping them carry out their coaching. Washylyshyn (2003) reported that business experience was one of the top three criteria reported by clients in choosing a coach (the others being training in psychology and the coach's reputation). A lack of corporate experience could be a problem, as is the case when clinically trained psychologists enter the field without any specific coach training (Filipczak, 1998; Lowman, 1998; Somerville, 1998). Garman, Whiston and Zlatoper (2000) reviewed several coaching-related articles and found that of the relevant parties, 15% of coaches had psychological backgrounds and 15% had business backgrounds, while the remainder was not reported. In their review, they found that the psychological skill set was usually (61% of the time) referred to as a unique skill base, separate to the coaching skill set. In 45% of these articles, the psychological skill set was thought to add clear value, 36% indicated it as potentially favourable or unfavourable, while 18% viewed it as potentially harmful. It was concluded that psychological training is not persistently recognised as useful or even relevant to executive coaching.

There are concerns that coaches who have not had psychological training may be less successful in handling referrals (Washylyshyn, 2001) and may downplay psychological problems, thereby making the client's predicament worse (Berglas, 2002). Overall, Washylyshyn concluded that a foundation in both business and psychology is useful.

Supervision was something that the majority of coaches recommended as a useful tool to enhance learning and aid coaches in their process of personal development. Bluckert

(2006) recommends that coaching supervision continues throughout the career of trained coaches, because it is important to provide a space to reflect on one's work (achievements and difficulties) with a senior colleague, to be able to make improvements to reach one's full potential, to maintain good standards of work and to have the support in carrying through the responsibilities of a coach.

Two thirds of the within-job coaches pointed out how important it is to have management support in conducting coaching programmes with clients. This is important because it allows coaching to have a place and be recognised within an organisation. Brinkerhoff and Montesino (1995) found that management support facilitated the transfer of SKA from training to the work environment. Noe (2003) also describes the importance of managerial support in the transfer of training.

4.2 Hindering Factors

It emerged from the two low success cases that it was not environmental factors per se that hindered their application of the ACC, but rather personal circumstances and choices. One coach reported that in retrospect, the training was not an appropriate choice for her, because she did not have an executive background. A needs assessment refers to the process of determining whether and what training is necessary (Noe, 2003). As can occur when there is a flaw within this process, the chosen training course may have the wrong training content and not deliver the expected learning. This coach had hoped that the training would provide her with a better grounding in the business environment so that she could feel confident to enter the corporate market. Consideration should be given to either including more information in the ACC for those who do not have much knowledge of a corporate environment (e.g. recommending some books to read that offer executive coaching case studies or providing such case studies in class) or alternatively, it should be explicitly described on the Centre's website and marketing material that the course is designed for those already within a business environment. It should be noted that the low successes did find some benefit in the ACC.

The above discussion reflects on the results of the ACC evaluation in the context of four relevant conclusions that Brinkerhoff (2003; 2006a) recommends be drawn. The following discussion reflects on the evaluation procedure itself.

Reflection on the Evaluation Procedure

The Usefulness of Applying the SCM in the ACC Evaluation

The SCM proved to be a useful, efficient and practical evaluation tool for conducting the ACC evaluation. Its value lay in that it evaluates a training intervention from a real world perspective, in terms of how well the learnings are being applied in the workplace. Therefore the results provided a clear indication of the effectiveness of the ACC. The strengths of the SCM have been as follows:

Firstly, it provided learnings from those who are successfully and unsuccessfully applying the ACC proximal outcomes. Asking relevant parties directly about their experiences allowed illustrative and compelling descriptions of ACC training applications and results to be gleaned from respondents (Brinkerhoff, 2003; 2006a). These descriptions can be used by future ACC coaches as models of success that provide both motivation and guidance.

Secondly, the SCM is a method that is based on the discipline of scientific enquiry, specifically survey techniques and naturalistic inquiry and reporting (Brinkerhoff, 2003; 2006a). As such it provided the evaluator with a proven evaluative tool that provided a robust structure for the evaluation process.

Thirdly, the 'buckets' used in the interviews provided a useful way to conceptualise the interview process. They assisted the evaluator in creating a detailed picture of the elements associated with the application of the training and its results.

Fourthly, the method was user-friendly and its design made sense. It made it relatively easy for the evaluator to discover what the ACC training has achieved.

Lastly, it was an efficient way of generating knowledge that can be used by the Centre for Coaching to substantiate the value of their ACC intervention and to make improvements.

Overall, the SCM was a very efficient and effective method for evaluating the ACC against the criterion of applicability in the workplace. The following section discusses the limitations in applying the SCM.

Limitations and Enhancing the Quality of the Evaluation

This section addresses limitations of the evaluation and describes the efforts made by the evaluator to enhance the quality of the evaluation by making the procedures as rigorous as possible.

The SCM Does Not Investigate the Average Participant

The SCM is a biased method in terms of its selection of cases to be interviewed. Yet it does this *purposefully* in order to investigate extreme groups of participants. It therefore cannot lead to conclusions about the ‘average’ participant. Brinkerhoff (2003; 2006a) argues that the average participant can misrepresent the reality of a training intervention, because in reality that ‘average’ participant might not even exist. He argues that the high and low success cases can reveal much about the applicability of a training intervention based on only a few cases. It is designed to learn from those few that are or are not experiencing success, which in turn informs the evaluator of possible improvements to be made.

Only Achievement of Proximal Outcomes has been Evaluated

The scope of the evaluation was limited for the purposes of time and this report. What made the application of the SCM slightly complicated in this context, was that the ACC is not a training course held within a particular organisation and therefore, it cannot be easily linked to distal outcomes. The evaluation needed to given boundaries in some way and so it was decided that the proximal outcomes, as defined by the Centre for Coaching, were the place to begin an exploratory evaluation. However, a further indicator of success, i.e. *number of clients*, was included to differentiate between the large number of

high success cases. This ensured that the context of application was a formal coaching situation and presumes that the more clients a coach has, the more successful their coaching practice is. Distal outcomes such as organisational benefits were not measured.

The SCM Cannot Determine Causal Relationships

The only evaluation designs in which causality can be inferred are experimental or quasi-experimental designs with random assignment (Graziano & Ravlin, 2000) and these were not practical to apply in this context. As such, it cannot be confidently asserted that the ACC caused all the results discussed above, but it can be reported that the coaches attributed the results to the ACC training.

Results are Self-Reported

The results from this evaluation are reported by the coaches themselves. Therefore, the evaluation had to rely on the fact that the respondents' descriptions appeared convincing. Using more objective measures such as client's own reports of their coaching experiences would have been useful, but they were beyond the scope of this evaluation.

The following steps were taken by the evaluator to make the evaluation as robust as possible:

Consulting with the Stakeholders at the Centre for Coaching

The evaluator clarified the desired ACC outcomes with the academic director of the Centre. This ensured that the results produced by the evaluation were linked to outcomes deemed important by the Centre. The SCM was described to the stakeholder and approval was granted to apply the evaluation method.

Consulting with Experts

The evaluator consulted with three experts during the course of conducting the evaluation. Firstly, regular feedback was obtained from an evaluator, who is similarly involved in applying the SCM in a training evaluation. Secondly, another evaluator, who has fairly extensive experience in using the SCM, was consulted regarding the survey

design before it was made available to respondents. His suggestions were taken into account and adaptations were made to the survey. Thirdly, an expert in statistics was consulted regarding the quantitative analysis conducted on the survey data. The evaluator was assured that due to the nature of categorical data, no further relevant analyses could be conducted.

Observing Training as Conducted by the Centre for Coaching

In the interests of the participants, it was not possible for the evaluator to observe the ACC, but the evaluator did observe the 2-day CTE course. This gave the evaluator a good idea of how andragogic methods were implemented and how the course was run. Although, it cannot be assumed that the ACC is run as well as the CTE was observed to run, scrutinising the quality of facilitation, interaction among participants, venue and use of time indicates that the ACC is run in a similar manner. On the contrary, if the CTE had been a disorganised course, which was poorly structured and badly facilitated, it would be likely that other courses run by the Centre would be similar.

Contacting Other Coach Trainers

The evaluator contacted the chairman of the Coach Trainers Association of South Africa (CTASA) and was provided with a list of its members. These coach trainers from various local training organisations were contacted to enquire if they could provide any literature regarding best practices in the training of coaches. While several organisations were helpful in explaining the kind of coaching they provide training in, they were not able to provide such research literature.

Interview with a Coach Training Module Designers at SACAP

The evaluator conducted an interview with one of the coach training module designers at the South African College of Applied Psychology (SACAP) to gain a better idea of how another coach training organisation was conducting their training. While this interview had no direct bearing on the evaluation itself, it served to highlight that similar andragogic learning methods were being used.

Ensuring Objectivity, Validity and Reliability

Qualitative research is by its nature conducted through a subjective lens. However, the evaluator tried to be sensitive to possible contamination of data through personal biases and assumptions and followed the qualitative analysis processes suggested by Miles and Huberman (1994) as closely as possible as a means of suspending personal judgment.

When discussing validity in terms of qualitative results, credibility and accuracy are important (Miles & Huberman, 1994). During the interviews, the evaluator reflected interview content and meaning back to the coaches to confirm that her understanding of what was being communicated was correct. Internal validity refers to the accuracy or credibility of the evaluation findings (Miles & Huberman, 1994). As no similar prior evaluation of an executive coach training intervention has been reported in the literature, there was no external source with which to compare findings. The evaluation relies on the assumption that the coaches' descriptions are accurate. In terms of external validity, as previously mentioned, the generalisability of the evaluation findings is limited.

Reliability in this context refers to consistency over time such that replicated studies would produce comparable results (Miles & Huberman, 1994). There was only one evaluator that conducted all the interviews, which standardised the interview process. A standardised interview schedule was used. Although the evaluator was flexible in allowing appropriate diversions from this structure, it meant that all respondents were approached in a similar manner by the evaluator. The evaluator was able to listen carefully to the coaches during the interviews and not be distracted by note taking, as the interviews were recorded so that they could be transcribed at a later stage. The recordings allowed the evaluator to return to the original interviews to investigate queries or possibilities of interpretations that arose during data analysis.

The evaluator implemented the above steps to enhance the quality of the evaluation and to make it as robust as possible to increase its credibility.

Applicability of the ACC Evaluation

An evaluation has practical validity when its results influence action (Rossi et al., 2004). This evaluation has attempted to address the success of the ACC in terms of what is and what is not working, what results are being achieved, what value is being experienced, what environmental factors have helped or hindered success and what improvements need to be made. The Centre will hopefully make use of this report to add credibility to the ACC and to enhance its success. In addition, the evaluation results provide motivation to future ACC participants by offering examples or models of success that can be aspired to.

Since the late 1990s, increased attention has been directed at executive coaching in the psychological, training and development and management literature (Kampa-Kokesch & Anderson, 2001). There has been very little research, however, that has focused on how to train coaches effectively. No empirical studies have been conducted to discover what training methods and tools are most appropriate. This evaluation therefore adds value to the field of coach training as the first scientific assessment of an executive coach training course. Additionally, it provides an argument for the effectiveness of using the SCM as an evaluation method in the coach training industry.

As mentioned earlier, the SCM is a relatively new evaluation method. This evaluation, therefore, adds value to the field of training evaluation in terms of providing an exploration of applying the SCM.

Recommendations for Future Research and Evaluation

This particular evaluation has been an exploratory evaluation into the area of executive coach training. The evaluation was limited to investigating the proximal outcomes of the ACC. Extending this method of evaluation to explore the attainment of distal outcomes will corroborate the evidence of success for the ACC intervention. This evaluation focuses on the application of the ACC learnings and therefore indirectly indicates the success of the andragogic training methods in the coach training industry. It would be

valuable to assess the relevance and usefulness of the various andragogic training tools by surveying future course participants.

Investigation is needed to determine which other evaluation methods could be successfully applied in a coach training context. For example, it could be beneficial to conduct an experiment in which a cohort of participants who have been through the ACC could be compared to a group who has not yet been trained. Such an evaluation would provide causal evidence for the effects of the training and not rely solely on the reports of the ACC trained coaches. A variety of evaluation methods need to be experimented with to determine what would be the most effective evaluation approach to adopt for coach training courses.

Conclusion

This evaluation demonstrates that the 2005 and 2006 ACC participants reported being successful in applying the proximal outcomes of the ACC and observing concrete positive results due to the training. This offers evidence for the ACC training being successful in achieving its proximal outcomes. Accordingly, the training can be considered to be both worthwhile and valuable. Since the ACC training is successfully transferring intended skills, knowledge and attitudes to its participants in a way that enables them to feel that they are practicing more effectively as coaches, it can be considered as setting training standards within a currently unregulated coach training industry in South Africa.

Stern (2004) considers executive coaching to be an evolution of the term 'coach', which denotes helping to carry a person from one point to another. Responsibility comes with working as closely with people as coaches do. Part of this responsibility is that coaches ensure that they undertake accredited training from which they know they will see results. It is the responsibility of the coach training organisation, however, to ensure that the training they provide is effective. This can only be assured by means of an evaluation.

This evaluation contributes to the evaluation literature by providing a documented exploration of a systematic application of the Success Case Method (Brinkerhoff 2003;

2006a). In addition, it contributes to the coach training literature by providing one of the first reported evaluations of a coach training intervention.

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APPENDIX A: SURVEY INSTRUMENT

The Centre for Coaching (Pty) Ltd Associate Coaching Course Evaluation: Participant Survey

Purpose of this questionnaire:

The following survey seeks to establish whether completing the *Associate Coaching Course* had lead to any changes in your work practices.

Confidentiality:

Your response to this questionnaire will remain strictly confidential. Your participation is voluntary.

Personal information:

Any personal information you fill in for the purpose of a follow up interview will be kept strictly confidential. No participant's identity or specific comments will be revealed. Anonymity is guaranteed.

General Instructions:

The questionnaire consists of two sections. Section A deals with the application of training to your workplace, and Section B deals with your personal details.

If you have any queries about the research, please do not hesitate to contact me:

Karolyne Beets

kebeets@gmail.com

A. Application of Training

1. Please rate the extent to which you have tried the following practices in your work as a result of the Associate Coaching Course (ACC) training:

1.1. I have used the training to design coaching programmes

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.2. I have used the training to conduct coaching programmes

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.3. I have used the assessment models presented in the training to understand the behaviour of my clients

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.4. I have used the training to elicit client's Structure of Interpretation (SOI)

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.5. I have used the training to employ distinctions for clients that open alternative possibilities for action

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.6. I have used the training to develop practices for clients to embed new insights

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results

Tried this and it did not work

Have not tried this at all

Tried this, but not because of the training

1.7. I have used the training to overcome client's resistances

Tried this and had clear and positive results

Tried this, but had no clear results yet

Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

1.8. I have used the training to build authentic relationships with my clients
Tried this and had clear and positive results
Tried this, but had no clear results yet
Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

1.9. I have used the training to establish mutual trust, respect and freedom of expression with my clients
Tried this and had clear and positive results
Tried this, but had no clear results yet
Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

1.10. I have used the training to develop ways of tackling barriers to my coaching development
Tried this and had clear and positive results
Tried this, but had no clear results yet
Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

1.11. I have used the training to keep myself in condition to coach
Tried this and had clear and positive results
Tried this, but had no clear results yet
Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

1.12 I have used the training to enable clients to become self-correcting, self-generating and long-term excellent performers

Tried this and had clear and positive results
Tried this, but had no clear results yet
Tried this somewhat, but do not expect any results
Tried this and it did not work
Have not tried this at all
Tried this, but not because of the training

2. Please answer the following questions:

2.1. Prior to the ACC training, had you been coached by a coach?
Yes
No

2.2. Prior to the ACC training, had you practiced as a coach?

Yes

No

2.3. Due to the training, do you experience greater fulfillment in the coaching work that you do?

Yes

No

2.4. When I completed the coach training, I intended to:

Become a full time coach practitioner

Use it as part of my job position where necessary

Use it as a means for job promotion

Not use it at all

2.5. Which statement below best describes your experience since participating in the ACC training?

I learned something new, I used it, and it has lead to some very worthwhile results

I learned and tried some new things, but can't point to any worthwhile results

While I may have learned something new, I have not been able to use it yet

I already knew about, and was doing, the things this training taught

I don't think I can really use what I learned in the training

2.6. What is your overall impression of the training, now that some time has passed?

The training definitely has vastly improved my coaching practice

The training offered some valuable insights into coaching

The training was not really a good coach training course

The training was disappointing and not useful at all

2.7. If you have not tried to apply the training at all, could you please provide a reason.

B. Demographic Information

1. Please indicate the year in which you completed the ACC training.

2. Please indicate your present job position.

3. Gender

4. Race

5. Age

6. Level of education

7. Province

8. Number of active clients

If you are willing to take part in an interview about your experiences of the ACC training please provide the following contact details:

9. Surname, initial and title:

10. Telephone number and code:

11. Email address:

Thank you for taking the time to complete this survey.

APPENDIX B: SCHEDULE FOR CONFIRMATORY PHONE CALLS FOR HIGH SUCCESS CASES

1. It seems from your survey responses that you gave the ACC training full marks, so I presume that you found the training to be very useful?
2. You indicated that you have had clear and positive results from applying the different skills? Could you tell me a bit more?
3. Would you say therefore, that the success you are experiencing in your coaching practice can be largely attributed to the training? Indicate with a rough percentage.

Could we perhaps schedule a time in which I could interview you (over the phone). It would take about 45 mins. Your insights will not be linked back to you personally and therefore your input will remain anonymous.

APPENDIX C: SCHEDULE FOR CONFIRMATORY PHONE CALLS FOR LOW SUCCESS CASES

1. It seems from your survey responses that you have not really applied the learning from the training much?
2. What has happened in terms of you using the skills?

Could we perhaps schedule a time in which I could interview you (over the phone). It would take about 45 mins. Your insights will not be linked back to you personally and therefore your input will remain anonymous.

APPENDIX D: HIGH SUCCESS CASE INTERVIEW SCHEDULE

Bucket 1: What was used?

Can you please describe the context in which you are applying your coaching skills?

What have you used from the training that you feel has worked?
(How have you applied it?)

What parts of the training have you used most?

What parts of the training have you used least?

What parts of the training have you used not at all?

Bucket 2: What results were achieved?

You say that you have had clear and positive results,

What has the training helped *you* to achieve? In other words, what effects has it had?
(e.g. increased client nos., improved client relationships, increased revenue, better self-management, job satisfaction etc)

Anything else?

What is different now? (Compared to if there had been no training?)

What evidence is there that you know you have achieved these results (who noticed, what feedback, what changes were observed?)

Bucket 3: What good did it do?

Why are these results important?

What kinds of goals/value were achieved by applying this training?

What kinds of negative outcomes were avoided as a result of applying the training?

Bucket 4: What helped?

What in your environment did you use or access that helped you?

Were there any special incentives, rewards, job objectives or work requirements etc that has contributed to your success in using this training?

What tools, references or information sources have you found to be useful?

What about priorities or extenuating circumstances that spurred you to success?

Bucket 5: Suggestions

What suggestions do you have concerning the training that would have increased success for you? (e.g. better training, tools, resources)

Anything else that would have made the training more beneficial to you?

APPENDIX E: LOW SUCCESS CASE INTERVIEW SCHEDULE

Bucket 1: Barriers?

How are you using the training?

What has prevented you from using the training?

Bucket 2: Suggestions?

What suggestions do you have concerning the training that would have increased success for you? (e.g. better training, tools, resources)

Anything else that would have made the training more beneficial to you?