Behaviors and Structures for Coaches to Maximize Effects on Coaching

Coaching Research Institute LLP

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Coaching Research Institute LLP (CRI), a research development institution of global coaching firm COACH A, has conducted a study on the behaviors and structures for coaches to maximize effects on coaching. The data used in this study are those gathered from Coaching Skills Evaluation System (CSES) (http://cses.crillp.com), a proprietary system developed by CRI used in post-coaching evaluation. In the past, many studies have been conducted on the coaches themselves. This system conducts a questionnaire-based survey on clients who have received coaching. This study uses a total of 332 cases in which 93 professional coaches from 14 different countries have conducted the coaching sessions.

Summary:

1) **Setting specific goals and sorting out lead to more effective coaching**
・Setting specific goals strongly correlates to the likelihood of achieving one's goals.
・Sorting out one's current situation through questioning strongly correlates to the level of satisfaction of the coaching sessions.

2) **Longer coaching sessions do not necessarily lead to more effective coaching**
・For each session, whether it was only for 30 minutes, or more than 70 minutes, there were no big differences that lead to a more effective coaching.

3) **More frequent coach sessions lead to more effective coaching**
・Higher frequency as opposed to longer sessions lead to better results

4) **Differences were seen between coaching through phone and in person**
・Sessions conducted through phone as opposed to those conducted in person allowed for a more equal relationship and provided better feedback.
・Sessions conducted in person as opposed to those conducted through phone allowed more sharing of value-added information and suggestion on helpful books.

5) **Coaches with more experience left decision-making to the clients**
・Experience of less than 2 years were evaluated lower in their coaching skills. Sessions proceeded in a vague manner and the coach tended to push their own thoughts and ideas.
・Coaches with experience of more than 11 years did not give instructions and allowed the client to make their own decisions. However, they scored lower in tool usage and providing information such as suggesting helpful books.

Overview:

Coaching Skills Evaluation System (CSES) developed by CRI was used as the measurement tool for this study. There were a total of 43 questions consisting of 40 multiple-choice questions (Scale of 1-5) and 3 open-ended questions.

Participation was done through the internet. After coaching sessions were completed, the coaches evaluate themselves on their coaching, and the clients also evaluate the coaches on their coaching. These evaluations are then gathered as part of the study data. Data was gathered between January to June 2013. The number of evaluation gathered during this period was 332 cases in total.

The CSES assessment we have used is composed of the following two categories.
・Client's evaluation towards coach's behaviors (listening, asking questions, etc.) : 18 items
・Effects which the clients have felt through coaching : 22 items

Due to spacing issues, the graphs in the report only show the short version of the question. For the full question, these are included at the end of this report. Also included are details on coaching attributes such as number of sessions conducted, whether the sessions were conducted through phone or in person, etc.
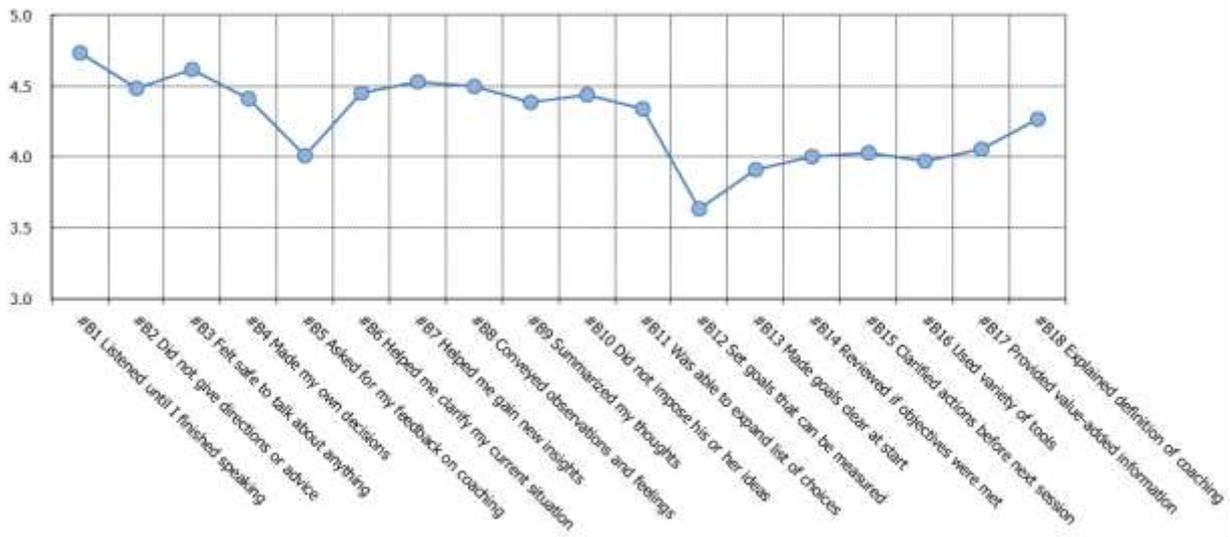
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1) Results from All Data Items

First, we would like to show the average scores (5 point scale) from all data items (40 items). The 40 items are divided into two categories: Coach's Behavior (18 items) and Effects from Coaching (22 items).

Coach's Behaviors (18 items)

Top 3 items that scored high:

1. The coach listened to me until I finished speaking and did not interrupt in the middle of my speech (#B1).
2. I felt safe to talk about anything I wanted with the coach (#B3).
3. The coach's questions helped me gain new insights (#B7).

Top 3 items that scored low:

1. I set myself specific goals that can be measured numerically (#B12).
2. I made the goals of the session clear at the beginning (#B13).
3. The coach used a variety of tools such as questionnaires and worksheets (#B16).

Effects from Coaching (22 items)
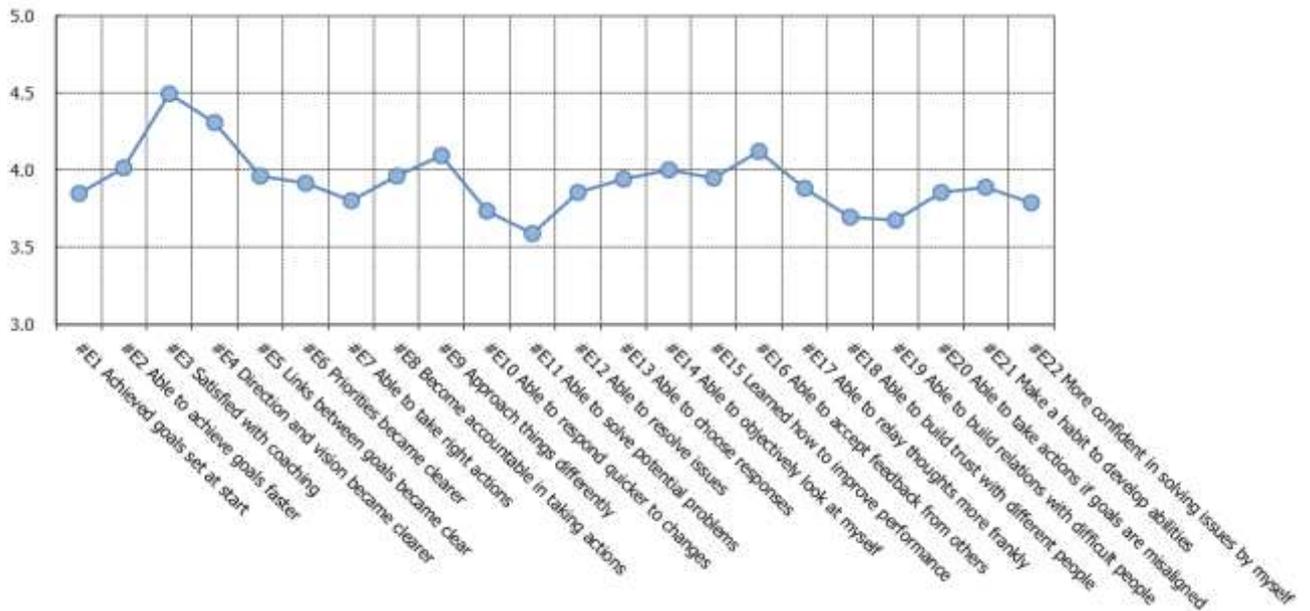
Top 3 items that scored high:

1. Overall, I am satisfied with the coaching engagement (#E3).

2. My direction and vision have become clearer as a result of coaching (#E4).

3. I am able to accept feedback from others as a result of coaching (#E16).

Top 3 items that scored low:

1. I am able to identify potential problems and attend to them before they become an issue as a result of coaching (#E11).

2. I am able to build relationships with people that I find difficult to deal with as a result of coaching (#E18).

3. I am able to build trust even with people who I do not necessarily share the same values or opinions with as a result of coaching (#E19).

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2) Correlation Between the Coach's Behaviors and Effects of Coaching

Coach's behaviors which strongly correlate to client's goal achievement:

The coach behavior which had the strongest correlation with "achieved goals set at start (#E1)" was "set goals that can be measured numerically (#B12)", which had a correlation coefficient of 0.43. There were no other items that scored higher than 0.4.

Top 3 coach's behaviors which strongly correlate to client's satisfaction of the coaching sessions:

The top three coach behaviors which have the strongest correlation with "overall satisfaction with the coaching engagement (#E3)" were as follows.

"The coach's questions helped me clarify my current situation (#B6)"
Correlation coefficient: 0.55

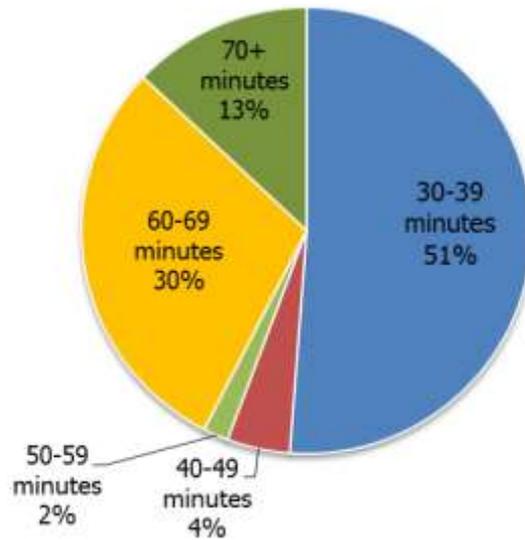"The coach's questions helped me gain new insights (#B7)"
Correlation coefficient: 0.53

"I was able to expand my list of choices with the help of my coach (#B11)"
Correlation coefficient: 0.45

3) Influences From Coaching Session Time

Total session time per coaching session is shown in the pie graph on the right. We can observe that about half have conducted sessions around the 30 minute range, followed by 60 minute range, and 70 minute range. In this section, we will explain the results from these three session times.

Coach's Behaviors (18 items)

No. of respondents in ( )

Effects from Coaching (22 items)
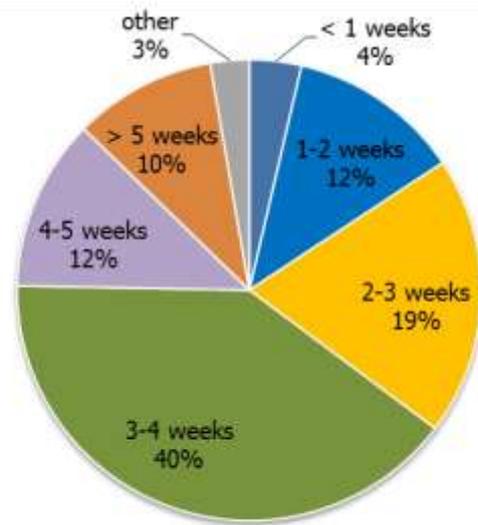

No. of respondents in ( )
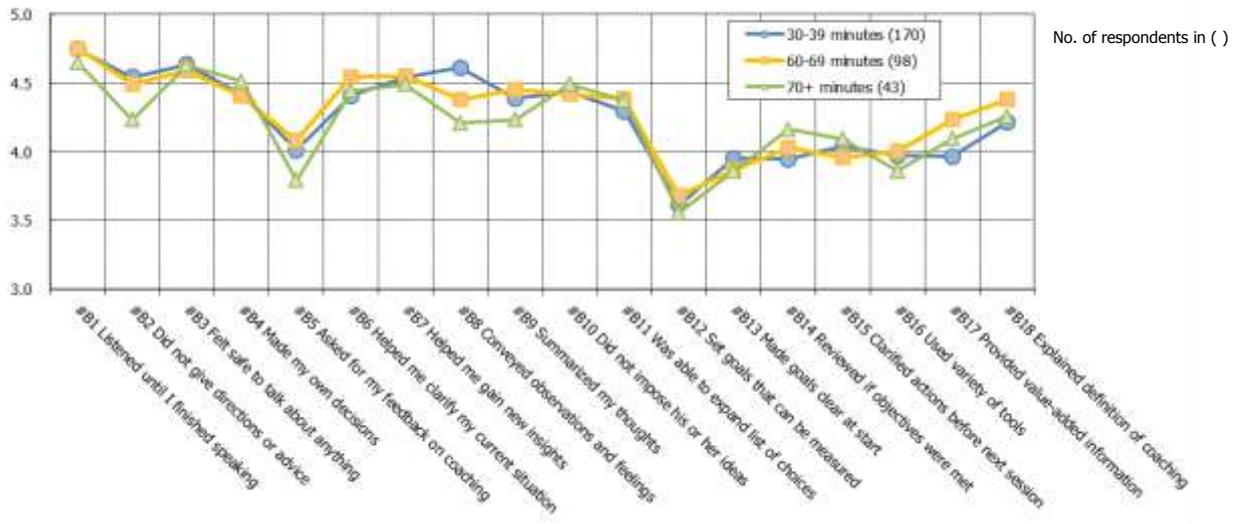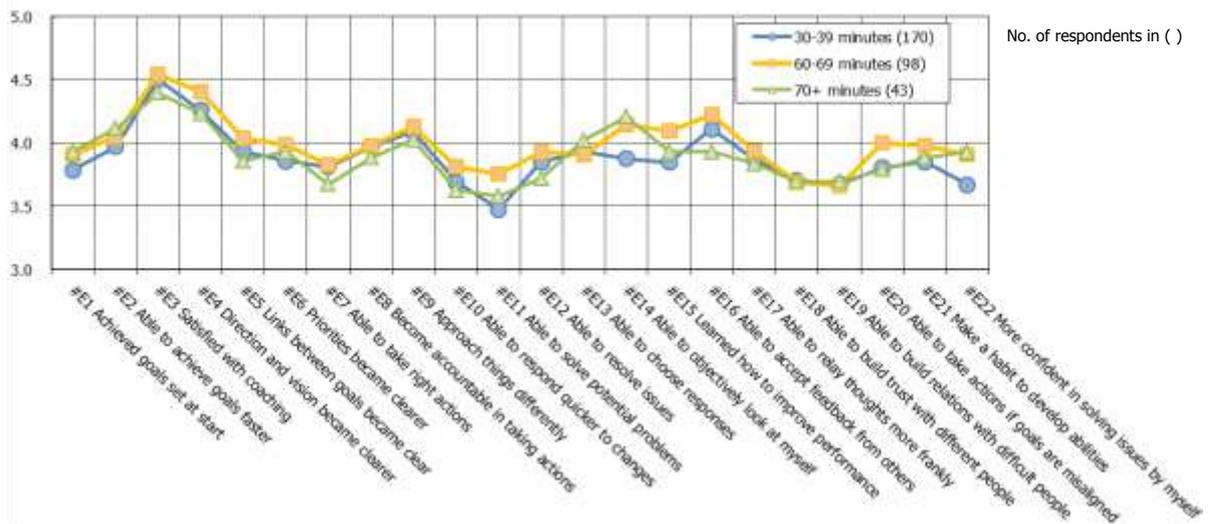
Normally, we would think that the longer coaching sessions are, the more effective they are, but the results did not support this hypothesis. For longer coaching session, only four items scored significantly high (around 5%), which are: #B17, #E11, #E14, #E15" (between 30 minute and 60 minute ranges). For #E14, there was a significant difference between 30 minute and 70 minute ranges. On the other hand, for #B8, 30 minute range scored higher than 70 minute range, showing a significant difference.

From these results, we can see that longer coaching sessions does not mean that the coaching is more effective.

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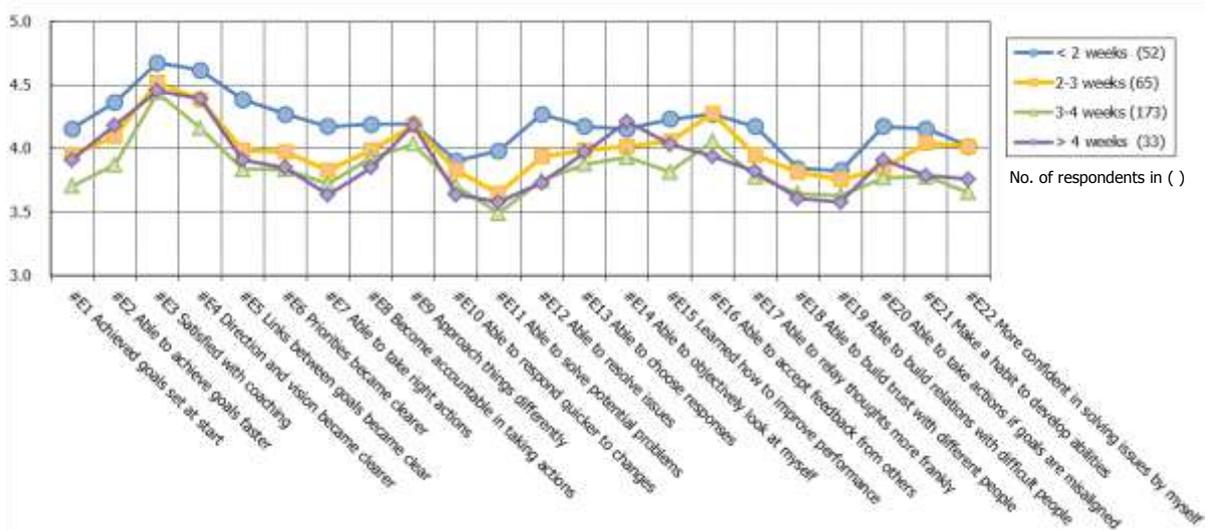## 4) Influences From Coaching Session Frequency

Frequency of coaching sessions is shown in the pie chart on the right. In most cases, sessions were conducted every 3-4 weeks, accounting for about 40%. This was followed by every 2-3 weeks with 19%, every 1-2 weeks and every 4-5 weeks both with 12%. In this section, we will explain the results from these four session frequencies.

Coach's Behaviors (18 items)

No. of respondents in ( )

Effects from Coaching (22 items)

No. of respondents in ( )
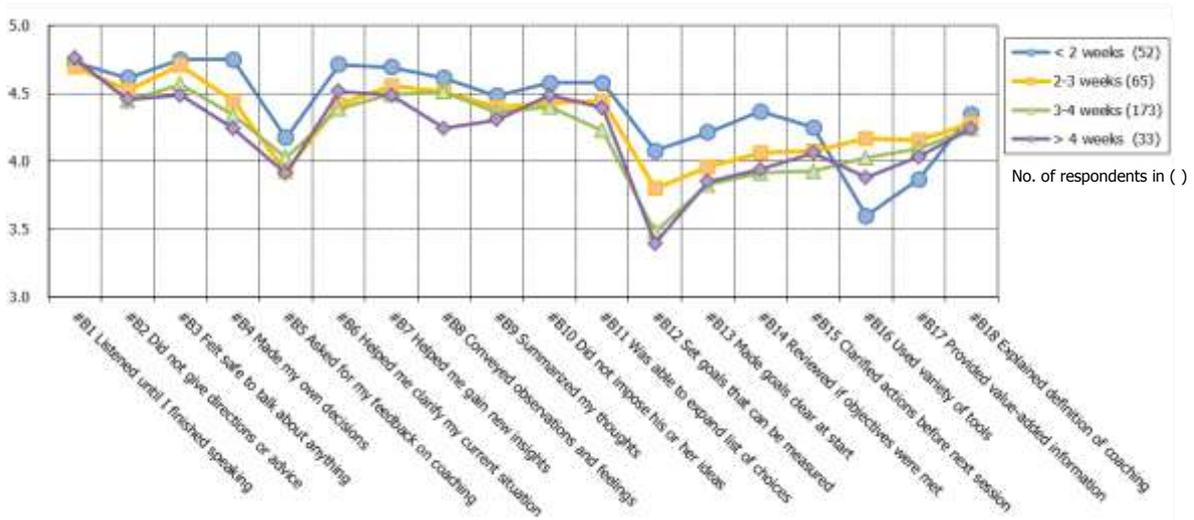
In the previous section, we have learned that session time and effects from coaching did not have a strong correlation. However, in this section, the results show that frequency of coaching session has a strong correlation. For groups who have conducted sessions less than 2 weeks, we can see that in the Effects from Coaching (22 items) category, 19 items have scored higher with a significant gap compared to other groups (#B4, #B6, #B12, #B13, #B14, #E1, #E2, #E3, #E4, #E5, #E6, #E7, #E11, #E12, #E15, #E17, #E20, #E21, #E22). Based on this, we think that coaching sessions should be conducted with a frequency of no more than 2 weeks for an effective coaching. On the other hand, for "used variety of tools (#B16)", the group who have conducted sessions less than 2 weeks have scored low. In terms of score, groups who have

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conducted sessions less than 2 weeks have scored the highest in 35 of the 40 items. Scores tend to become lower for groups who have conducted sessions every 2-3 weeks and 3-4 weeks.

## 5) Characteristics of Coaching Through Phone and In Person
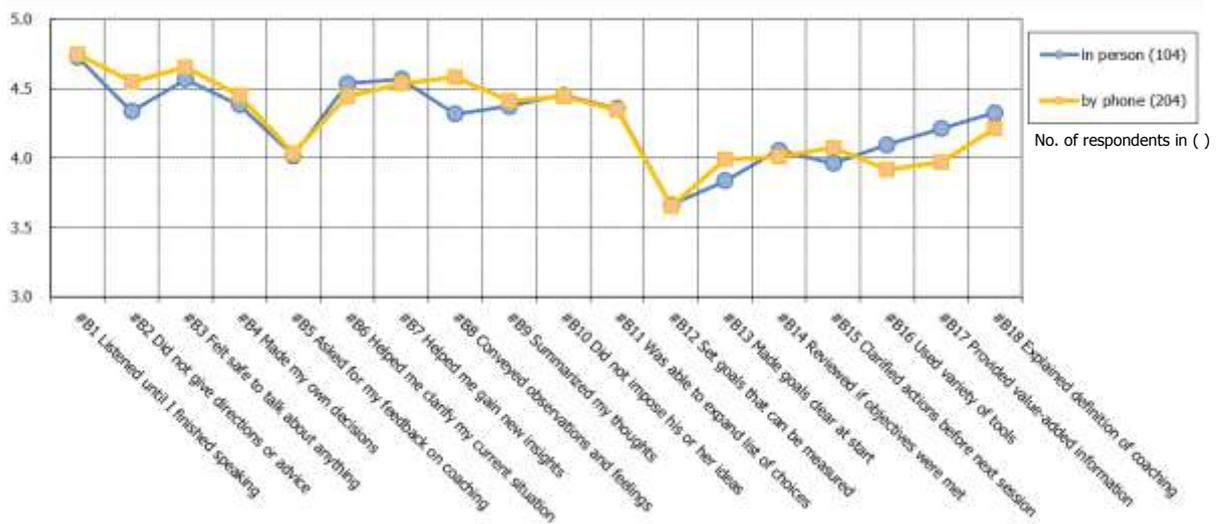
The top three items that had the biggest gap between "mostly by phone" and "mostly in person" were as follows.

|	Mostly in person	Mostly by phone
The coach conveyed his/her observations and feelings regarding the session. (#B8)	4.3	4.9
The coach provided value-added information through resources such as books and case studies. (#B17)	4.2	4.0
The coach did not give directions or advice from a superior standpoint. (#B2)	4.3	4.6

When coaching was conducted by phone, compared to those conducted in person, no instructions or advices were given by the coach and more feedback was given on things which the coach had noticed. On the other hand, when coaching was conducted in person, more value-added information was shared and useful books were introduced compared to those conducted by phone.

6) Characteristics in Number of Years of Coaching Experience

Here is the breakdown on the coach's number of years of coaching experience included in this study.

Coach's Behaviors (18 items)

No. of respondents in ( )
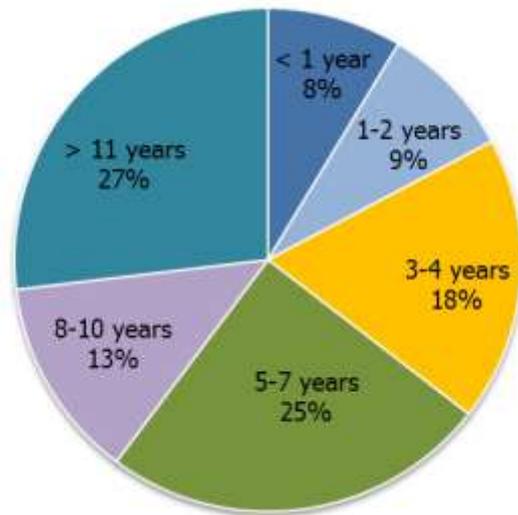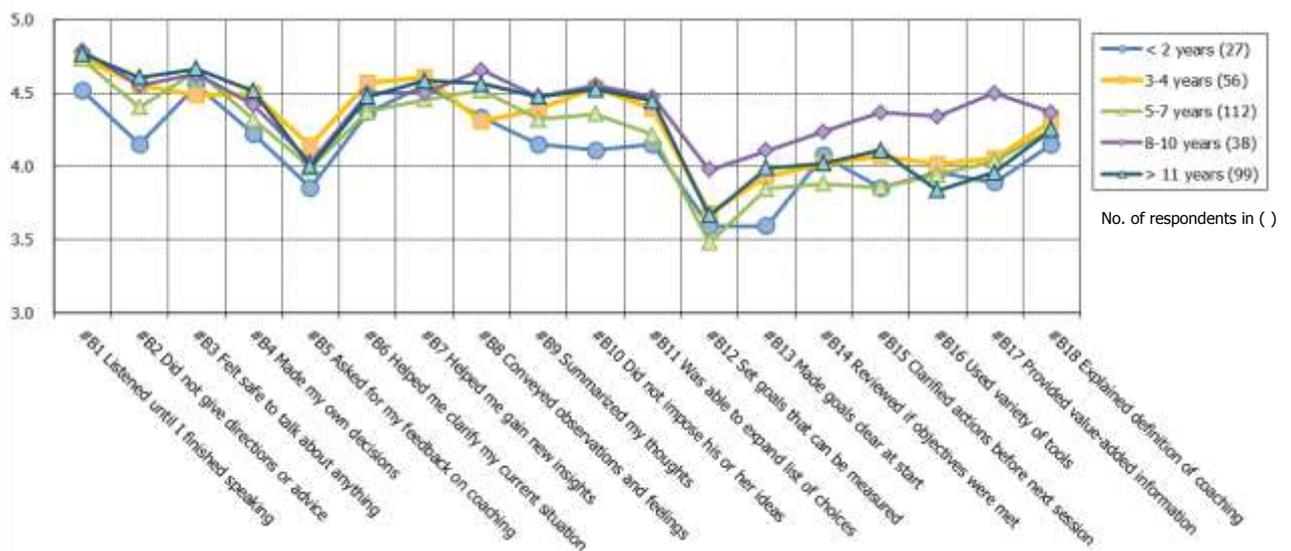
The group with less than two years of coaching experience did not score highest in any of the items. Therefore, we can observe that coaches with less experience still have a lot of room for further development. Particularly in items such as "made goals clear at the beginning (#B13)" and "clarified actions to take before the next session (#B15)" had a gap of more than 0.5 points compared to the highest scoring group. Also on items such as "did not give directions or advice (#B2)" and "did not impose his/her ideas (#B10)", there was a gap of more than 0.4 points compared to the highest scoring group. Looking at the trends in our data, we believe that coaches with less than two years of coaching experience do not set goals clear and continue to

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proceed with the coaching sessions in a vaguely manner, and tries to resolve issues through the coach's own personal advices.

For groups with 8-10 years of coaching experience, they have scored the highest in 13 of the 18 items. We can see that their behavior as a coach is satisfactory in many areas. For groups with the most experience of more than 11 years, they have scored highest in items such as "does not give directions or advice (#B2)", "talk about anything with the coach (#B3)", "made my own decisions (#B4)" and "summarized my thoughts (#B9)". On the other hand, they scored lowest in "used a variety of tools (#B16)" and scored second to lowest in "provided value-added information (#B17)".

Closing Remarks:

The analysis in this report mainly focused on the clients' evaluation. However, we would like to continue and analyze trends in coach's self-evaluation and its gap between the clients' evaluation. Also, as we gather more data from different countries, we hope to provide our analysis on characteristics based on these different countries.

What is CSES?

CSES (Coaching Skills Evaluation System) is a web-based system used in post-coaching evaluation. The service is provided to professional coaches around the world and is free of charge. Currently, it is being used by more than 800 professional coaches in 27 different countries. Through this system, coaches can receive feedback from clients after the completion of their coaching sessions. The effectiveness of the coach's coaching can be measured quantitatively based on two main criteria: Coach's Behavior (18 items) and Effects from Coaching (22 items). The average score of all coaches around the world are also displayed in real time, allowing coaches to further develop themselves by seeing their own strengths and weaknesses. CSES can be accessed from the website: https://cses.crillp.com/.

Questions

Coach's Behaviors (18 items)

#B1	The coach listened to me until I finished speaking and did not interrupt in the middle of my speech.
#B2	The coach did not give directions or advice from a superior standpoint.
#B3	I felt safe to talk about anything I wanted with the coach.
#B4	I made my own decisions (not the coach).
#B5	The coach asked for my feedback regarding his/her coaching.
#B6	The coach's questions helped me clarify my current situation.
#B7	The coach's questions helped me gain new insights.
#B8	The coach conveyed his/her observations and feelings regarding the session.
#B9	The coach summarized my thoughts in a way that was easy to understand.
#B10	The coach did not impose his/her ideas, but suggested ideas which expanded my perspective.
#B11	I was able to expand my list of choices with the help of my coach.
#B12	I set myself specific goals that can be measured numerically.
#B13	I made the goals of the session clear at the beginning.
#B14	I reviewed with my coach as to whether my objectives were met at the end of each session.
#B15	I clarified what actions I would take before the next session.
#B16	The coach used a variety of tools such as questionnaires and worksheets.
#B17	The coach provided value-added information through resources such as books and case studies.
#B18	The coach explained the definition of coaching (purpose, effects, methodology).

Effects from Coaching (22 items)

#E1	I achieved the goals I had set at the outset of the coaching engagement.
#E2	I was able to achieve my goals faster as a result of being coached.
#E3	Overall, I am satisfied with the coaching engagement.
#E4	My direction and vision have become clearer as a result of coaching.
#E5	The link between my organization's goals and my personal goals has become clear as a result of coaching.
#E6	My priorities have become clearer and I am able to use my time more efficiently as a result of coaching.
#E7	I am able to take the right actions under any circumstances as a result of coaching.
#E8	I have become accountable in taking actions proactively as a result of coaching.
#E9	I now approach things differently, rather than sticking to previous ways as a result of coaching.
#E10	I am able to respond more quickly to changes as a result of coaching.
#E11	I am able to identify potential problems and attend to them before they become an issue as a result of coaching.
#E12	I am able to resolve issues, rather than merely analyzing the cause as a result of coaching.
#E13	I am able to choose my responses, rather than reacting emotionally as a result of coaching.
#E14	I am able to look at myself objectively to understand my situation as a result of coaching.
#E15	I have learned how to improve my performance as a result of coaching.
#E16	I am able to accept feedback from others as a result of coaching.
#E17	I am able to communicate what I am thinking more frankly with others as a result of coaching.
#E18	I am able to build trust even with people who I do not necessarily share the same values or opinions with as a result of coaching.
#E19	I am able to build relationships with people that I find difficult to deal with as a result of coaching.
#E20	I am able to take corrective action if my actions are not aligned with my goal as a result of coaching.
#E21	I now make it a habit to continuously develop my abilities as a result of coaching.
#E22	I am more confident that I can solve issues by myself as a result of coaching.

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