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6th RIDLER REPORT

STRATEGIC TRENDS IN THE USE OF COACHING

Written by Clive Mann
Managing Director of Ridler & Co

Headline sponsor

e·on

In collaboration with

EMCC UK
European Mentoring & Coaching Council

May 2016

Ridler & Co

developing leaders, delivering results

The Ridler Report analyses strategic trends in the use of coaching, using data only from organisations which use coaching (not external coaches). The Report is an internationally reputed research project, widely recognised for its influence in shaping the future direction of coaching in organisations.

'The Ridler Report is the world's leading source of insight into current and future trends in coaching. I find that the Report is a perfect mix of research and practice. The Report's survey data highlights strategic trends in the use of coaching and practical case examples bring this data to life. I recommend the Ridler Report as a must read for senior Learning and Development and Talent professionals around the world.'

Doug Ready
President, International Consortium for Executive Development Research

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Foreword

By Liz Hall, Editor of Coaching at Work



I can scarcely believe this is the 6th Ridler Report. Not only because nine years have passed since the first one, but because it means that for the sixth time running, Ridler & Co has pulled off the significant feat that pulling together this rigorous, in-depth report amounts to.

At Coaching at Work, we have valued the Ridler Report as a rich and reliable source of data on trends in executive coaching since the first edition in 2007. Its description by the International Consortium for Executive Development Research's President, Doug Ready, as 'the world's leading source of insight into current and future trends in coaching' is highly deserved.

What I particularly appreciate about the Ridler Report is its reliance solely on data from organisations that use coaching, rather than from external coaches. As coaching continues to mature and become even more widespread, it's becoming ever more paramount that we include multiple stakeholders in our discussions around what great coaching practice looks like in different contexts. One of the key stakeholders is of course the organisational sponsor, yet their voice is often lacking.

An important feature which makes the Ridler Report distinctive in its field is that it is researched and written by an experienced coaching specialist, namely Clive Mann. Clive's detailed knowledge of coaching adds to the incisiveness of the analysis without detracting from its objectivity.

It's heartening, as someone who believes passionately in the transformative power of coaching, to learn that 73% of the organisations surveyed expect to increase their spending on coaching over the next two years.

Currently 39% of coaching hours consist of one-to-one internal coaching, while 42% are one-to-one external coaching. It's welcome news that internal coaching not only continues to contribute to the broader development of a coaching culture but that it is also often used to widen the availability of coaching to less senior executives. Internal coaching continues to grow – 75% of organisations expect to increase their one-to-one internal coaching over the next two years.

However, those who've predicted that the growth in internal coaching marks the beginning of the end for external coaching appear to be wrong, at least for now. External coaching is predicted to rise by 57% of organisations over the next two years. External coaches are valued for the depth and diversity of their experience and many senior leaders still feel more comfortable sharing sensitive business and personal information with an external coach.

In one of the Report's seven case studies, Rentokil Initial shares how its use of group coaching has helped to embed a culture based on a coaching style of leadership. Rentokil Initial's approach highlights a continued trend generally for organisations to step up their investment in group coaching. 53% expect to increase their use of group coaching over the next two years.

One of the benefits of running a programme of research like the Ridler Report over an extended period of time is the ability to track trends over the years. As organisations become more discerning, so this is reflected in what they're asking of their external coaches. The Report shows that currently 68% of organisations say they require their external coaches to have individual accreditation with a professional coaching body. This has increased from 54% in 2013.

I am already looking forward to seeing what new trends the 7th Ridler Report will show.



Liz Hall, May 2016

By Clive Mann, Author of the 6th Ridler Report

I am delighted to introduce the 6th Ridler Report which analyses strategic trends in the use of coaching.

The Report uses quantitative and qualitative data solely from organisational sponsors of coaching – the professionals who champion, oversee and commission coaching – in well-known organisations.

Since 2007, the Ridler Report has become known as an internationally reputed research project, widely recognised for its influence in shaping the future direction of coaching in organisations. It is distinctive largely because of its single-minded focus on the perspective of organisations using coaching, rather than the perspective of external coaches. Professor David Megginson has graciously described the Ridler Report as 'the voice of organisational sponsors of coaching'.

About the Author



Clive Mann is Managing Director of the London-based executive coaching practice, Ridler & Co. As an executive coach, he combines a senior level background in strategic planning and corporate finance with a professional psychology training. He is a qualified Chartered Accountant, MBA and APECS Accredited Executive Coach and has been coaching senior leaders since 2001.

The Ridler Report is written for busy executives who need to be able to grasp the Report's key conclusions quickly and easily. The written style is succinct and the research findings are presented in a clear, graphic way. The emphasis is on practical usefulness and accessibility of findings, all within a rigorous research framework.

105 organisations from a variety of sectors completed the survey this time around, including BBC, Cancer Research UK, Deloitte, Freshfields, GSK, John Lewis Partnership, Johnson Matthey, Lloyds Banking Group, Microsoft, MIT Sloan, National Health Service and ScottishPower.

The 6th Ridler Report offers fresh insights into research areas which it has examined before, such as internal coaching, external coaching, team coaching, evaluation of coaching, coach accreditation and perceptions of coaching – as well as some new areas, such as organisations' definitions of coaching, group coaching, coaching supervision, chemistry meetings, objectives in individual coaching assignments and fee levels for external coaches. There are seven case studies which illustrate best practice and interesting / innovative uses of coaching. We are very grateful to the organisations who completed the survey and those who provided material for case studies.

I would especially like to thank the financial sponsors of the Report – headline sponsor E.ON UK and research theme sponsors GSK, Hogan Lovells, Network Rail and News UK.

The 6th Ridler Report was produced in collaboration with the European Mentoring and Coaching Council UK. It is the second time we have worked with EMCC UK on the Ridler Report and it has again been a great experience. Many thanks to EMCC UK and all who served on the Ridler Report Executive Board – Caroline Horner, Chris Jackson and especially Laura Taylor, my fellow director at Ridler & Co.

Ridler & Co has made a commitment, since 2007, to developing a research methodology which surfaces trends in coaching. We are delighted that the five Ridler Reports to date have been valued and widely circulated. We have a philosophy of continuous improvement, making each Report better and more useful than the one before (even when this results in delaying publication). The scope of the 6th Ridler Report has grown significantly since the 2013 Ridler Report, with more topics covered and more case studies than before. An investment has been required to keep developing the Report, both financially and in terms of Ridler & Co directors' time, which has led us to charge for the 6th Ridler Report. I am grateful that this decision has been well received across the market.

'Take the best that exists and make it better'. Sir Henry Royce (Founder of Rolls-Royce)

We are looking forward to starting work on the 7th Ridler Report. This will involve engaging professional research expertise from outside Ridler & Co in the detailed research work and writing, as well as further financial and time investment by Ridler & Co. Funding will be needed to achieve Ridler & Co's aims of making the 7th Ridler Report even better than its predecessors and making it the first Ridler Report to be economically viable in its own right.

I hope that the 6th Ridler Report will continue to stimulate debate, challenge assumptions and above all help organisations in a practical way to shape their future approaches to coaching. I would welcome feedback on the Report.



Clive Mann, May 2016
clive.mann@ridlerandco.com

E.ON UK is headline sponsor of the 6th Ridler Report



'E.ON's aim is to continuously strengthen its executive coaching offer. The Ridler Report offers invaluable industry benchmarking and insight. The 2013 Report has contributed positively to the development of our executive coaching approach over the last two years. The metrics brought to life through the Ridler Report have shaped and influenced how we measure the effectiveness of our coaching offer.'

Dave Newborough
HR Director
E.ON UK

'The Ridler Report is the voice of organisational sponsors of coaching and provides an invaluable guide to the evolving pattern of coaching practice in large organisations.'

Professor David Megginson
EMCC Ambassador and Joint Founder

'The Ridler Report cycle is invaluable for keeping up to date in the coaching profession and for understanding the changing needs of our clients. It is always exciting to receive the new Ridler Report and compare with the previous ones and so to follow emerging trends in the marketplace. Moreover, I have often seen the eyes of participants on Ashridge's coach development programmes being opened to the underlying relational needs of their clients and sponsors simply by studying this report.'

Erik de Haan
Director of Ashridge Centre for Coaching

'The robust research conducted over the years in the Ridler Reports has made an important contribution to understanding current trends, and in anticipating future themes, in professional coaching. Such evidence is critical in identifying best practice, as well as in shaping thought leadership to maintain the highest standards and encourage innovation in coaching.'

Joy Harcup
President, UK International Coach Federation Charter Chapter

'The Ridler Report gives PwC a unique overview of what is happening in the world of coaching from an organisational perspective. It can help inform the strategic direction for our coaching practices as well as provide valuable insights into the evolution of the industry and future trends.'

Maria Symeon
Global Development (Global Coaching Leader / Partner Development), PwC

'Since 2007 each Ridler Report publication has been an invaluable resource for executive coach practitioners and their supervisors, to understand exactly what the buyers of their services attach importance to. Combined with the excellent analyses of longitudinal data, Clive Mann presents strategic trends covering the ensuing years with great clarity as professional coaching evolves and continues to contribute to organisational life.'

Patti Stevens, Founder, APECS

'The Ridler Reports have become the coaching industry's equivalent of an annual report – a regular snapshot of where we are and where we are going. They help coaches think about their own practice, corporate buyers of coaching plan how best to use the resources available in the market, and academics to discover where to focus research.'

Professor David Clutterbuck
EMCC Ambassador and Joint Founder

'As part of our commitment to professional excellence, EMCC believes in recognising and raising quality within coaching. In this regard, we are really happy to endorse the 6th Ridler Report. In addition, there's something about the Ridler Report 'community' that's really interesting to note. Clive Mann has managed to gather together a group of people, mainly organisational sponsors of coaching but also including individuals from the professional bodies and academia, that care about the coaching profession, want to make it even better and have it within their power to do so!'

Chris Jackson
EMCC UK President 2013-15 and Member of the Ridler Report Executive Board

'I look forward to the latest version of the Ridler Report as an evidence-based, yet easily accessible, up to date view of the current and evolving state of the coaching field.'

Declan Woods
Global Head of Standards and Accreditation, Association for Coaching

'The Ridler Report continues to stand out as a thoughtful, professional data-driven piece of work, in an area where unsubstantiated opinion and lack of evidence are too prevalent. It's an essential read for anyone connected with learning or coaching.'

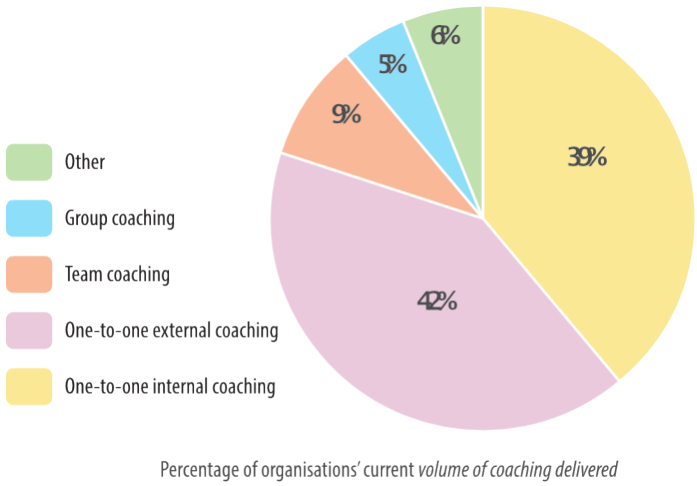
Mike Haffenden
Founder, Corporate Research Forum

'Santander has been using the Ridler Report as a source of insight into trends in the use of coaching since 2007. It enables us to benchmark against other organisations which is very helpful. It has also influenced our approach to executive coaching, especially the qualities we look for in our executive coaches. Our approach to coaching has evolved as a result of the report's excellent insights.'

Caroline Curtis
Head of Executive Talent, Succession and Development, Santander

The use of coaching continues to increase

The 6th Ridler Report survey asked about the mix of different types of coaching used by the 105 organisations which responded to the survey.

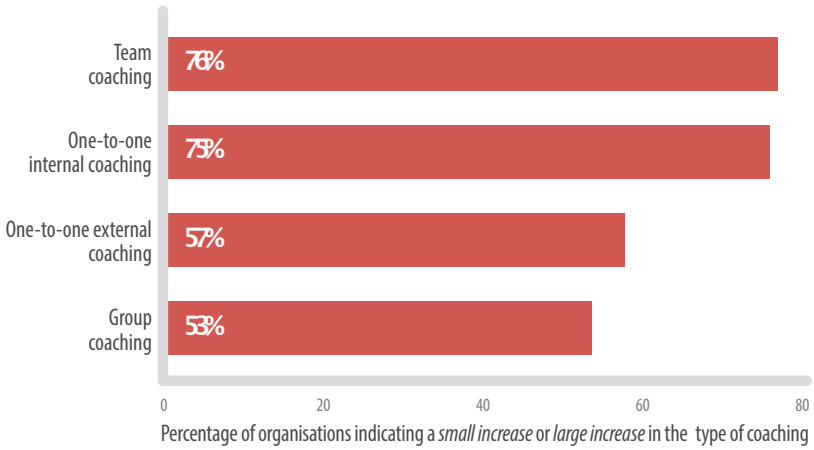


Percentage of organisations' current *volume of coaching delivered*

Chart 1: Current mix of different types of coaching

Chart 1 shows the current mix of coaching in the organisations surveyed. One-to-one coaching is by far the most common form of coaching – 81% of the volume of coaching delivered is one-to-one.

External one-to-one coaching accounts for slightly more than internal one-to-one coaching, at 42% and 39% respectively of the volume of coaching delivered.



Percentage of organisations indicating a *small increase* or *large increase* in the type of coaching

Chart 2: Expected changes in the volume of different types of coaching over the next two years

While team coaching currently represents only 9% of coaching delivered, Chart 2 shows that it is the type of coaching which is expected to grow most strongly over the next two years. 76% of organisations expect an increase in team coaching over the next two years. This represents an acceleration in expectations of growth since the 2013 Ridler Report when between 45% and 65% (depending on the level of seniority of the team) of organisations expected team coaching to grow over the following three years.

Internal coaching is expected by 75% of organisations to grow over the next two years of which 25% expect a large increase. By contrast, only 7% of organisations expect a large increase in external one-to-one coaching over the same period.

Group coaching currently represents just 5% of the volume of coaching delivered. 53% of organisations expect their use of group coaching to grow over the next two years.

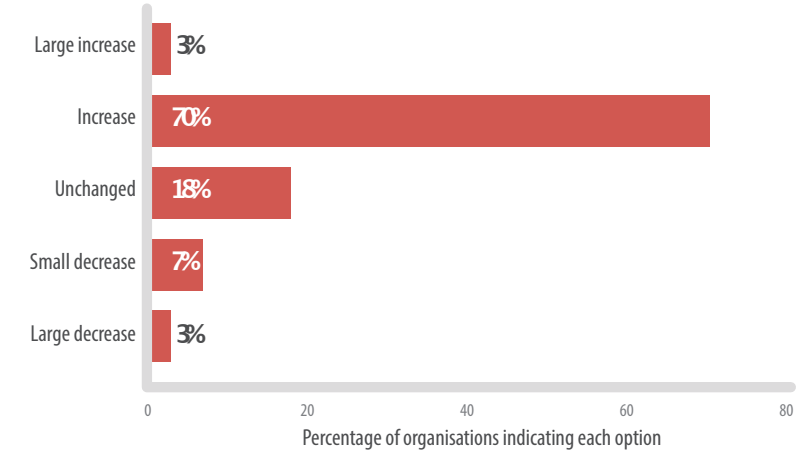


Chart 3: Expected changes in financial spend on coaching over the next two years

Chart 3 shows that 73% of organisations surveyed expect an increase in their financial spend on coaching over the next two years.

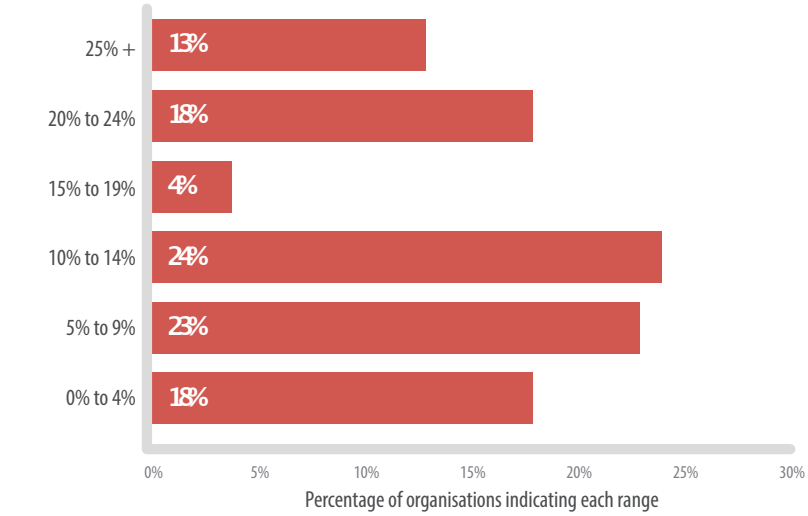


Chart 4: Percentage of Learning & Development and Training spend accounted for by coaching

The average percentage of Learning & Development and Training spend accounted for by coaching is 12.5%. Chart 4 shows the distribution of organisations across the different bands of percentage of L&D spend which coaching consumes.

CBRE UK chooses external executive coaching

CBRE is a leading global provider of commercial property and real estate services. CBRE's UK business is the largest country operation in the Europe, Middle East and Asia region, with over 2,000 employees, fifteen offices and revenue of over £300 million.

Why the need for executive coaching in CBRE UK?

From a Learning & Development perspective, CBRE UK's central objective is to offer its people the best development opportunities available in the professional services sector. With this in mind, a new L&D curriculum was launched in January 2015. The curriculum is based on the 70:20:10 learning principle and focuses on leadership and management, business development and client care, and personal and professional development. Employees now benefit from a tailored approach to development and in the case of senior leaders this can take the form of executive coaching.

Although CBRE UK is in its infancy in terms of adopting a coaching culture, the initial twenty-five executive directors who have volunteered to embark on coaching relationships with the Coaching Faculty's external executive coaches have already seen the benefits of having coaching.

CBRE UK's leadership strongly believes that executive coaching will support senior leaders in their efforts continually to adapt to change, seize market opportunities, work collaboratively with colleagues across the business and encourage people in their teams to keep a healthy work-life balance.

Ambitious targets and a strong focus on providing outstanding customer service to clients mean that senior leaders often do not spend enough time thinking about their development in depth. The specialist expertise of executive coaches is seen as a flexible and efficient way of developing leaders' capacity to think strategically and get the best from themselves and their teams.

The Coaching Faculty is sponsored by the UK Management Board and personally backed by the UK Managing Director.

'CBRE is on track to achieve its third record breaking year and I believe that this is thanks to the hard work of our people. In a period of rapid growth, people often focus on their deliverables and tend to forget their own development. In my view, it is paramount that we support our key leaders to continue their career growth and constantly assess their opportunities in terms of personal development and supporting their teams and the business, especially during periods of growth. It is also vitally important that we help our leaders to adapt as our clients' needs evolve. Having personally experienced coaching in the past, I believe that the Coaching Faculty is a powerful way to continue to support and develop our leaders.'

Ciaran Bird, UK Managing Director, CBRE

Why *external* executive coaching?

CBRE UK saw the deployment of external, rather than internal, executive coaches as a straightforward choice, for the following reasons:

- External coaches bring with them diverse experience of coaching senior leaders in a range of roles in a variety of different businesses and professional practices, which was felt to be of value to CBRE UK.
- External coaches are perceived as being completely objective and impartial about the individuals they are coaching, as they have no prior knowledge of them.
- Executive Directors were thought to be more ready to share confidential business and personal information with an external specialist than with an internal coach who could bring vested interests into the coaching relationship.
- There was a belief that an external coach would better enable senior leaders to bring their vulnerability as leaders into the coaching and to be completely honest about their strengths, development areas and career goals.

Professional design of the coaching

CBRE UK has incorporated a number of distinctive and best practice features into the design of their coaching offering.

An on-line 360 tool was designed specifically to focus its questions on the core competencies which are expected of Executive Directors. The 360 exercise is completed before the coaching assignment starts and the 360 report is shared with the coachee's line manager. The aim of sharing the report is to ensure that all parties are well prepared at the start of the coaching relationship, with coachees having carefully thought through their coaching objectives, with their line manager's input.

The coachee's line manager provides regular feedback and support throughout the coaching assignment and this support is seen as essential to achieving the coaching objectives.

At the first executive coaching session there is a three-way meeting between the coach, coachee and the coachee's line manager, to discuss the 360 report and coaching objectives. There is an additional three-way meeting at the end of the coaching assignment, to review progress against coaching objectives.

All feedback from the coach to the coachee's line manager (or to any other areas of CBRE UK) is discussed and agreed with the coachee before it is shared.

The impact of executive coaching for CBRE UK as a business

It is still early days to assess the impact, however initial feedback is that coachees are experiencing the benefits of having someone to work with who is completely objective and solely focused on their development.

Having a coach is giving coachees a strong sense that they are valued and is providing a medium for them to build on their strengths, address their development areas, consider their future career plans and increase their strategic contribution to the business.

'My executive coaching program has given me the opportunity to stand back from the day to day business in order to reflect upon and scrutinise my strengths and career blockers. It has been thought provoking and insightful and has allowed me to pin-point and focus on my core areas of personal development. It has also stimulated both me and our CEO on how I can optimise the value I can bring to the business. Having a coach, without agenda, has been invaluable in challenging me to dig deep and be truly self-effacing.'

Nick Martel, Chief Operating Officer & Head of Retail Strategy

CBRE UK plans to derive additional value from its investment in executive coaching through bringing together organisational themes which have arisen across all the executive coaching assignments. This will be done in such a way that the feedback does not compromise the confidentiality of individual material which has been raised during individual coaching assignments.

Next steps

The first phase of executive coaching at CBRE UK will be evaluated in the fourth quarter of 2015 and further action will be decided after that. The level of interest in executive coaching is already strong and CBRE UK is confident that it is leading the way in the real estate sector, in supporting its most senior people's development through executive coaching.

Setting up Coaching for Success

– research theme sponsored by

Hogan Lovells

'Hogan Lovells finds the Ridler Report provides particularly relevant insights, based on sound research, and in a format that's really useable. There's a lot of valuable information and thinking in the Report, in a small space, so I find I keep going back to it. Insights gained through the Ridler Report have helped Hogan Lovells move towards building up a small panel of trusted external coaches who can develop knowledge of our context and feedback organisational themes from their coaching work.

Hogan Lovells was delighted to be invited to sponsor the Ridler Report so as to deepen our connection with this work. We also see a huge benefit from the dialogue with other organisations who, like us, are striving to improve the way we use coaching for our clients, our business and our people.'

Alison Nolan
Global Head of Partner Development, Hogan Lovells

In addressing the broad-ranging topic of 'setting up coaching for success', the following two areas are explored, both of which are central to this topic:

- Organisations' definitions of coaching
- Organisations' key learnings about setting up coaching successfully

Organisations' definitions of coaching

6th Ridler Report survey respondents were asked which of a number of elements of coaching were relevant to the way their organisation defined coaching and were then asked to write down their organisation's definition of coaching.

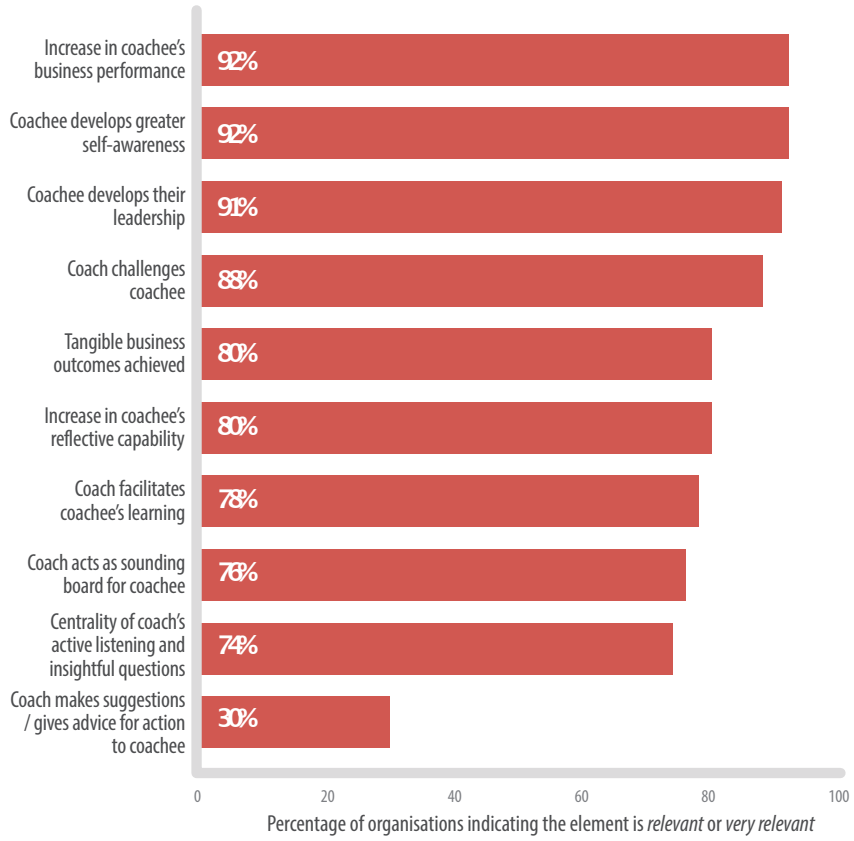


Chart 5: Definition of coaching – relevance of various elements

Chart 5 gives the results from the question about the elements of coaching which are important to the definition of coaching.

Chart 5 and the definitions which organisations offered point to three elements which are particularly relevant to organisations' definitions of coaching.

1. Coachee's development as a leader

Chart 5 shows that two out of the three most highly rated elements of the definition of coaching are directly related to the coachee's development as a leader – 92% of survey respondents regarded growth in the coachee's self-awareness as 'relevant' or 'very relevant' to the definition of coaching. 91% regarded the coachee's development as a leader as 'relevant or 'very relevant'. In addition, there were frequent references in survey respondents' definitions of coaching to the notion that coaching 'unlocks the potential of the coachee'.

Chart 6 gives a sample of some survey respondents' definitions of coaching which emphasise the developmental perspective.

`Coaching enables people to be and perform at their best by eliciting the person's own solutions and resources.' Sally Bonneywell, VP Coaching, GSK

'Coaching is a high-impact development process for high performing, high potential employees.' Tímea Kristóf, Talent Manager, Medtronic

'Coaching is a one-on-one personalised consulting relationship. Excellent coaching is the deliberate use of questioning, listening and observation. It helps individuals build on their strengths, develop flexibility and change-readiness, create awareness of shortcomings and build commitment to self-development and achievement.' Aviva Lazar, Executive Coaching Programme Manager, Bloomberg

'Coaching is about helping a person or team to enhance their behavioural competences in a sustainable development perspective.' Guillaume Prate, Responsable du Coaching, Société Générale

'Coaching enables the individual client to achieve their full potential as well as helping them to address their personal and organisational issues or needs.'
James Pritchard, Learning Consultant, Civil Service Learning

'Coaching is about maximising potential, opening up possibilities and increasing personal choice. It is a process of growth and personal learning that facilitates enhanced self-awareness.'
Steve Ridgley, Manager, Personal Learning and Growth, John Lewis Partnership

Chart 6: Coaching definitions which focus on the coachee's development as a leader

2. Coachee's business performance

92% of survey respondents regard 'increasing the coachee's business performance' and 80% see the 'achievement of tangible business outcomes' as a result of the coaching as 'relevant' or 'very relevant' to the definition of coaching.

Increasing business performance was also a recurrent and consistent theme in survey respondents' definitions of coaching – see Chart 7. Nearly all the coaching definitions which emphasised increasing business performance highlighted the causal link between development and performance, meaning that the increase in business performance results from the coachee's personal and professional development in the coaching relationship.

One senior leadership development professional said in a Ridler Report interview 'When coaching, I rarely go to business performance directly; I get there through working with my client on their self-awareness and leadership.'

'Coaching is a partnership between client and coach that enables the client to explore and test ways to unlock their personal potential and improve their performance.'
Elizabeth Bradbury, Director, Advancing Quality Alliance

'Coaching enables the individual to increase performance through a process of self-awareness leading to sustained performance.' Nick Clay, Learning & Development Manager, Brooks Macdonald

'Coaching consists of one-to-one development discussions, adapted to suit individual needs and style, flexible in when it is delivered and aimed at specific business objectives.'
Peter Carrick, Academy Training and Development Manager, Clifford Chance

'Coaching is an interactive process through which the coach helps facilitate the further development and performance of the coachee.' David Coleman, Director of Talent, Baker & McKenzie

'Coaching is training or development provided for a manager / leader / professional to help them achieve a specific professional goal.' Brigid Garvey, Director of Talent, Rentokil Initial

'Coaching is about unlocking potential to maximise individual performance and contribute to the future success of the firm.' Natalie Greenway, Senior Manager, Learning and Development, RSM

'Coaching is about supporting an individual to perform to their potential.'
Caroline Reed, Head of Learning and Development, Berwin Leighton Paisner

'Coaching is a facilitated approach to enabling sustained performance.'
Senior HR Manager, Sovereign Wealth Fund

'We establish clear objectives for coaching engagements; even if the objectives are behavioural, they are related to, and in support of business performance.'
Gail Sulkes, Internal Consultant, Thomson Reuters

'Coaching enables feedback and facilitates awareness and development of leaders to reach their performance goals and fulf illtheir potential.'
Gary Villani, Senior Vice President, Global Leadership Development, IPG Mediabrands

Chart 7: Coaching definitions which focus on the coachee's business performance

3. Coaching is 'non-directive'

Chart 5 shows that only 30% of survey respondents regarded a coach's suggestions and advice for action as relevant to their definition of coaching. 78% of survey respondents regarded the coach's facilitation of the coachee's learning as relevant to their definition of coaching. This is consistent with the 2013 Ridler Report (page 4) which found that the coach's suggestions to the coachee were the least valued quality which organisational sponsors looked for in their coaches.

The 'non-directive' element of organisations' definition of coaching means that it is the coachee rather than the coach who takes responsibility for finding their own solution in the coaching relationship. This contrasts with the traditional definition of mentoring where the mentor provides advice as a key part of the relationship. In survey respondents' definitions, coaching is universally described as a facilitative and non-directive process (see Chart 8).

'Coaching is something that does not overtly tell someone what to do, but draws out the answers from a talented individual.' Guy Buckland, Head of People Development, Osborne Clarke

'Coaching is a relationship-based, productive conversation in which people learn. It's an authentic dialogue that takes place both with our people and our clients.' Dee Cullen, Executive Coach and Coach Supervisor and Helen McCallion, Executive Coach and L&D/OD Consultant, PricewaterhouseCoopers

'A coach works in partnership with their client using questioning techniques to help the individual identify solutions and actions for themselves, to address issues, develop their skills or move forward in a particular situation.'
Fiona Ibberson, Deputy Director of Workforce and OD, Pennine Care NHS Foundation Trust

'Coaching is about helping an individual create and use his/her own solutions to achieve his/her goals.' Ben Phillips, Head of Talent Capability, BP

'Coaching enables success through facilitating insights using challenging questions, reflective listening and feedback and encouragement.' Diane Turner, Learning Manager, Deloitte

Chart 8: Coaching definitions which focus on the non-directive essence of coaching

Organisations' key learnings about setting up coaching successfully

The 6th Ridler Report survey asked the open question 'What have been your key learnings about coaching in your organisation over the last two years?'. The following were the seven most frequently identified themes, placed in order of the number of times they were written down in the survey:

1. Coaching is growing in recognition as a powerful developmental tool which employees rate highly

There is a growing understanding of what coaching is and what it can do, especially with leaders. One talent director described coaching as 'potentially the most impactful developmental intervention.'

'Coaching happens in a lot of different ways. Most people are working in very fast paced environments and want to use coaching opportunities as valuable reflection time.'

Sarah Thomas, Head of Organisational Development, Sussex Community Trust

2. Coaching needs a high level sponsor

To really build coaching as a tool for improving capability and engagement, coaching must have the active engagement of a senior sponsor to champion its use. Sponsors are frequently senior people who have had a good experience of receiving coaching themselves.

'Support from the top is key. If the Executive Board are positive users of coaching they tend to be supportive of coaching for other levels.'

Carole Gibson, Learning & Development Director, Rathbone Brothers

3. Putting in place a robust coaching process is crucial, especially three-way meetings

Three-way discussions between coachee, coach and line manager, to agree developmental objectives and the outcomes desired from the coaching, are a valuable way of engaging the line manager. They enable greater focus on achievable business and individual development objectives.

'Freshfields has found it invaluable to provide a framework to map out the coaching process, including the use of tri-partite meetings and a robust evaluation methodology.'

Nick Blandford, Senior Manager, Leadership Development

4. Constant communication is needed to get the coaching offer known across the organisation

'The message needs to come repeatedly from the Board that staff can access a coach, that they have protected time. It is easily forgotten.'

Hannah Reed, Coaching and Mentoring Manager, Guy's and St Thomas' NHS Foundation Trust

5. Selecting the right quality of coach and ensuring organisational fit is a precondition for success

'You have to evaluate every coach as many do not meet standards even when they are accredited and approved by other companies. I use EMCC type criteria to rate them.'

Samantha King, Global Head of Executive Development, Standard Chartered

'It takes ongoing focus to maintain standards. Don't just use one organisation for external coaching. Have a broad group of coaches you can call on. Meet all the coaches before being comfortable about their organisational fit.'

Sue Hughes, Training and OD Manager, Royal Society of Chemistry

6. Clear criteria need to be set for who receives coaching

Clear criteria help to ensure that coaching is directed to the areas where the return is highest and that leaders do not substitute coaching for their team members for good line management practices.

'I believe it is vital to have a clear strategy on who gets coaching and for what purposes.'

Sabine Stanley, Director, Executive Development, Johnson Matthey

7. Demonstrating the return on investment in coaching is both important and extremely difficult

Investing in coaching evaluation and obtaining robust data to demonstrate its value is vital to support future investment in coaching and to protect coaching budgets when times are hard and coaching is threatened.

'There is no doubt a return on investment on coaching but it is very hard to measure.'

Sarah Dalton, Clinical Director, The Clinical Excellence Commission

Evaluation of Coaching

– research theme sponsored by



'GSK has sponsored the evaluation section of the Ridler Report because we believe in the value and importance of looking at the difference that coaching can make to the individuals and the organisations that take it seriously.

For us coaching is a key lever in the transformation of our organisation and being curious and open to the value this brings, as well as understanding how things can be improved, is vital to our continued success.

The Ridler Report is a very useful way of staying up to date on the position of coaching in organisations – it is informative, well written and interesting.'

Sally Bonneywell
VP Coaching, Talent, Leadership and Organisation Development CoE, GSK

'Return on expectations' is the most commonly used measure of the return on coaching

The 6th Ridler Report survey asked which measures organisations used to evaluate coaching and which measures would be of most value if reliable and accurate data could be obtained (see Chart 9).

Return on expectations

Chart 9 shows that 'subjective evaluation against individual coaching assignment objectives' is the most commonly used measure to evaluate coaching, with 74% of survey respondents saying they 'often' or 'always' use it. This measure has become known as 'Return on expectations' (or 'RoE').

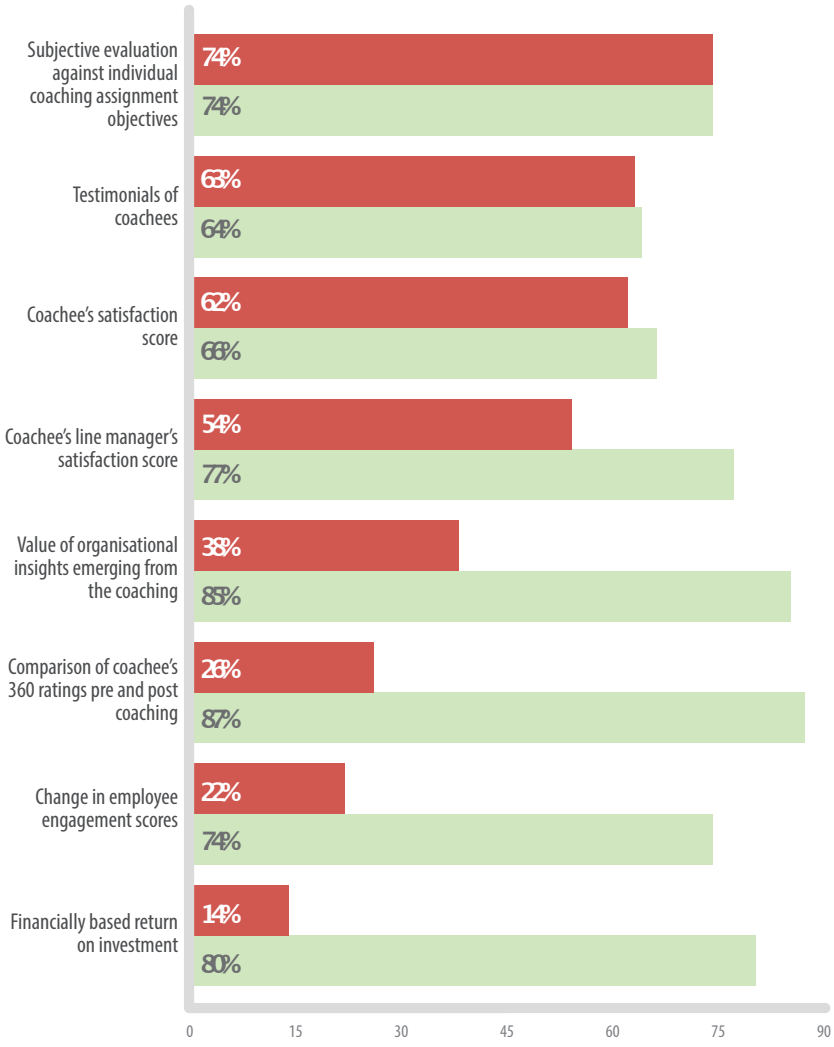


Chart 9: Frequency of use of various measures to evaluate coaching – and the potential value of each measure, were reliable data to be available

Evaluating coaching by RoE involves the coachee setting objectives for their coaching assignment, in consultation with their coach and line manager, at the outset of the coaching assignment. The outcomes of the coaching assignment are compared with the objectives at, or a few months after, the end of the assignment. The approach depends on the use of three-way meetings between the coachee, coach and coachee's line manager. Three-way meetings are now clearly widely used – Chart 29 of this report (page 61) shows 75% of organisations encouraging the coachee's line manager to review the coachee's objectives in a three-way meeting.

The use of RoE appears to have slightly increased since 2011 when, in a very similar (but slightly differently worded) question in the 2011 Ridler Report survey, 62% of respondents said they 'often' or 'very often' used RoE to evaluate coaching (see page 9 of the 2011 Ridler Report). Organisations place a high value on RoE, with 74% rating the measure 'valuable' or 'very valuable' (see Chart 9).

One organisation which uses RoE to evaluate coaching is the international law firm, Freshfields Bruckhaus Deringer, whose case study profiling the RoE approach in detail is on page 13 of the 2013 Ridler Report.

'If someone leaves in their first six months of a new job, we know it costs the business a lot in terms of money, time and effort. It is hard to say exactly how much, but Michael Watkins in his book, The First 90 Days, estimates it to be as high as 24 times their annual salary. In many cases coaching is a great investment as it greatly accelerates the new recruits' effectiveness, it demonstrates we care and we believe it reduces the possibility of `organ rejection' and premature departures.'

Sally Bonneywell, VP Coaching, GSK

Comparison of coachee's 360 ratings pre and post coaching

Comparative 360 ratings pre and post coaching were the most highly valued evaluation measure in the 6th Ridler Report survey, were data to be available. 87% of organisations see this measure as 'valuable' or 'very valuable'.

However, only 26% of organisations actually use this measure. One key reason for this, which emerged from the 2015 evaluation focus group, is the amount of time which 360-based evaluations require from the coachee's colleagues and from the coach and internal team coordinating the 360 feedback.

Organisational insights

Organisational insights emerging from the coaching are the second most valued evaluation measure. 85% of organisations would value organisational insights, were data to be available. However only 38% of organisations said they 'always' or 'often' receive organisational insights from their coaches.

Organisations are evidently not always designing their organisational coaching processes in such a way that they maximise the potential of organisational insights. An investment in coaching infrastructure needs to be made to ensure this can be done. The predominance of 'sole operator' coaches in the market place (see page 11 of the 2013 Ridler Report) may not provide the most conducive supply mechanism for organisational insights to emerge in a way which protects the confidentiality of material from individual coaching assignments.

One organisation which has been able to collect organisational insights and use them to influence their organisational strategy is E.ON UK (see their case study on page 22 of this report). E.ON UK's collection of organisational insights is underpinned by their use of a sole provider of coaching which coordinates the aggregation of insights from its coaches without giving E.ON UK access to the individual coaching assignment evaluations.

Financially based return on investment

The 2011 Ridler Report (page 9) noted 'The individual and organisational benefits of executive coaching are typically evidenced by changes in leadership and top team effectiveness. This can be experienced or observed but not usually evaluated financially in a way which would convince a sceptical CFO'.

The 6th Ridler Report survey showed only 14% of organisations measuring the financial return on investment ('RoI') on their investment in coaching, despite 80% who would value being able to evaluate coaching in this way, were data available. 'Financially based return on investment' shows the biggest gap between use and value attributed, of any of the measures rated in the survey.

Interestingly, in the 2007 Ridler Report survey, organisations were asked (in a differently worded question) how they measured return on investment in executive coaching. Just 13% cited an 'evaluation methodology emphasising provable financial measure'.

It seems measurement of the financial return on investment in coaching is as scarce today as it was nine years ago. Measuring financial return is perceived to be a 'bridge too far' for the majority of organisations, although a few organisations, such as E.ON UK, have successfully grasped the nettle (see page 22 for the E.ON case study).

Interestingly, the organisations where coaching is most well developed and accepted tend to be significantly less interested in financial RoI than organisations which are less advanced in their use of coaching.

Coachee satisfaction scores

62% of organisations 'often' or 'always' use coachee satisfaction scores to evaluate their coaching. This number has remained stable since 2011 when 63% said, in response to a slightly differently worded question, that they 'very often' or 'often' used coachee satisfaction ratings to evaluate coaching (page 9 of the 2011 Ridler Report).

Coachee satisfaction is the third most commonly used measure to evaluate coaching, partly because it is one of the easiest measures to collect. However coachee satisfaction and coachee testimonials are the lowest valued measures, at 66% and 64% respectively. Organisations generally want to see evidence of the organisational impact of coaching, not just to know that the recipients of coaching enjoyed the experience.

The importance of evaluating coaching

There was a general agreement in the 6th Ridler Report evaluation focus group about the importance of having evaluation processes in place. One key reason was the importance of having evidence of the value of coaching in place to pre-empt any challenges to further investment in coaching, by sceptics within organisations.

The use of a number of evaluation measures other than RoE, all of which go beyond coachee satisfaction, came to light in the focus group and interviews with survey respondents, including the following:

- Qualitative feedback from post coaching assignment conversations between organisational sponsors of coaching and coachees, which address the aspects of coaching which coachees found most beneficial, what coachees are doing differently as a result of the coaching and what impact this is having on the organisation
- Comparing internal coach training costs with the notional cost of carrying out the work of internal coaches by external coaches
- Comparing the revenue generation of groups of executives who received coaching at key transition points with comparable groups which did not receive coaching
- The financial savings arising from executives being retained during the early stages of a new role, or getting promoted as a result of executive coaching – for example, savings in recruitment costs and management time spent on recruiting plus the value of reduced time without an incumbent in place and reduced induction time in the new role
- Observation of whether different parts of the organisation are prepared to pay for executive coaching from their own budgets, as a simple and clear sign that they value it
- Measures of HR's effectiveness in operating the coaching processes: did the coaching 'do what it said on the tin'?

In the 6th Ridler Report survey question asking which areas organisations would most value the coaching profession developing and researching further in the future, evaluation was the most commonly identified area, with more than double the number of mentions of the second most identified area.

Challenges of evaluating coaching

Putting robust evaluation processes in place and keeping them running clearly requires a commitment of energy and an investment of time and money.

'Organisations need to ensure they have the right resources and capability in place in their coaching teams if they are to oversee meaningful evaluation processes.'

Ruth Stuart, Lead Consultant – Strategic Projects, Chartered Institute of Personnel and Development

In practice some coachees are reluctant to commit their evaluations to paper because of the time needed to complete the forms, the difficulty of articulating what it was about the coaching which was helpful and (in some cases) a concern about who in their organisation may end up reading their evaluation forms without their knowledge. Anecdotal evidence from the evaluation focus group and interviews with survey respondents suggests completion rates of evaluation forms are often 50% or less.

Many organisations are clearly taking evaluation of coaching seriously, especially through their measurement of RoE. Whether RoE will be sufficient in all cases to satisfy challenges to organisations' investment in coaching remains to be seen…

E.ON UK demonstrates a substantial return on its investment in executive coaching through an innovative and rigorous evaluation approach

E.ON is a privately owned international energy supplier, headquartered in Germany. The organisation is currently going through a period of rapid change as the focus of its strategy shifts from the conventional generation business towards renewable energy and power grids.

This case study describes the methodology which E.ON's UK operation uses to evaluate its executive coaching. E.ON UK employs 12,000 of E.ON's 58,000 global employees.

Background to the use of coaching at E.ON UK

E.ON has a strong underlying belief as an organisation that feelings and emotions have a direct impact on effectiveness, efficiencies and ultimately the bottom line. There is a well-established programme to train line managers to use a coaching approach to manage their teams and influence colleagues – and executive coaching is offered as a form of development for senior leaders. Around twenty-five executive coaching assignments are commissioned each year at E.ON UK.

'At E.ON UK we believe emotional competencies such as knowing oneself and managing relationships underpin behaviours such as keeping promises and showing respect. This raises employees' engagement which in turn increases client satisfaction and drives business results.'

Dave Newborough, HR Director, E.ON UK

Executive coaching is used to build organisational and individual competencies in senior leaders, thereby linking executive coaching directly to E.ON's Strategic Framework and People Plan through its impact on the E.ON leadership competencies (which include building trust, driving change, developing people and collaborating across boundaries). Executive coaching helps to build senior leaders' self-awareness, make their working relationships more effective and increase their well-being – all of which contribute towards raising their business performance.

Appointment of a sole supplier of executive coaching at E.ON UK

A review of the provision of executive coaching at the end of 2011 revealed that there were 54 coaching providers being used, mostly sole practitioners. Dealing with this number of providers made it impossible to be sure of the quality of the coaches and the consistency of their coaching processes, and extremely difficult to manage the spend on coaching and monitor the status of coaching assignments.

Before the end of 2011, little or no formal evaluation had taken place, making it impossible to measure how much value coaching was generating for the organisation or to present any kind of robust business case for executive coaching to the Board.

To address these challenges, a sole provider of executive coaching was appointed in January 2012. The use of a sole provider was viewed as crucial to implementing a robust evaluation methodology, for the following reasons:

- The provider brought with them a proprietary evaluation methodology which was embedded in their coaching process, including a way of calculating company-wide return on investment.
- All the provider's coaches used the same coaching process, were familiar with the evaluation methodology, were experienced in collecting evaluation data and were motivated to submit the data for analysis.
- Feedback of the aggregate evaluation data and organisational themes could be communicated from a single point of contact at the provider, thereby protecting individual evaluations and the confidentiality of material from individual coaching assignments and allowing richer and more detailed evaluation data to be fed back than would otherwise have been possible.

(This reinforces a point which was made in the 2013 Ridler Report (page 11): 'It is more practical for specialist (collective) coach providers to coordinate feedback from their coaches on organisational themes which emerge from coaching assignments, without compromising confidentiality, than it is for independent coaches to pool their knowledge and feed back collectively on organisational themes.')

- The sole provider took responsibility for implementing the evaluation methodology, with the support of a dedicated project manager at E.ON UK, thereby supporting E.ON UK's objective to outsource executive coaching provision.

'The benefit of a sole coaching provider is centred on consistency and organisational intelligence. The consistency of our coaching approach, specifically its evaluation method, ensures we achieve a complete view of our senior leaders' focus areas in a coaching context. This brings great insight for our business and allows our Learning & Development function to pay attention to emerging development needs.'

Paul Armstrong, Head of Learning and Development (Central and Southern Europe), E.ON UK

How does the evaluation methodology work in practice?

The evaluation process depends crucially on the coachee's line manager attending three-way meetings at the start, middle and end of the coaching assignment.

Sam Oldman, Client Expert – Learning & Development at E.ON UK notes that whilst three-way meetings at the start (to set coaching objectives) and the end (to review progress against objectives) of the coaching assignment are becoming standard practice nowadays, the E.ON process includes a three-way meeting in the middle of the assignment too, to give time to reflect on the commercial (tangible) and cultural (intangible) impacts of the coaching.

In the interests of protecting confidentiality, the only people in E.ON who see the individual evaluation forms are the coachee, coachee's line manager and coach. The completed evaluation forms are not shared with HR or Learning & Development.

Improving leadership competencies and business performance through executive coaching

Coachees have reported high levels of achievement of their coaching objectives – an average rating of 8.6 out of 10 between January 2012 and June 2015 (where 1 = 'did not at all achieve objectives' and 10 = 'completely achieved objectives'). When asked if coaching had made a positive difference to their work performance, the average rating was 8.8 out of 10.

Coaching assignments were evaluated for their impact on a selection of stated business measures which are directly related to E.ON's Strategic Framework. The highest rated business measure was 'Improved relationships with my direct reports', at 8.6, followed by 'Higher level of personal engagement', at 8.3 and 'Improved relationships with key stakeholders', at 8.3.

The highest rated impact on E.ON's Leadership Competencies was 'Enhance own skills and competencies', at 8.7, followed by 'Build trust' and 'Drive change within E.ON', both at 8.4, and 'Enhance people's performance' at 8.3. Coaching's impact on a number of other Leadership Competencies was rated at 8.0 or above, including "Enhance people's performance' and 'Actively collaborate across boundaries'. The lowest score was a 7.2, for 'Demonstrate market and customer orientation'.

One coachee said 'The coaching helped me to build better relationships and deliver improved team communications in difficult circumstances, building trust with my team and other key people'. Another said 'I am now recognised in the business as a leader in my area, not just an operational manager with a safe pair of hands'.

Organisational Intelligence Reports

As an integral part of the evaluation process, the sole provider produces a summary Organisational Intelligence Report ('Report') every six months, giving E.ON UK highly valued systemic insights into their culture.

The quality of these Reports is higher than anything which could be generated from multiple providers of coaching, as the sole provider of coaching is able to coordinate feedback and communicate from a single point of contact within their organisation, without compromising the confidentiality of individual evaluation reports by identifying the source of each comment.

Some of the most recently reported organisational themes include the tension between the need for compliance and the desire to be entrepreneurial, and the feelings of senior leaders being coached in relation to the imminent implementation of the organisation's new strategy.

The Reports are seen by E.ON UK's Programme Manager and Head of Learning & Development and key themes are shared with the HR Director and the Board. Sharing organisational themes in this way has been fundamental to E.ON UK's commitment to developing its coaching culture. Recommendations from the Reports have been incorporated into E.ON UK's HR Strategy and People Plan. For example, feedback has been used to inform the organisation's strategy on mental health and wellbeing, a strategic priority for E.ON, with the set-up of resilience workshops.

Financial impact of individual executive coaching assignments

In addition to asking for qualitative feedback about the impact of coaching on their business performance and leadership competencies coachees are also asked to estimate the difference the coaching has made financially to E.ON UK as a business. Coachees are asked to give their percentage confidence level in the value of the financial impact and to estimate the percentage of the financial impact which they directly attribute to the coaching, as opposed to other factors.

One example of the financial impact reported from coaching was a £100 million saving in fines and costs (95% confidence in the value, 5% of which was attributed directly to the coaching) as a result of increasing the coachee's ability to operate successfully within E.ON's structure. The coaching had a big impact on building trust, collaborating across boundaries, initiating change and enhancing people's performance. Specific examples of changes in behaviour included better control of the perception of the importance of issues, considering the 'worst case' outcome from a position which would allow perspective to be maintained and situations handled better to resolution; sharing concepts and ideas with team members and testing some ideas with direct reports and others and planning for the 'curveball' – understanding why these may happen, how to foresee them and how to manage and reduce their impact.

The individual's relationship with their line manager improved significantly as a result of the coaching, as did their relationship with direct reports. The individual reported a much higher level of personal engagement and confidence. This led the individual to look beyond the status quo, to challenge and change the legacy culture and produce new approaches which generated further strong results and cost savings.

A second coachee, as a result of coaching, started to manage the people challenges in a very different way to his traditional approach, changing leadership style and achieving excellent outcomes as a result. This individual has driven significant change in the business, and built trust through taking a lead role in the consultation forum and facilitating open and honest conversations at all levels of the organisation. The individual has given their team a purpose, even in difficult circumstances, which enabled some outstanding results, focusing on the needs of the business during this transitional period to ensure excellent performance of the business units. The individual's leadership skills were enriched by the coaching, allowing them not only to develop other people but to apply and build their own competencies in a challenging working environment. Their self awareness and resilience grew substantially throughout their coaching assignment.

This individual estimates the monetary value of results achieved as a result of the coaching to be in excess of £500,000, 70% of which is attributed directly to the coaching, with 100% confidence.

The financial impacts of a number of other coaching assignments were estimated at between £5,000 and £1.2 million, with the percentage of the impact attributed directly to the coaching varying between 10% and 80%. The value from all of these financial impacts comes from the positive influence of the coaching experience on the decision-making process of coachees.

Where coachees do not specify the financial impact of the coaching in their evaluation forms they are asked if the value they derived from the coaching was greater than the money and time invested, or not. 73% said it was whilst 23% felt the coaching paid for itself.

E.ON UK's overall return on investment in executive coaching

E.ON UK measures the overall return on their investment in executive coaching as a percentage. The percentage value is calculated by adding together the financial impact values of all the individual coaching contracts supplying financial impact data – accounting for confidence levels in the estimate as well as attribution directly to the coaching – and dividing this total by the costs of all coaching contracts completed to date (i.e. including the cost of coaching contracts where no financial impact was reported).

Between January 2012 and June 2015 coaching generated an average return on investment of 2,685%. This means that for every £1,000 spent on coaching, E.ON UK has received a return of £26,685.

'The availability of comprehensive evaluation data is extremely valuable to our business, especially knowing the financial return on investment. This has confirmed to the E.ON UK Board the exceptional value which executive coaching has offered the business during a period of rapid change.'

Dave Newborough, HR Director, E.ON UK

Inherent challenges in the evaluation methodology

The barriers and challenges of implementing the evaluation methodology were not as significant as E.ON UK thought they might be. Resistance to providing evaluation data was minimised by being open, at the contracting stage, about the business rationale for focusing on evaluation.

The coaching process, with its emphasis on the involvement of the coachee's line manager and the initial, mid-point and final three-way meetings ensures that everyone involved – coaches, coachees and line managers – is aware of their evaluation responsibilities.

Evaluation forms have been completed for 72% of the coaching contracts completed since January 2012 though it remains a challenge for a significant minority of coachees to complete their end of coaching evaluation form.

Calculating the financial impact of an individual's coaching assignment is particularly difficult for some coachees (in many cases, it is truly impossible to assign a financial value to impacts of coaching such as improvements in leadership competencies). Nevertheless, 33% of the evaluation forms completed to date have included financial impact data.

Conclusion

Many organisations do not believe it is possible to calculate the financial return on their investment in executive coaching. It is seen as unprovable and too difficult to measure. However, E.ON UK's message to other organisations considering enhancing their evaluation processes is that it is possible to measure financial return on investment. Getting to this position for E.ON UK has depended crucially on appointing a sole provider of executive coaching and implementing a robust, high quality, and uniform end-to-end coaching process.

It was a bold step to outsource all executive coaching to a sole provider, however the arrangement has worked extremely well. The evaluation approach evolved over four years and despite some initial resistance from the business to moving away from their pre-existing executive coaching relationships, E.ON UK has succeeded in transitioning all coachees into one framework – a cultural shift of which they are extremely proud.

The inclusion of Organisational Intelligence Reports in the reporting has provided a systemic view of the business that gives robust insight. Its impact on the delivery of E.ON UK's business and people strategies has been highly valued.

The availability of comprehensive evaluation data, including the overall financial return on the investment, has led the E.ON UK Board to become clear about the exceptional economic value which executive coaching has delivered for their business.

Internal Coaching

– research theme sponsored by

News UK

'News UK is pleased to sponsor the internal coaching section of the Ridler Report. The Report enables us to understand how the wider internal coaching community are developing their practice, learning from others whilst also sharing the work we are doing.'

James Hutton
Head of Talent & Development, News UK

It is now the norm for organisations to have an internal coaching capability

The Ridler Report has highlighted trends in internal coaching since 2009

The 2009 Ridler Report (page 8) found that 28% of organisations surveyed were encouraging the use of internal coaching as a way of developing greater efficiency in the use of their coaching budget. In the same Report, barriers to the use of internal coaching were also cited, such as issues of trust, independence and confidentiality

In the 2011 Ridler Report (page 5), many organisations were found to be developing and expanding their internal coaching capability. Cost efficiency was found to have been a significant driver of the growth in internal coaching and internal coaches were also valued for their understanding of their organisation and as a key contributor to the development of a coaching culture. The more senior the coachee the more likely they were to have an external coach, whose separation from the coachee's organisation was highlighted as an influential factor in the choice of an external over an internal coach. Senior leaders were found to value the external perspectives which the external coach brings and their ability to challenge the organisation's implicit assumptions.

The 2013 Ridler Report (page 8) found that growth in internal coaching was continuing, with 79% of organisations expecting to see an increase in internal coaching over the next three years. The availability of internal coaching was giving a wider population of managers and leaders access to coaching, especially those who were not the most senior leaders. Internal coaches were recognised for the depth of their understanding of their organisation's business context and political environment, which helped them to 'hit the ground running' in their coaching assignments. However 85% of organisations agreed that their most senior executives preferred an external coach to an internal coach.

The 2014 Big Four accountancy firms' case study (page 31) found that the demand for coaching within the Big Four had been growing for the last ten plus years. By 2014 the great majority of coaching in these firms was being delivered by internal coaches. The drivers of the increase in internal coaching included internal coaches' deep understanding of their organisation's business context / political environment, the contribution that internal coaching makes to the organisation's coaching culture and the relative value for money of internal versus external coaching in the context of the increasing demand for executive coaching.

While 76% of the respondents to the 2013 Ridler Report survey believed external coaching to be a 'safer space' than internal coaching for individuals to discuss sensitive issues, the Big Four's experience of using internal coaches challenged this perspective. The internal coaching function was seen as a permanent fixture which meant that support was available on a just-in-time basis. All four firms emphasised that their internal coaching had as its underlying purpose the delivery of value to the business. External coaching was still used in all the Big Four firms, for example Board members and the leadership teams of the main service lines would usually select an external coach. Leaders at these levels felt more comfortable sharing sensitive strategic and personal information with a coach who was outside their organisation.

Having an internal coaching capability is now the norm

The 6th Ridler Report survey asked 'Does your organisation have an internal coaching capability (where internal coaching is defined as trained and qualified coaches who are employed by the organisation, taking on internal coaching assignments outside their line management responsibilities)?'

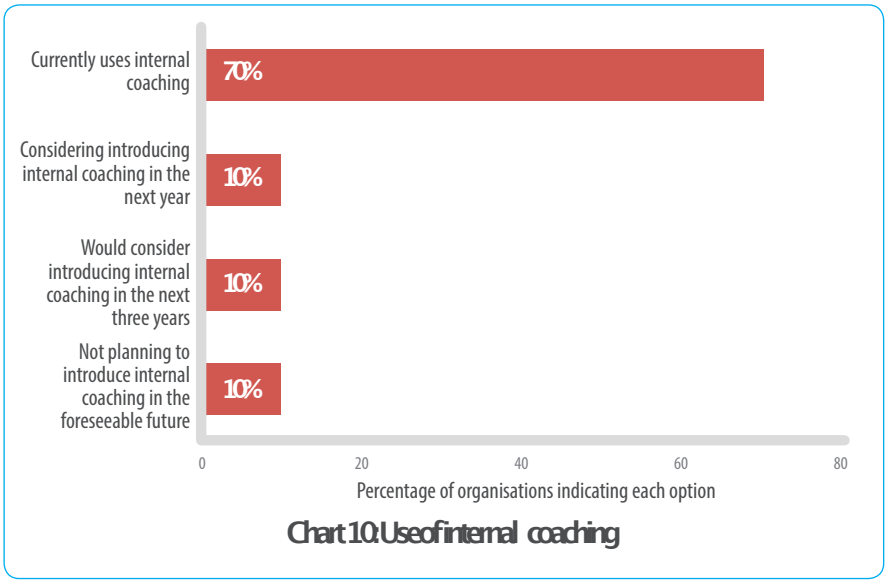


Chart 10: Use of internal coaching

70% of the organisations which responded to the survey indicated that they did have an internal coaching capability – see Chart 10. There is evidence that some organisations are just starting out on the journey of developing internal coaching while others are a long way down the road.

20% of organisations were planning to introduce an internal coaching capability in the next three years and only 10% were not planning to introduce internal coaching in the foreseeable future.

Internal coaching's contribution to an organisation's coaching culture

As noted above, the 2011 and 2013 Ridler Reports highlighted the role of internal coaching in developing an organisation's coaching culture.

Chart 11 shows that currently the strongest driver of organisations' investment in internal coaching is to contribute towards the broader development of a coaching culture. 88% of organisations felt that this was a strong or significant driver of their investment in internal coaching. In line with this, Chart 32 (page 64) shows that the development of an internal coaching function is one of the most efficacious approaches to developing a coaching culture (senior leaders receiving coaching being the most efficacious).

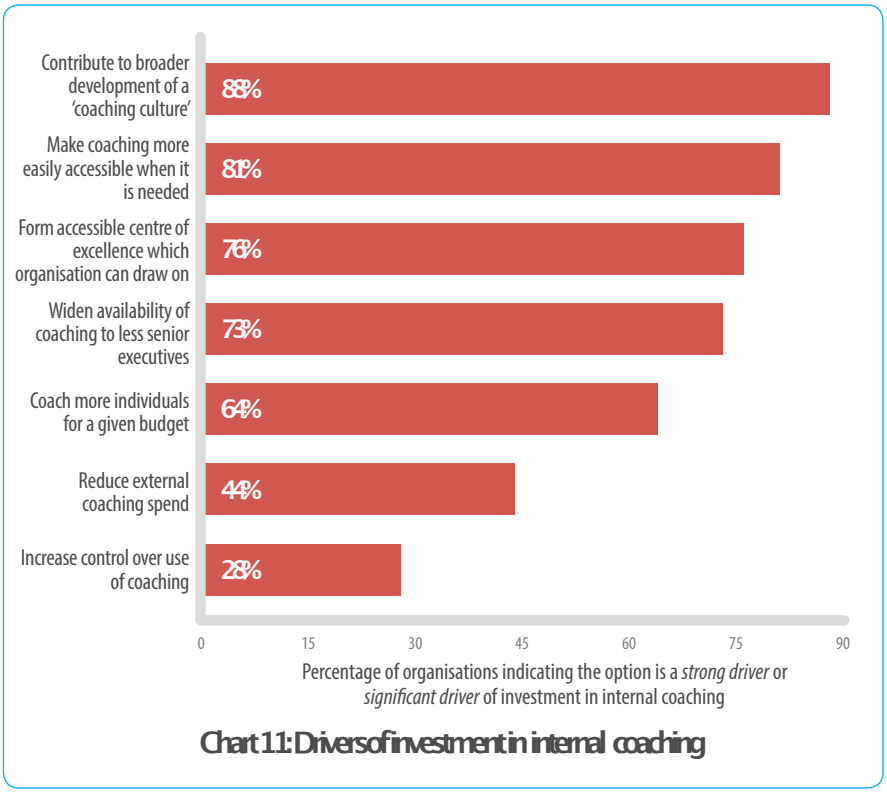


Chart 11: Drivers of investment in internal coaching

The Big Four internal coaching case study on page 31 echoes this finding of the 6th Ridler Report, noting 'The impact of advanced internal coaching capability on the Big Four's coaching cultures moves their firms away from a command and control culture towards more trusting relationships, which is illustrated by such things as more open and insightful career and performance management conversations. The result is that people feel they have permission to speak up and feel encouraged to challenge the status quo, without seeing this as career-limiting.'

Giving an increased number of managers and leaders an experience of internal coaching (both on the giving and receiving end) leads to them integrating a coaching style in leading their teams and influencing others. This drives higher motivation, higher engagement and increased retention of valued employees (see Chart 31 – page 63).

Making coaching more accessible when it is needed is the next biggest driver of investment in internal coaching (81%). Having an on-site capability enables organisations to tap into coaching expertise as and when it is required.

Interestingly, the financial drivers of investment in internal coaching ('Coaching more individuals for a given budget' and 'reducing external coaching spend') were rated much lower than the above drivers. In contrast to the situation in 2009, investment in internal coaching is no longer primarily driven by cost efficiency but by its intrinsic usefulness to the organisation.

Coaching assignments which would not be given to an internal coach

The 6th Ridler Report survey asked an open question 'What kinds of coaching assignments would your organisation not give to an internal coach?' 78% of survey respondents answered this question. The following categories of coaching assignments were identified. The percentage of the survey responses in which they were mentioned is in brackets (some comments included more than one of the categories):

- Senior / very senior / Executive / Board level assignments (48%)
- Personal development issues where coachee needs specialist psychological support (17%)
- Cases of poor performance or where disciplinary procedures are taking place (12%)
- Where there are conflicts of interest, for example the coachee works with or is known by the coach (10%)
- Highly sensitive or confidential assignments (9%)
- Where specialist coaching expertise is needed which is not available internally, for example neuroscience or maternity coaching (6%)
- Where the coachee is in conflict with the organisation (4%)

The most striking feature in the above data is senior coachees' greater likelihood to be working with an external coach, in line with the findings of the 2011 and 2013 Ridler Reports. While research for the 6th Ridler Report revealed anecdotally that a variety of organisations across many sectors is now using internal coaching at senior levels, many organisations remain sceptical about this and are opting for external coaching (see CBRE case study – page 11).

'Internal coaching will never completely take over from external coaching. There is a mindset that "external coaches must be better because they do coaching all the time" and "I deserve an external coach" which I believe will continue.'

David Wood, Global Head of Learning and Development, Clyde & Co

It will be very interesting to monitor whether use of internal coaching at the level of senior leaders becomes more widespread over coming years. Some important outstanding questions include:

- What are the conditions under which internal coaching for senior leaders works best?
- Are there limits to internal coaching's application to senior leader populations?
- Are there any kinds of organisational cultures where internal coaching for senior leaders would not work?

Advice to organisations on developing their internal coaching functions

The 6th Ridler Report survey asked an open question: 'What advice would you offer another organisation considering the development of an internal coaching function?'

The most commonly offered piece of advice was that the organisation should be very clear what they wished to achieve through their internal coaching capability and reflect that in an approach which is appropriately tailored to their organisation's strategy.

'My advice to organisations developing internal coaching is to align it with your business purpose. Allow time to develop and embed internal coaching. Start supervision and CPD for internal coaches from day one.'

Steve Ridgley, Manager Personal Learning and Growth, John Lewis Partnership

'I would advise organisations to really focus in the first instance on the strategy and purpose of the internal coach faculty and ensure that it is well communicated. Focus on how to build the internal coach faculty group's credibility and ensure they are seen as respected and talented individuals.'

Wendy Tomlinson, Head of Learning and Development, Taylor Wessing

'I would advise organisations who are considering developing their internal coaching functions to start small and focus coaching on issues which are of strategic importance to their organisation. Ensure there is a very clear offer and definition of coaching and what it can be used for. A general offer to everyone in the organisation does not get the same traction. Create a community of coaches through on-boarding, CPD and common training / development pathways.'

Trevor Elkin, Consultant, Leadership and Talent Development, UK Home Office (UK Civil Service)

The other key pieces of advice to organisations developing their internal coaching functions included:

- Get top level sponsorship for internal coaching
- Engage a strong programme manager to support the introduction of internal coaching and ensure they have an appropriate level of independence from the business
- Ensure internal coaches receive high quality training
- Create an internal coaching community through supervision and other forms of CPD
- Ensure the internal coaches continue to develop through having enough opportunities to coach
- Be patient and expect to learn over time from the process of setting up internal coaching

These categories of answers are consistent with the advice offered by the Big Four accountancy firms to firms considering developing their internal coaching functions, in their case study – see page 31.

Advice from the Big Four accountancy firms in the UK, to organisations considering expanding their use of internal coaching

The Big Four accountancy firms in the UK have been developing their internal coaching functions for up to twenty years. Some of the key lessons learned during this time, drawn from the full-length version of the Big Four case study which looks at the Big Four's development of internal coaching, could help some of the many other organisations who are expanding their use of internal coaching.

1. The organisation's needs must drive the introduction of internal coaching. The starting point for coaching must be why the organisation wants to introduce coaching and how coaching will benefit the business, ensuring that it is about supporting people's performance in their jobs. The underlying rationale for making coaching available must be that people are part of the organisation and that coaching can improve their contribution to the organisation.

2. Clarity is needed about which populations are to be offered coaching. The Big Four's experience is that high performing and high potential people going through significant career transitions offer the greatest scope for coaching to support individuals and add value to the business. The organisation needs to be educated to nominate only the targeted groups of people for coaching.

   'Demonstrable financial results from internal coaching have helped the firm to accept that coaching is not about being nice to people or about supporting underperformers but is a business imperative for high performing senior individuals, especially at key career transition points.'

   Liz Bingham, Managing Partner for Talent, EY

3. Acceptance of coaching needs to start from the top. One of the best ways to encourage support from senior stakeholders is to give them a great experience of being coached by an internal coach. Having an influential senior leader say 'Have you tried coaching, it is working for me' is hugely persuasive – and not just for their direct reports. A cascade effect of interest in coaching can follow, across their extended team and beyond.

   'If you allow some key stakeholders in the organisation to experience great coaching the interest in coaching can multiply. Some of the key stakeholders in EY who were initially sceptical about coaching have now become some of its most enthusiastic supporters.'

   Nicki Hickson, Director of Coaching, UK & Ireland, EY

4. Enrolling a senior level sponsor to spread the message that coaching is for high performing, high functioning people will challenge any (mistaken) perception that coaching is for remedial purposes. In addition, senior level sponsorship from within the business will ensure that the introduction of coaching is not seen as a purely HR-led initiative, thereby widening its appeal.

5. Being prepared regularly to demonstrate outcomes from internal coaching assignments gives powerful evidence for the business case for coaching and justifies continued investment in coaching, especially in the early stages of its introduction.

6. Testimonials from coaching clients which explain how internal coaching has helped them and delivered benefits to the organisation are useful in building the case for coaching. Collecting and sharing these testimonials with senior people in the organisation is a good way to build support for coaching.

7. An organisational culture predisposed towards helping people to develop and leaders to emerge will accelerate the organisational acceptance of coaching. If an organisational understanding of the rationale for coaching is not already in place it will take longer to create a culture in which internal coaching can thrive.

8. It is important that the organisation knows how to access coaching but at the same time care needs to be taken about promoting the coaching offering too freely. If demand builds too quickly the internal coaching function's capacity could quickly become over-stretched.

9. The professional infrastructure for internal coaching needs to be put in place at an early stage to support the quality of coaching – not least the provision of high quality supervision for internal coaches.

10. The quality of the internal coaches themselves is a principal determinant of the value which the organisation will receive from internal coaching. Internal coaches must be trained, qualified and experienced. Some important indicators of coach quality are a strong understanding of the organisation's activities, an ability to relate to and fit with the organisation's culture, a coaching or psychological / psychotherapeutic training and background (or experience which enables internal coaches to work in a psychologically informed way) and an openness to supervision.

11. Having a variety of coaches, with different backgrounds and coaching styles, is valuable in ensuring that the most suitable coach is available for each individual coaching client and situation.

12. The internal coaching function should not operate in isolation. Opportunities to embed coaching in the broader Learning and Development offering should be taken, for example integrating coaching in developmental programmes and as an option coming out of talent reviews.

13. Clarity is needed about the difference between coaching and mentoring. When there is a specific need to acquire a work-related skill mentoring is often a better solution than coaching.

14. The organisation needs to be clear about what coaching is not able to deliver, for example ensuring that it does not use coaching to perform functions that the business should be carrying out itself, such as using internal coaches to deliver difficult messages to individuals, which would be more appropriately transmitted by their managers.

15. Someone needs to take responsibility for leading internal coaching operationally, on a full-time basis, to guide its development and expansion. This person needs to be able to step away from coaching as an activity and take on wider line management responsibility for the internal coaching function.

    'Internal coaching is a core part of our learning, making the 70:20:10 principle come alive in practice. Coaching is integrated into our learning and development programmes – you need a constant coaching presence to be able to do that.'

    Anna Purchas, Partner, KPMG

16. Running internal coaching is hungry on administrative resource. Using the right technology can reduce the administrative strain. For example, EY has commissioned a specialist coaching system which manages all coaching and mentoring relationships, facilitating the matching of coaches and coaching clients, holding all coaches' and coaching clients' profiles and sending out evaluation forms automatically at the end of a coaching assignment. The cost of this system is covered many times over by the saving in administration time.

17. The Big Four have been working on their development of internal coaching for ten to twenty years. It takes many years to develop the capability to coach internally to a high level and build acceptance of internal coaching in the organisational culture. Progress in any organisation will most likely happen over a period of time – perhaps five years or more – and mistakes will happen along the way. It is unrealistic to expect internal coaching capability to be implemented quickly, through a conscious decision at a single point in time.

Team Coaching

– research theme sponsored by



'Network Rail is on a journey to developing a coaching culture. Team coaching is an exciting area of development. By learning from others, through the Ridler Report, how they are using team coaching we can shape our thinking to increase the value and capability we offer to the business and in turn the customers we serve.'

Diana Hogbin-Mills
Business Change Manager, Network Rail

Team coaching is poised for further growth

Considerable interest in team coaching was expressed during the course of the research for the 6th Ridler Report.

The 6th Ridler Report survey asked about the split of the volume of coaching across different types of coaching. Chart 1 (page 9) shows that currently 9% of the volume of coaching delivered in organisations is team coaching, compared with 81% for one-to-one coaching. Chart 2 (page 9) shows that 76% of organisations expect to increase their use of team coaching over the next two years – more than the number of organisations which expect to increase either their use of one-to-one or group coaching.

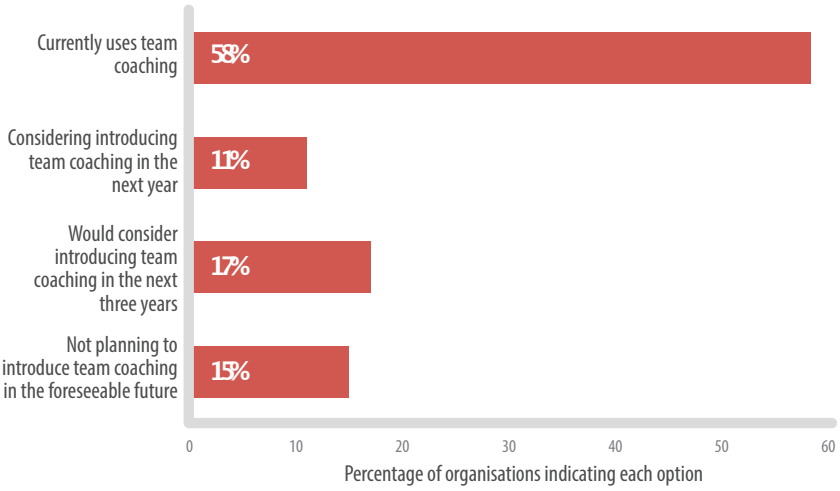


Chart 12: Use of team coaching

Chart 12 shows that 58% of organisations currently use team coaching and 28% are considering introducing team coaching in the next three years.

In the 6th Ridler Report survey question asking which areas organisations would most value the coaching profession developing and researching further in the future, team coaching was the second most commonly identified area.

It is clear that team coaching is still at an early stage in its development and that it is also poised for further growth.

2013 Ridler Report findings on team coaching

The 2013 Ridler Report (page 7) found that organisations perceived team coaching as a relatively advanced intervention although it was in the early stages of use in many organisations. 45% to 65% of organisations (depending on the seniority of the team) expected their use of team coaching to grow over the following three years, albeit most of these organisations anticipated a small rather than a large increase.

The 2013 Ridler Report found evidence that organisations frequently saw team coaching as part of wider organisational development interventions aimed at shifting the culture towards being more collaborative and empowering.

Definition of team coaching

The idea that team coaching is a collective intervention for groups of people who work together in a team whereas group coaching is individual coaching in a group setting is widely accepted. However the 6th Ridler Report team coaching focus group found that very few organisations have developed their own definition of team coaching (in contrast to individual coaching – see page 14), let alone reached a consensus with each other on a definition and how team coaching differs from, for example, 'team facilitation' or 'team development'. The definition of team coaching was explored in the team coaching focus group where the following insights into how organisations see team coaching emerged:

- *'Accelerating the team's coming together and working on the team's relationship with the system'*
- *'Providing a structure around which a set of facilitated team discussions can take place'*
- *'Going beyond the bilateral, or trilateral, frame of a one-to-one coaching intervention'*
- *'Enabling the team to play to its strengths'*
- *'Feeling, expressing and sharing the pain of working in the team while it is happening, in a safe environment'*

- *'Connecting the team at a personal level with its own strategy and how this links with the organisation's strategy'*
- *'A scary thing to engage in as a coach because there is greater scrutiny in team coaching than in one-to-one coaching and the consequences are greater'*
- *'Moving conflicts within a team away from the personal and exploring whether there may be a structural or systemic explanation'*
- *'A way to enable teams to develop a common language or model around the way they work, often using a diagnostic tool as a way into the underlying themes behind a team's function (or dysfunction).'*

The systemic dimension of team coaching

Chart 13 shows that the situation which most frequently gives rise to team coaching is where the 'team needs to deal with organisational change'. 37% of organisations said that this situation often or very often leads to a team coaching intervention. The next most common situation leading to team coaching was when an 'existing team has become stuck'.

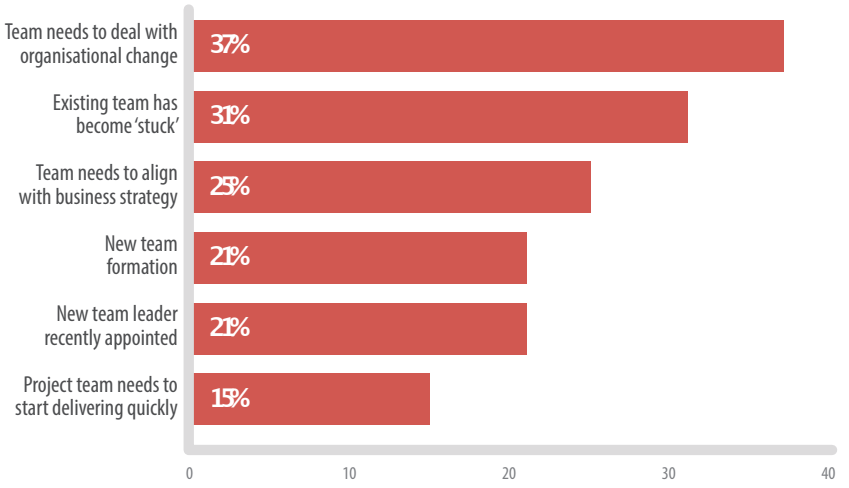


Chart 13: Situations giving rise to team coaching

The relatively low percentages in Chart 13 (between 15% and 37%) support the common perception of team coaching as an intervention which is at an earlier stage of its evolution than one-to-one coaching. When the 2013 Ridler Report asked a similarly worded survey question about situations leading to one-to-one executive coaching the percentage of organisations which said the top four situations led often or very often to executive coaching was much higher (between 31% and 59%). See page 14 of the 2013 Ridler Report.

One organisation represented at the team coaching focus group reported a lot of team coaching being commissioned, in the context of rapid organisational change. The intervention was not formally called 'team coaching' as the word 'coaching' could in some cases discourage teams from putting themselves forward. Team coaching was used to accelerate how teams come together and work with the 'system', that is the wider matrix organisation beyond their own team. The team coaches were mainly internal and tended to be senior HR leaders who felt highly motivated to make the new organisational structure work. Team coaches would typically work in pairs (sometimes both internal coaches, sometimes an internal coach with an external), attending the team's regular team meetings over a period of time which could be as much as two years.

Another organisation which was interviewed as part of the 6th Ridler Report research reported that organisational restructuring frequently led to new teams being formed and existing teams being re-formed. Sometimes existing teams were being combined and sometimes teams were being moved into a new part of the organisation and needed to get up-and-running quickly. Team coaching in these contexts tended to use internal OD consultants who contracted with the whole team so that all members of the team felt a sense of ownership of the team coaching. The organisation in question proposed that team coaching should treat the team as a 'macro-person'.

'Team coaching is focused on team effectiveness as an outcome. In this context, the team's ability to engage with the wider organisational system is central to the team coaching work.'

Louise Buckle, Director and Head of Partner Learning, Development and Coaching, KPMG UK

The practice of team coaching

The team coaching focus group looked at the processes organisations use in their team coaching. The following points emerged:

- It is early days to be talking of 'best practice' for team coaching.
- Team coaching as an intervention needs to be adapted to the context and to be tailored to each individual team so that the idea of an umbrella 'framework' may not in fact be a helpful way of thinking about team coaching.
- Teams of more than ten individuals often need more than one team coach to notice everything which is going on in the room.
- Working one-to-one with the individual team members at the same time as the team is often helpful as part of a team coaching intervention.
- A combination of an internal and an external team coach frequently works well. The internal coach brings knowledge of the system and the external coach brings their external perspective and the ability to critically challenge the team.
- A space for team coaches to reflect on their work was seen as critical to the delivery of professional team coaching. However focus group members found it difficult to find good professional team coaching supervisors with the requisite experience of team coaching.
- The question of what differentiates a great team coach from a great individual coach was raised as a promising area for future research.

Some further insights which came out of interviews with survey respondents included the following:

- Team coaching is frequently about helping teams to move through change quickly (echoing the findings of Chart 13).
- In many organisations, the team leader's level of interest in coaching is one of the most powerful determinants of their likelihood to commission team coaching.
- Team coaching tends to be adopted by organisations or areas within an organisation which are more advanced in their thinking about coaching, frequently where the team leader or an influential team member has a high level of readiness and belief in coaching hence has the confidence to try team coaching (this is indeed the case in the board coaching interview – see page 37).
- Team coaching is frequently about getting team members to buy into a new team leader's vision, helping team members to feel they are part of this vision and developing ways of working which support progress towards the vision.
- A few organisations are experiencing a rapid growth in team coaching. These tend to be the ones with a longer history of, and higher level of comfort in, the use of coaching generally.
- Teams frequently get stuck as a result of organisational change, for example where a new leader is appointed. Team coaching can work very well for teams which are struggling in these situations, including teams which are quite broken.

An interview with a member of a company board which engaged a team coach

The board of a European country subsidiary of an international conglomerate with over 10,000 employees, engaged a team coach to work with them. One of the members of the board talks below to Dr Klaus Stagis, the team coach in question, about their personal experience of being at the receiving end of team coaching.

Dr Stagis is Associate Professor of Organisational Psychology at Roskilde University (in Denmark) and a team coaching specialist with Ridler & Co.

The methodology used in the team coaching was informed by group relations thinking, the focus of the approach being on understanding the company's context, the team's objectives and team members' roles, then exploring the inter-relationships between the different parts of the company and digging below the surface of the relationships between the members of the board to understand better the team dynamics and to enable new and more productive ways of working together to emerge.

Interview

Klaus: What challenges did the company face at the time the board commissioned the team coaching?

Our markets were tough and the company's profitability was under pressure. The board (hereafter referred to as 'the team') needed to develop a clearer strategy but there was resistance to change in parts of the company and the team was struggling with some difficult decisions. Many of the company's employees had been there for decades and were not motivated to do things differently. The central leadership at the parent company was looking for substantial changes to be made and there were some tensions in the team's relationship with the Group head office.

Could you describe the dynamics within the team before the team coaching began?

All the five team members – the CEO, CFO, Head of Operations and Head of IT were the four board members – and the CEO's Personal Assistant participated in all team activities but was not formally a board member – apart from myself had been in the company for between fifteen and thirty years and the team's leadership structure was unbalanced and not all it should have been. The CEO was getting involved in too many small details – not, in my view, setting a clear enough strategic direction for the company. One team member had responsibility for a disproportionately high number of the company's employees and another was in charge of an important technical area but was quite lacking in knowledge of the actual business of the company. There was a lot of indecisiveness at our monthly board meetings, which I will call 'team meetings' from now on. Decisions just took too long to get made and there was a reluctance to drive change through, perhaps even to accept that change was necessary. I was new to the company and had a more varied and international background than the others in the team.

What was driving the move to bring in a team coach?

Well, actually I came up with the idea. This could have been a career-limiting move! But I was getting so frustrated with the inertia in our team meetings and the team's procrastination and avoidance of taking difficult decisions. I wanted to see the team lifting up stones, metaphorically speaking, to see what was underneath them and doing something about what they found. I also wanted team members to start interacting with each other at a different level and addressing in their interactions some of the difficult issues which were coming up between the different parts of the company, for example the lack of follow-through on agreements. We liked each other well enough on a personal level but this was not enough to drive us forward to resolve some important business issues.

What was the team's reaction to commissioning team coaching?

Surprisingly, the idea of team coaching was not rejected straight away. I used my academic training in organisational leadership to sell the idea. I emphasised to the others that team coaching was an approach where the whole team would work together over a period of time and that it was tailored to the company's context and its culture. It was not about having a ready made solution imposed on us by a large consultancy or about being taught a way to act as a team. I had the support of the CEO's Personal Assistant who had a good understanding of the team's dynamics. This was helpful. Team members did express some reservations initially about team coaching. For example they were a bit apprehensive about the level of openness which would be required of them but after a while they bought the idea.

What was your thinking about getting in touch with me at that point?

Well, you coached the team I was in at my last company, a multinational pharmaceutical company. It was another situation where there were leadership and relationship challenges. What I learned from you was the importance of working with the specific context and the particular issues which were holding us back – and really exploring what was happening below the surface of the team relationships – rather than looking at the situation in a superficial way. This practical approach allowed us take the right actions. I liked your approach and thought it would work in my current situation.

How did the team reach agreement on the objectives for the team coaching?

Before we engaged you as team coach, we had reached agreement on the team coaching objectives. After that, you, the CEO and myself had a couple of contract meetings and we all agreed on the objectives and course of events. Specifically, the objectives were to look at the state of leadership in the company and the team, to consider the potential benefits of building more open, collaborative relationships within the team and to work towards changing our decision-making process. We learned a lot by noticing and reflecting on the dynamics between ourselves, as they were unfolding in the room.

Can you outline the sequence and combination of events in the team coaching?

After a decision was made to go ahead, the first step was a two day seminar which you facilitated. Then we had team coaching sessions at the end of our monthly board meetings, for about six months.

Two days is quite a lot of time to tie up a board level team. With hindsight, do you think it would have been possible to do the seminar in less time?

There is always a tendency to 'really want to make a difference', and then in the end to just ask for a toolbox with a prescribed solution. The willingness to go into depth and the ability to do the necessary reflection several times during the process is just going to be time consuming. If a team is not willing to invest the time, then it is not at the threshold of real pain and should not waste one day on team coaching.

Were there any changes to the attitude to team coaching during the seminar?

At the start of the seminar the other team members were just leaning back as if to say 'What's going to happen here?' I remember one scene where an action was needed and the CEO's Personal Assistant was the one who jumped up when a board member should really have taken the lead. This was illustrative of the way our team had been functioning and this was noticed by the team and thought about in the seminar. Initially everyone was acting really positively towards each other, perhaps not daring to be negative. Gradually we came to a point where we started to reflect on what were experiencing together and this touched the team. We started pausing to think about what was happening, as it was happening, and what it meant, rather than glossing it over.

What was your impression of the working methods which I introduced at the seminar?

One of the first things you asked each of us to do was to draw our inner impressions of the leadership in the company. It was the first time I had done anything like that and it was amazing what came out of the exercise. It wasn't about demonstrating our artistic abilities but more about communicating what each of us had in our mind, or sometimes at the periphery of our mind, when we were thinking about the company.

Each of us drew a completely different picture of the company's leadership. I remember one picture of a number of small islands, where each of us was isolated on our own island. There was a boat in the drawing which was taking all of us towards the sunrise. We laughed a lot about this picture. The person who drew the picture also explained in words more about their picture than the picture could ever express by itself. The group was fascinated by what was said and this started a process of reflection.

Even though the pictures and everyone's perspective were very different, they all hit similar themes. One theme was isolation and how we were each standing in our own ivory towers which were too far away from staff, too far away from customers and too far away from each other. The pictures were like an ice breaker. Everyone could draw a picture, no matter how it looked, and the pictures expressed a perspective for each of us which we could hold onto and explain and which the others could start to understand.

During the actual drawing time, everyone had plenty of time so that had the effect of setting a process of reflection into motion. When each team member was presenting their drawing to the rest of the team there was enough time and the right quality of space for everyone to express fully what was on their mind concerning the company's leadership. It was very helpful to reflect on our personal situations, the company's situation, the leadership situation and to begin to use these reflections to discuss what changes we needed to make.

The process of reflection is something I started to take into various business situations, sometimes at the end of difficult meetings. It's a powerful technique to draw out people's real thoughts and feelings which they could not express during the main part of the meeting. Reflecting openly in a group or team on what was not said during a meeting, but which is important to you, is often one of the most valuable things. The process of reflection is something that we used in the six team coaching sessions, at the end of our board meetings, after the seminar. It helped us to look at the true state of the team and it became for me something to look forward to in those board meetings – to get to another level in our dialogue. It's something which I never forgot.

How did the other team members experience the team coaching – not only the initial seminar but also the subsequent team coaching sessions in the monthly board meetings?

I think that everyone was positive about it and happy they had agreed to be involved. They saw it as a way to deal with our leadership issues from a different angle. It was not about having someone come in to tell us what to do. We had the opportunity to figure it out for ourselves. I think everyone felt it was the right decision to say yes to progressing the team coaching.

With hindsight, do you think it was necessary to follow up the initial seminar with a number of team coaching sessions?

It is like sending staff off on some 'development seminars', because you have to put something on their development plan. They are asked how it went upon return, and the answer typically is 'Fine', maybe 'really interesting', and that's about it. You need the follow-up on the initial sessions to keep the momentum going.

In what ways did the team coaching change the relationships within the team?

It started a new way of thinking. I don't think the other team members had ever thought of leadership as a separate discipline. They were so focused on their day-to-day work that I don't think they really thought of themselves as leaders. Talking together about the team coaching had the effect of tearing down the barriers between us, so that something that had not been able to be spoken about before, all of a sudden was legitimate to talk about. It was not taboo any more but more out in the open.

This made it easier to point out issues to each other because team members had formed a better common understanding than they had ever had before.

What would you say was the impact of team coaching on the effectiveness of the team?

It made everyone realise that it is not a waste of time to spend ten or fifteen minutes on a process of reflection because that ten minutes can save you thirty minutes or more of just talking around things and not addressing the point, in the future. We learned that too much respect and too much politeness is unhelpful and that what does work is expressing in words something which is really important which has not yet been put out into the open. Also I think that knowing there would be a time set aside for reflection at the end of a board meeting changed the meeting itself because we knew that anything which was important but unsaid would most likely come up at the end of the meeting anyway so why not address it in the moment? That insight made our meetings more efficient. In relation to our decision-making, we learned that it is not just about solving the problem but also about understanding what it is that each of us really wants to achieve. That is a different and complementary approach which makes each team member's way of thinking clearer for all to see. That made for easier and quicker decision-making.

Did the team coaching involve other areas of your company as well as the board?

There were a lot of disputes in the company, for example between sales and service. Our team realised that it wasn't enough just to change our mindsets at board level because if we wanted to change the company there had to be a different way of thinking by everybody. I am talking about needing a change in the company's culture. Leadership is not just about the management team. It involves going into all the areas of the operational business, including the middle management level. We felt that was absolutely necessary and in fact we decided to initiate a more comprehensive leadership development programme including middle management.

What was the impact of team coaching on your individual development as a leader?

The biggest takeaway for me individually was understanding the value of reflection. Since the team coaching I have encouraged all the teams I have worked in to allocate some time for reflection at the end of a meeting to increase the collective understanding. This means not just assuming that everyone is thinking in the same direction or has the same understanding but to investigate and understand better everyone's position. This involves asking more and better questions and following that up with an open and respectful exchange of views, even if you sometimes agree to disagree and don't get any further than that.

What was it like to work with me as your team coach?

One of the things I noticed about the way you work is that if there was no more to say from your side you did not say any more and you left it to the team to express whether they agreed, disagreed or even wished to express any thought at all. You trusted that the group would say something if there was something to say and that it is not the team coach who has to come up with some insight. You left it up to us to decide how to conclude. Although you brought a lot of experience to the table you did not come in and present a deck of pre-prepared slides. You were really allowing us to explore our particular situation as a team in our own specific company. In the beginning your silences sometimes felt, I would say, almost unpleasant, as if you were trying to provoke someone who has something to say to say it – but once everyone understood why you were doing things in that way, everyone saw the value in it for sure.

How did you translate the team coaching discussions into action in your day-to-day work?

The value for the team was in pursuing the practice of reflection, which we did. This does not always need you there in the room with us. It takes some discipline not just to let this valuable art go, when the team coach is no longer present, and fall into old habits. But there is such an extraordinary value in reflection and there was a considerable willingness in the team to continue to practise what we had learned from working with you.

What else did you learn from the team coaching?

I mean, I hear so many times 'Oh, I'm coaching my team and my staff', and so on, but so often what they mean is they are explaining something to their staff or telling them what to do and what not to do. What is important in coaching is to understand why someone is acting in the way they are acting; not to judge their performance and define them narrowly because they are doing this or behaving like that. You need to get to a place where you can accept that there are five people sitting around the table who have five different perceptions of the reality as they see it, which you can understand by asking good questions and talking.

If you can get to a point where you can understand why team members want to go in particular directions then you are in a much better position to influence whatever decision is being made.

What did you learn about how to get the best from a team coach?

I think the most important thing is to get to a common understanding in the team and between the team and the team coach of what's the state of the nation, in other words why is the team coach here and what is the objective of the team coaching? You also need to agree on a way of working together and agree to a level of openness where team members do not close off or get angry when something personal is touched upon. You need to be willing to throw your arms up and admit you cannot carry on the same way and that a little reflection will help everyone to understand what is working and what is not working and clear the way for a change in direction.

What sort of team dynamics or problems would you recommend team coaching for?

I think when you talk about a leadership team which has difficulties, a lot of issues come together, not just one isolated issue. I think team coaching can be helpful when there is significant change, like in an acquisition process or a strategy development process. It can also be helpful where there is a situation with a lot of conflict, where the whole company is in a highly stressful situation. Team coaching can also be beneficial in situations where there is no open conflict but there is a management team that's supposed to be working together but in reality is not. Or where there is a conflict which is being played out between two members of a team which is really about an unresolved issue within the team.

Can you offer any advice to senior management teams out there who are considering team coaching on how to make it successful?

You need to have buy-in from everyone who is going to be part of the team coaching and that is a lot to ask because on the surface a boss might say yes but the decision needs to go beyond political correctness. It doesn't work if there is a team of five and two people are very positive about team coaching but the other three are leaning back with their arms folded. There needs to be a compelling reason to bring an external team coach into a company. I mean, you have to start at a point where there is something which is not working and it is very obvious to everyone that it needs to be worked on. Otherwise how can you justify bringing someone in? And there needs to be a strong collective understanding and agreement on what the team expects from such a person and what they expect from themselves. You need to bring the team coach in early in the process, once everyone agrees that help is needed, and let that person help in defining what needs to be achieved.

Is there anything else you would like to say about your experience of team coaching?

I think team coaching is something which most management teams could benefit from. I have been in several different management teams and have found the issues are surprisingly similar in all of them. Even when the company is doing well, it can help to bring in a team coach from the outside to bring some moments of insight. So it is not just for situations where you are in a deep crisis because it can also be very helpful for companies which are working well.

Thanks so much for your time and generosity in sharing your insights into team coaching.

You're very welcome.

Use of remote coaching has increased in the last two years

Remote coaching is defined as coaching which takes place via telephone or video. The 6th Ridler Report survey asked, for the second time, the identical remote coaching question which was in the 2013 survey. This question makes a number of statements about remote coaching and asks survey respondents the extent to which they agree or disagree with each statement. Chart 14 compares the results from this question in the 6th Ridler Report survey (2015) with the 2013 survey results.

The attitude towards remote coaching has clearly shifted in the last two years. Organisations have significantly increased their use of remote coaching during this time, as Chart 14 shows:

- The number of organisations which frequently use telephone or video as a medium for executive coaching has increased from 29% in 2013 to 42% in 2015 (in 2015, 42% also indicated they do not frequently use remote coaching)
- The number of organisations which agreed that remote coaching works well as a stand-alone coaching medium increased from 23% to 42% from 2013 to 2015.

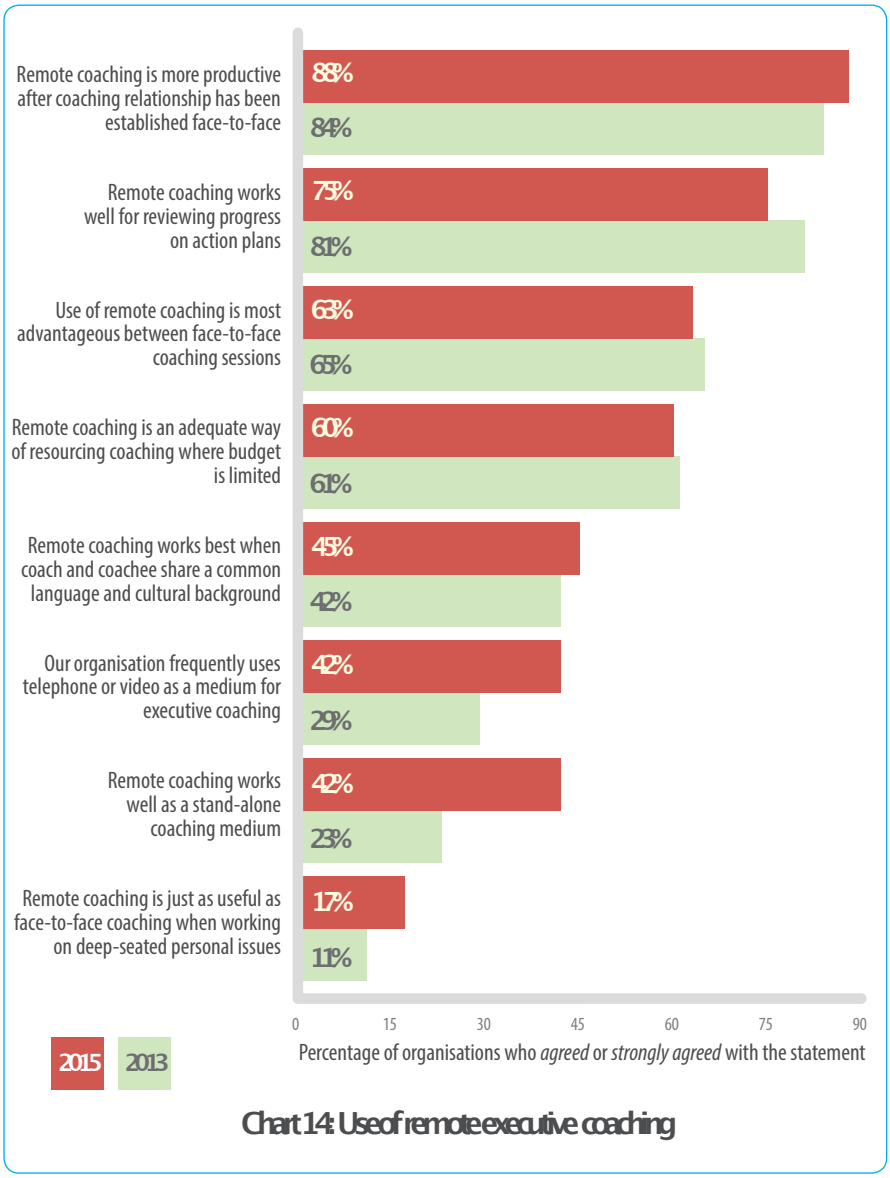


Chart 14: Use of remote executive coaching

88% agreed that remote coaching is more productive after the coaching relationship has been established face-to-face – a figure slightly up from 84% two years ago. This point was reinforced in a number of the interviews with survey respondents and in some of the following quotations. There is a strong consensus that having some face-to-face contact benefits an otherwise remote coaching relationship.

61% of organisations felt that remote coaching is *not* as useful as face-to-face coaching when the coachee is working on deep-seated personal issues, compared with 17% who think it is. This is slightly down from 66% in 2013.

What experiences are organisations having with remote coaching?

Interviews with survey respondents revealed that the experience of many organisations is that remote coaching simply works. It is a flexible solution which can be applied, often to good effect, in large scale coaching programmes.

'Remote coaching works as well as face-to-face. Initially our clients asked for their coach to be physically present but six months into our coaching program we found there was no difference between remote and face-to-face coaching.'

Timea Kristof, Talent Manager, Medtronic

'Remote coaching is almost as good as face to face if the technology works. GSK is using the right coach for the right executive wherever they are in the world, especially in emerging markets. We are also doing group coaching remotely – this works well as long as you have at least one face to face session to start the programme off.'

Sally Bonneywell, VP Coaching, GSK

'Hogan Lovells is engaging remote coaches to work with their most senior leaders across the globe, after first introducing them to their coach in person at a leadership development programme. Our experience has been that this arrangement works successfully – senior leaders value the face-to-face introduction after which remote coaching has proven to be highly effective.'

Alison Nolan, Global Head of Partner Development, Hogan Lovells

Recent advances in the quality of video technology have increased the flexibility with which remote coaching facilities can be accessed, improved its reliability and incorporated functionality which helps organisations to manage their portfolio of remote coaching assignments more efficiently.

Interestingly, none of the interviews with survey respondents explicitly pointed to cost as a key driver of their increased use of remote coaching, though it is evident that for a given budget more executives can be coached remotely than face-to-face.

There is evidence of a continuing preference in many of the organisations interviewed for the most senior executives to be coached face-to-face, where possible. The face-to-face relationship is associated with higher levels of trust for this client group.

There remains some scepticism about the growth of remote coaching in some quarters. Some still feel that you need a face-to-face relationship to bring out the best in a coaching relationship.

'My suspicion is that telephone coaching is a cost base response from larger users of coaching – a bit like the choice, when recruiting, to interview face-to-face or by video. So much of coaching is about noticing and responding to non-verbal signals which is more difficult to do remotely.'

John Renz, Group HR Director, Novae Group

Remote coaching as an organisational change intervention in Standard Chartered

Standard Chartered is a multinational banking and financial services organisation which employs 85,000 people and operates a network of 1,700 branches across seventy countries. Headquartered in London, its activities are predominantly focused on Asia, Africa and the Middle East.

Standard Chartered has used remote coaching, by telephone and video conference (VC), for the last ten years and has significantly increased its use of remote coaching over the last three years, particularly in support of global executive programmes.

Applications of remote and face-to-face coaching

Standard Chartered has five internal executive coaches, who work with the Bank's enterprise level leaders and their teams, in line with the overall organisational strategic change agenda. These coaches have a preference for face-to-face coaching but often combine this with remote coaching, and especially coaching by VC. To supplement this, the organisation commissions external coaches to work, mostly face-to-face, with around fifty of its top leaders annually.

On the leadership programmes, a combination of remote and face-to-face coaching is used, both individually and in small groups, which often includes remote coaching before and after the residential week, and face-to-face coaching during the residential week.

'The intention of combining remote coaching and classroom learning is to extend the time of the participants' development journey, in the service of enhancing transfer of learning and behavioural change to build particular organisational capabilities that drive the implementation of the business strategy and organisational change.'

Reka Czegledi-Brown, Head of Leadership Development, Standard Chartered

As an example, one programme uses a partnership with a single coaching provider to supply exclusively remote coaching to 450 organisational leaders. Each coaching engagement includes five one hour remote coaching sessions. The aim of the coaching sessions is to keep the participants engaged throughout the journey by encouraging active experimentation and building valuable strategies and insights for continued personal development, within the framework of defined organisational capabilities.

'We are leveraging the intimacy and personal focus of coaching to ensure critical capabilities are built in service of establishing a strong leadership practice that delivers our business strategy.'

Reka Czegledi-Brown, Head of Leadership Development, Standard Chartered

The coaching is supported by a customised digital platform which enables smooth scheduling, session tracking and capturing of key themes and feedback. This will provide a rich source of data on organisational development trends and issues.

Drivers of the use of remote coaching

Standard Chartered finds that remote coaching works well, both when combined with face-to-face coaching and leadership development programmes and as a stand-alone medium. It can be very effective in picking up nuances of emotion, where there is a focus only on voice. Remote coaching is cheaper than face-to-face coaching, partly due to the elimination of the coach's travel time to their client.

'Coaching sessions create a comfort zone for participants to freely express their thoughts, developing a growth mindset for manager and for team.'

Ernie Yang, Head, Wealth Markets Products & Sales, Taiwan

High calibre executive coaches, who meet Standard Chartered's selection criteria and have cross-cultural capability, can work remotely with clients in a diverse range of geographies, where the supply of suitable coaches is often limited. The flexibility of remote coaching also opens up possibilities to facilitate rapid 'real time' learning close to key events, such as an imminent meeting or unfolding situations.

'With rapidly evolving technology, remote coaching is now a leading edge, cost efficient and flexible way to offer global quality coaching to a diverse community of leaders who would otherwise not have access to it.'

Samantha King, Head of Executive Development, Standard Chartered

Drawbacks of remote coaching

Taking away the physical cues from the coaching relationship means data about how the coachee is physiologically responding in the room is missing. Even with VCs, some important elements of the subtlety of communication can be lost, together with information the coach could gain in a face-to-face relationship from the coachee's physical environment, such as how the coachee speaks to their team.

Standard Chartered prefers, where possible, for the coach and client to be physically together for the first coaching session, to accelerate the bonding between the two of them initially. However in today's complex global environment, leaders need to develop themselves interpersonally in a virtual world through remote coaching, given the right contextual briefing.

'This was the first time I ever had coaching in my career, and at first I was not sure what to expect. My coach was very quick in establishing a good rapport and in gaining my confidence, which I believe is important.'

Carlos de Luzuriaga, MD Financial Markets, Singapore

Finally, executive leaders may be more open and trusting when physically present with the coach, in discussing sensitive personal, organisational and strategic issues.

The impact of new technology

Recent technological innovations will make remote coaching even more flexible and productive, which enables high resolution, secure VCs to take place from coaches' and their clients' mobile phones and laptops. This eliminates the need to be in the office to use corporate VC facilities.

With one of Standard Chartered's key current coaching providers, this VC technology has features which enable efficient scheduling of coaching times direct between coach and coachee, thereby reducing administration costs and enabling groups to VC in a seamless format.

'The organisation of coaching sessions for me was fantastic and in all sessions my coach was available. We used the coaching time efficiently.'

Rutaisire Adalbert, Chief Information Officer, Ghana

Lessons learned and the future for remote coaching

Standard Chartered strongly believes that specifying the desired impact and having a clear purpose to the coaching is essential to be able to measure the effectiveness of large scale remote coaching programmes.

Enhanced impact has been achieved through having moved away from a 'fixed template' for remote coaching (with pre-set agendas for each coaching session) towards an approach that gives coachees a more individualised agenda, with a greater ability to select from a diverse range of coaches and more flexibility in scheduling coaching sessions.

'My coach helped me to expand my thought patterns on some issues I was grappling with prior to my sessions with him. He asked probing questions and subtly led me to consider other angles I probably would never have considered. He helped me to expand my capacity for lateral thinking and I am constantly using that approach now, not only in my professional life but also my private one.'

Diran Olojo, Regional Head, Brand and Marketing, Nigeria & West Africa

New technology has been leveraged to the full, including advanced functionality for the booking and changing of coaching session times, monitoring of coachees' dropping out rates, random recording of coaching sessions (with permission) to monitor quality, and automated collation of emerging organisational themes.

Standard Chartered expects remote coaching to grow significantly in the future, in volume and value, as an organisational change intervention.

Group coaching features in most organisations' coaching plans

Group coaching is on the agenda for the majority of organisations taking part in the 6th Ridler Report survey. Chart 15 shows 32% of organisations already use group coaching and 47% are considering introducing group coaching in the next three years. Only 20% of organisations are not planning to introduce group coaching in the foreseeable future.

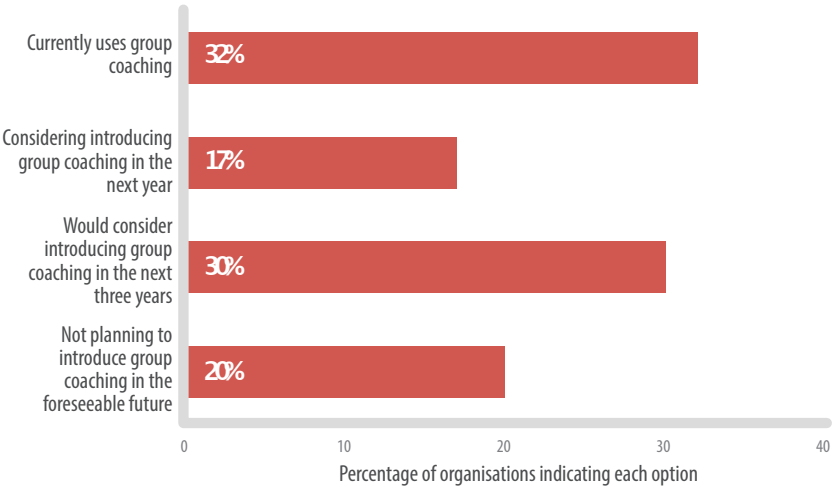


Chart 15: Use of group coaching

Group coaching involves a group of individuals, who are not usually members of the same work team, being coached together. Members of a group coaching session may be from the same organisation, in which case they typically will not know each other, or different organisations. In group coaching, each group member works on their individual coaching objectives (in contrast to team coaching where the aim of coaching is to help individuals work together better in their team).

'Group coaching is very much at the heart of our Learning & Development programmes.'
Alicia Millar, EME Learning & Development Manager

What is driving the interest in group coaching?

Chart 16 shows some key reasons why organisations are interested in group coaching, as follows:

- 92% of organisations agreed that group coaching gives coachees the advantage over one-to-one coaching of receiving multiple perspectives from a number of group members, as well as from their group coach.
- 92% agreed that group coachees benefit from understanding that other group members are also experiencing developmental challenges. Leadership can be a lonely experience and it can be good for a group coachee's morale to discover that they are not the only one who is encountering personal and professional challenges in their role.

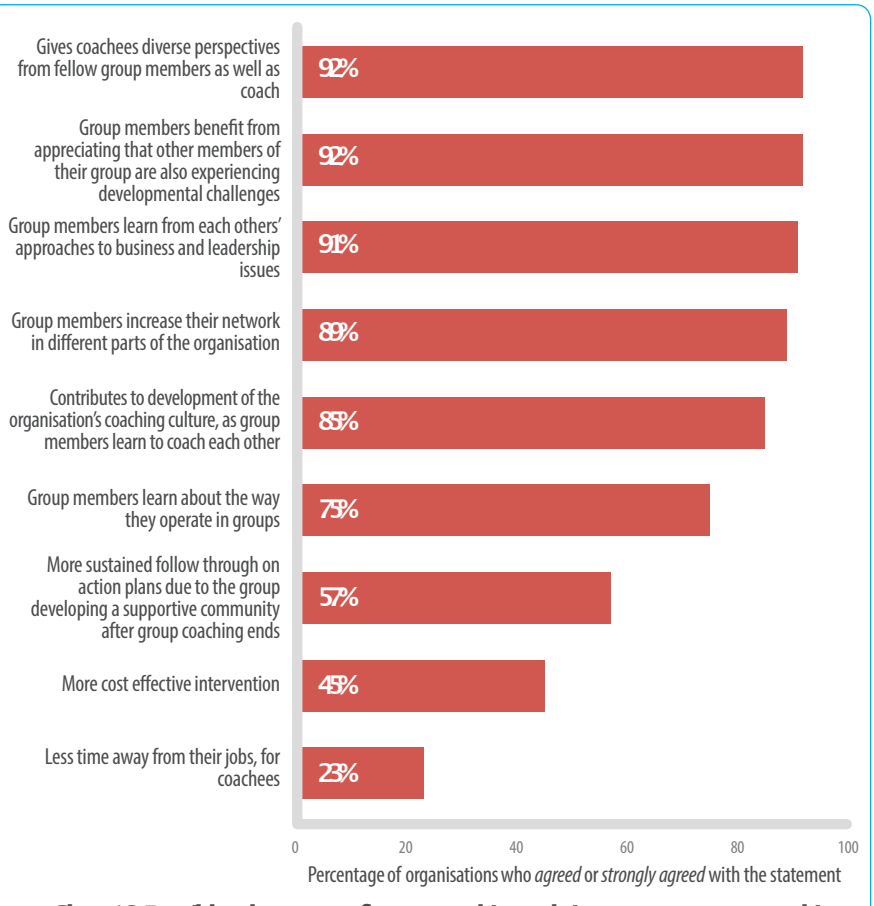


Chart 16: Possible advantages of group coaching, relative to one-to-one coaching

- 91% agreed that an advantage of group coaching is that group coachees can gain insights from hearing about their fellow group coachees' approaches to business and leadership issues. These insights can help them to devise new approaches to their own challenges.

'Group coaching is highly effective in team sports and it plays an important role in our organisation too. It is a highly cost-effective way of developing the skills and behaviours of less experienced individuals to the level of those doing it well.' David Wood, Global Head of Learning & Development, Clyde & Co

- 85% agreed that group coaching contributes to the development of their organisation's coaching culture. An integral element of group coaching is group coachees' coaching each other, under the watchful eye of the group coach. The coaching skills which group coachees learn and practise in group coaching can be taken back and integrated in their work as a line manager. Coaching their colleagues and team members after an experience of group coaching contributes to their organisation's leadership or coaching culture, as Rentokil Initial has discovered – see page 48.

Where does the increase in interest in group coaching leave one-to-one coaching?

The 6th Ridler Report survey asked about the possible advantages of one-to-one coaching, relative to group coaching. Chart 17 shows that one-to-one coaching retains some key benefits in relation to group coaching, including:

- 96% of organisations agreed that one-to-one coaching gives coachees more time to explore individual issues. There are some issues for which individuals simply require more dedicated space than is available in a group coaching session.

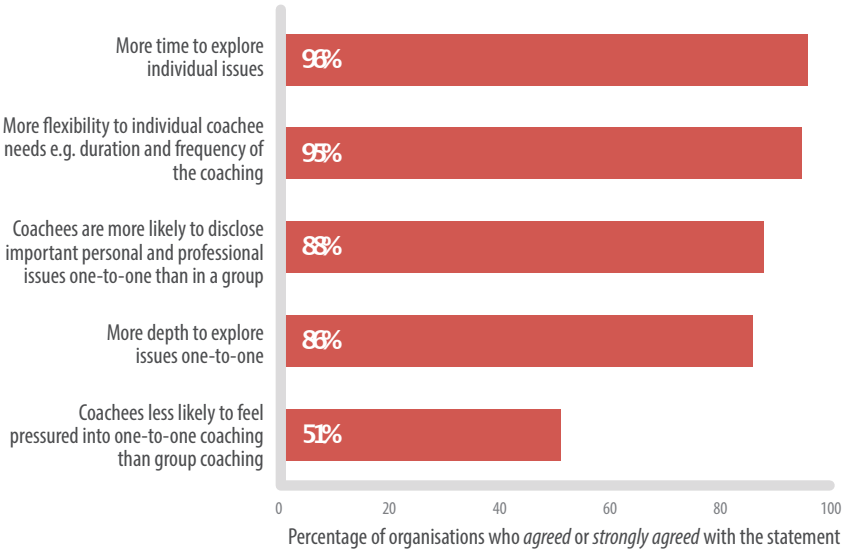


Chart 17: Possible advantages of one-to-one coaching, relative to group coaching

- 95% agreed that one-to-one group coaching gives more flexibility to the individual needs of the coachee, for example in the frequency and number of one-to-one coaching sessions.
- 88% agreed that coachees are more likely to disclose important personal and professional issues one-to-one than in a group. The view is that no matter how well a group coach sets up and manages a group coaching session, some coachees will have issues which they would be more likely to explore one-to-one with a personal coach than to disclose to a collection of fellow group coachees whom they do not know well and where there may not be enough time to build the requisite trust.

Overall, it seems that there is a place for both group and one-to-one coaching. Indeed, evidence emerged in the Ridler Report research of the two types of coaching being used alongside each other in leadership development programmes, combining the benefits of each.

'In the past we have found it very difficult to get participants to commit to group coaching, with lots of cancellations last minute and a lot of time wasted running sessions with just two or three people. If we do introduce group coaching it is likely that we will make it an integral part of a leadership development workshop or module.' Nicki Hickson, Director of Coaching, UK & Ireland, EY

In the 6th Ridler Report survey question asking which areas organisations would most value the coaching profession developing and researching further in the future, group coaching was the third most commonly identified area.

Transforming leadership through group coaching at Rentokil Initial

Rentokil Initial is a FTSE 150 company, headquartered in the UK, which provides pest control, hygiene and workwear services in over sixty countries, with 29,000 employees.

The company had been voted 'most admired company' in the 80s, delivering 20% annual growth in profits during this period. A turbulent period followed, which finally led to the appointment in 2008 of a new leadership team to restore confidence internally and externally and to build new capability to help the company win in the marketplace.

Developing talent

Since 2009 Rentokil Initial's approach to talent development has been based on the following principles:

- Learning is transferable to the workplace and learning opportunities are created from everyday work situations.
- Adults learn best through experience, and reflecting on experience, rather than being taught or told.
- Great leadership starts with emotional maturity and increased self-awareness.
- Personal change has to begin with oneself and flow outward.
- Sustainable change comes from working on several levels, including behaviour, mind-set, emotions and purpose.

Developing a coaching culture

Building new capability in the company has involved developing new skills, processes and behaviours, as well as embedding better discipline in problem solving and execution. Developing a coaching culture was seen as fundamental to driving the new direction, re-shaping the company and transforming leadership styles.

Rentokil Initial committed itself to an innovative and substantive approach to Learning and Development and designed its signature 'Living Leadership' programme in 2009, with group coaching at its heart. The programme is still running, though in the early days no one could ever have known that it would become a cornerstone of the company's L&D strategy.

'The appetite for group coaching has been both surprising and exciting. Managers have deeply appreciated the high levels of trust they have developed with their peers and the resulting relationships have been sustained beyond the life of the programmes. The managers really value working in this way and have taken that learning back into their work teams.'

Brigid Garvey, Group Director of Talent, Rentokil Initial

Living Leadership is internally run and has three modules over a six month period. The modules cover collaborative, commercial and innovative leadership. Sixteen high potential middle managers attend each programme. They are typically branch managers with teams of up to fifty people, or individual contributors in key functions. The programme has been extremely successful and has won a prestigious external award. Three hundred delegates have now been through the programme.

The group coaching component of the programme takes the form of four group coaching sessions over the six months of the programme. The group coaching is an intensive personal growth experience which deepens delegates' emotional and psychological development and builds their coaching capability through working with fellow group members on real, practical business challenges. Each group coaching session lasts half a day and issues covered include delegates' relationships with their line managers and direct reports, confidence, personal presence and influencing styles – and sometimes going into deeper areas such as work/life balance and purpose at work.

Each group consists of six delegates and an internal group coach. Coaches are selected from a pool of more senior executives across the organisation and have all been through the company's coach development programme.

The group coaching is designed to create a sense of a management community and a forum for managers to network and share experiences and ways of working with each other, as well as driving the development of a culture based on a coaching style of leadership.

Delegates on the programme are encouraged to take accountability for their own learning. Two tasks are given to the members of each group at the end of the programme. Every delegate submits a five hundred word written assignment describing their experience of the programme and its impact on them as an individual. Each group makes a collective presentation to senior managers to 'report back' on the programme's impact, both on themselves as leaders and on the business. Both of these tasks enable delegates to reflect and consolidate their learning and demonstrate its value. The final presentation also provides them with valuable exposure to senior management.

Feedback and learning from the group coaching

The feedback on the group coaching has been universally positive. Two delegates are quoted:

- *'Being part of a coaching group was a life changing experience. This activity takes you on a professional and personal journey. You are fully introduced to the power of emotional intelligence.'*
- *'LOVED the group coaching work. It has given me a chance to reflect inwards and really identify my strengths and build on my confidence.'*

The transformative nature of the group coaching is dependent on the skill and experience of the coaches. One recent innovation is to have two coaches for each group – one external and one internal. The combination of the internal coach's grasp of the business context and culture and the external coach's professional group coaching experience has proven to increase impact. Having a gender mix in the two coaches is seen as a further advantage and this often delivers the best feedback. The diversity of male and female perspectives in the coaches adds richness to the delegates' experience.

The programme's impact on the organisation

Evaluation results show that delegates feel the programme, with its group coaching, has boosted their confidence, improved their leadership capability and knowledge and helped them manage their emotions and respond better to challenging situations.

Delegates have increased their ability to stand back, reflect, listen and think about how to respond in particular business situations and to particular colleagues. This has improved their work relationships and the morale in their teams. Many also commented on how the programme has helped them improve results in their areas of the business, including driving down contract terminations, increasing sales, improving employee engagement and retaining customers and employees.

'The programme as a whole has had a strong impact on the business – it has helped drive high engagement across all of our teams. We know when we get the people management right our business grows and all our plans become a reality. The group coaching continues to be an essential part of our success and drives the coaching culture we need to grow our people and grow our business.'

Andy Ransom, CEO, Rentokil Initial

Quantitative data obtained from key business metrics over a two year period reinforce the above qualitative data. For example, retention of technicians went up by 16%, retention of sales professionals increased substantially and engagement, enablement, service, relationships and teamwork ratings all showed significant improvements in the company's employee survey.

The group coaching, contained within a highly regarded programme, continues to be seen as an extremely worthwhile experience for delegates. The company has been delighted (and surprised) at the extent of the group coaching's impact on the company – and proud of the resulting sustainable changes in its leadership style and the knock-on impact on the company's performance.

Rentokil Initial is currently seeing its best business performance of the last ten years. It is difficult to prove a causal link between this and the Living Leadership programme but there is a firm belief that the programme, with its central group coaching component, is an important and integral part of the turnaround story.

The requirement for coaches to be supervised is accepted but the practical application of supervision in organisations varies widely. The 6th Ridler Report survey asked organisations to agree or disagree with a number of statements about supervision. Chart 18 shows the results.

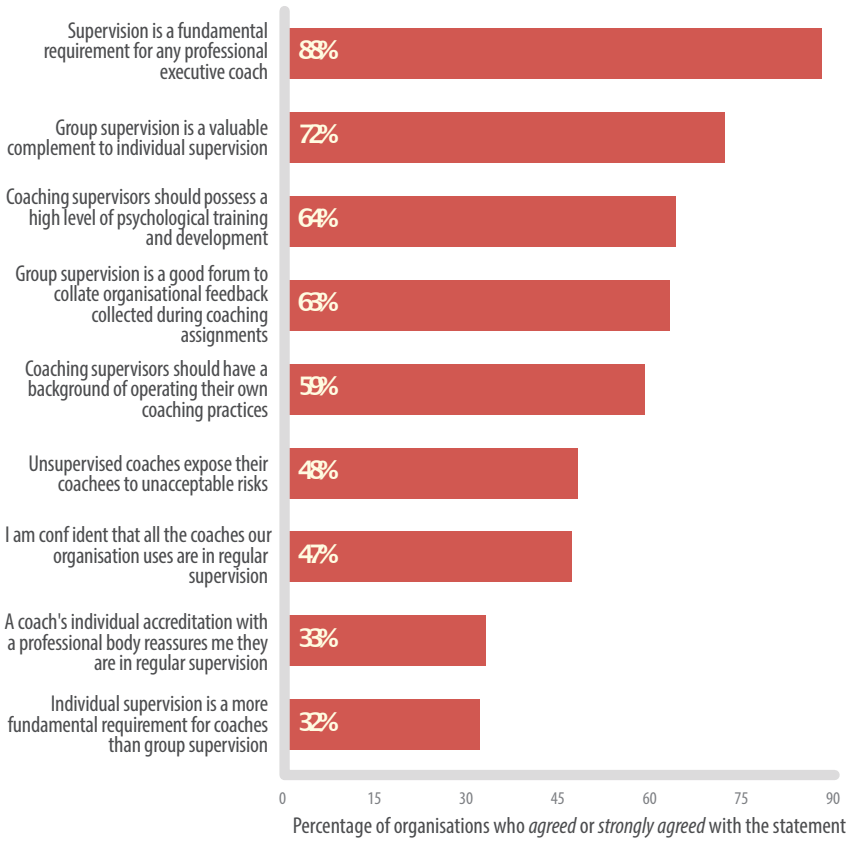


Chart 18: Coaches use of supervision in their coaching practices

The need for coaches to be supervised is overwhelmingly recognised. 88% of organisations agreed that 'Supervision is a fundamental requirement for any professional executive coach', with 55% 'strongly agreeing' with this statement. There were no comments made in the 6th Ridler Report survey or interviews with survey respondents which expressed a negative view towards supervision. Indeed, comments which emerged from the survey and interviews were all enthusiastic about its use. Many of these comments were from professionals who had experienced supervision themselves and found it beneficial.

'Coachees put themselves in a vulnerable position when they are being coached. Supervision helps coaches to keep on the right side of boundaries, for example being clear about what material arising in the coaching is theirs versus what is the coachee's. It is not possible to do this adequately without supervision.'
Senior Organisational Sponsor, Professional Services Firm

However, less than half of organisations are confident that all their coaches are in supervision (47%). Secondly, only 48% believe that unsupervised coaches expose coachees to unacceptable risks. In addition, anecdotal evidence from interviews with survey respondents suggests that most organisations are not monitoring their coaches' use of supervision.

'We place an element of trust in our coaches that they have regular supervision but we currently do not ask for proof. However, given that supervision is key to ensuring high quality coaching, this is something we may consider in future.'
Julie Mackenzie, Senior Organisational Capability Consultant, ScottishPower

Interestingly, only 33% of organisations agreed that a coach's accreditation with a professional coaching body reassured them that the coach was in regular supervision.

There is little consensus coming through in the data about how organisations value individual supervision compared with group supervision. When asked if they agreed that individual supervision is a more fundamental requirement than group supervision, 50% of organisations chose the 'neither agree nor disagree' option.

'I believe that some supervision is helpful for all coaches. The relative merits of individual versus group are subject to interpretation.' Gary Villani, SVP – Global Leadership Development, IPG Mediabrands

'The BBC requires its internal coaches to have four, one-to-one supervisions sessions per year.'
Jane Saunders, Coaching Network Manager, BBC

'Group supervision is a beneficial way to create our community of internal coaches and offers coaches mutual support outside of their formal one-to-one supervision.' Diane Turner, Learning Manager, Deloitte

The Civil Service Learning case study (see page 51) gives a view from an organisation which is more advanced in its use of supervision than most.

Supervision's central role in the provision of coaching in the Civil Service

The Civil Service employs 450,000 civil servants across the various UK government organisations, such as the Home Office, the Foreign & Commonwealth Office and other key departments and agencies.

Coaching provision in the Civil Service

Civil Service Learning (CSL) provides a range of Learning and Development services across the Civil Service, including a high quality internal coaching service for all civil servants in leadership roles. This runs alongside the provision of external coaching for the Civil Service's senior executives.

CSL has 120 internal coaches who offer individual coaching, free of charge, and also support several of the Civil Service's leadership, talent and positive action programmes.

Internal coaching provision reduces the Civil Service's spend on external coaching and enables a larger number of clients to experience the benefits of coaching than would otherwise be possible. It also gives the wider organisation some key benefits:

- Having an expert coaching resource in every department
- Fostering a better understanding of issues across Government, through internal coaches working with clients in other parts of the organisation
- Promoting more, and better quality, coaching conversations in civil servants' day-to-day work

Coach selection

CSL carries out the initial selection process for the Civil Service's internal and external coaches, using the following four criteria:

1. Knowledge and understanding of coaching, including the clarity of coaches' rationale for their chosen conceptual approach and their ability to apply the approach in practice
2. Coaches' skills, including application of best practice processes such as contracting and goal setting, and the quality of their engagement and trust-building with clients
3. Application of psychological-mindedness in coaches' professional work, including their capacity for critical self-reflection and awareness of boundary issues and ethical dilemmas
4. Coaches' commitment to their own professional development, including their motivation for their own ongoing development and awareness of how supervision can enhance their coaching practice

The central role of supervision at CSL

CSL sees qualifications and validation as the initial rites of passage for a professional coach. However there is a stage of a coach's development beyond which further training is felt to have limited value. CSL believes strongly that a coach's ongoing development comes from experience, supported by supervision and continuing professional development (CPD). Supervision underpins the coachee's safe, transformative experience of coaching and gives the coach a supportive developmental space where their 'world view' as a coach can evolve.

Supervision is seen as an effective safety net, enabling coaches who find themselves challenged in various ways by their client relationships to work out how to move forward. They may feel stuck or out of options with a coachee, or their work with a coachee may be triggering unhelpful emotional patterns in them, or they may be concerned that a boundary is being crossed in the coaching relationship. In such situations, supervision is seen as the central means to ground the coach. Otherwise the coachee (and the coach) could be at risk. CSL wants to ensure coaches do not misuse their influence with their coachees and that they keep within the boundaries of coaching and do not stray too far into consulting or mentoring.

'A coach may become extremely influential with a very senior client who could have a key role in Government. The coach needs to understand the limits of their role, particularly where political beliefs are concerned. This is why professional coaching supervision is a key safeguard and requirement for all coaches who work in the Civil Service.'
James Pritchard, Learning Consultant, Civil Service Learning

Organisation of supervision for internal coaches

CSL provides a combination of group and one-to-one supervision for its internal coaches. The group session is a whole day event, run once a year and led by an external supervisor. There are currently fourteen supervision groups running. Attendance at these groups is mandatory for all internal coaches.

The first half of the day is taken up with the supervisor facilitating a discussion on a CPD topic. Topics covered so far include use of the self in coaching, boundary setting and systemic coaching.

The second half of the day is an opportunity for case discussions in the group, to learn and get reassurance from each other and the supervisor. As supervision groups mature, coaches may deal with quite difficult and complex issues at the limit of their competence. In these instances, confidence in their colleagues and the safety of the setting allow coaches to show their vulnerability to access deeper learning.

Using external supervisors for every session can become costly and an additional self-managed group supervision session is held once a year, where coaches can discuss cases with their peers in the absence of a formal group supervisor.

To complement group supervision, coaches have one-to-one access to the external supervisor, either when a group session is not imminent, or for issues they feel uneasy sharing with the group – perhaps where there is an issue of client confidentiality not appropriate for the whole group, or where they feel particularly vulnerable. They can also consult their colleagues in the supervision group as 'buddies', to talk through any challenging client issues.

CSL's requirements for their external coaches' supervision

CSL requires external coaches to have adequate supervision in place, for the reasons outlined above, but CSL does not itself provide supervision for external coaches.

The aspects of supervision which are crucial for CSL's external coaches include the following:

- The supervisor is qualified and competent in supervision, not just a coach for the coach. Just as the coach needs to be able to articulate their model of coaching, the supervisor needs to know what they are doing as a supervisor and why.
- Supervision is drawn from outside the coaches' own coaching organisation, so that issues of ethics and psychological mindedness are not confused with the commercial needs of the coaching organisation. CSL's most frequent concern with external coaches' supervision arrangements is that a supervisor who is drawn from the coach's own organisation has a potential conflict of interest and so may not be able to adequately supervise.
- Supervision is at a frequency which is appropriate for the workload of the coach. Busy coaches are likely to need more frequent supervision, but a minimum frequency needs to exist, to ensure coaches are kept up to date. Although it is difficult to monitor the supervision arrangements used by external coaches, it soon becomes evident, in talking to coaches, whether they have a 'supervision mindset', as illustrated in the next point.
- Coaches know how to use supervision and are able to demonstrate how they benefit from supervision. Coaches should be able to give examples of issues they have taken to supervision and what they have learned as a result.

'Unfortunately I do not get any reassurance from an external coach's individual accreditation with a professional coaching body that they are making good use of regular supervision.'
James Pritchard, Learning Consultant, Civil Service Learning

Besides putting in place the robust supervisory arrangements described above, CSL has worked hard to create a supervisory culture in its provision of coaching, where all its coaches feel well supported and able to discuss concerns with professional supervisors and peers, whenever the need arises.

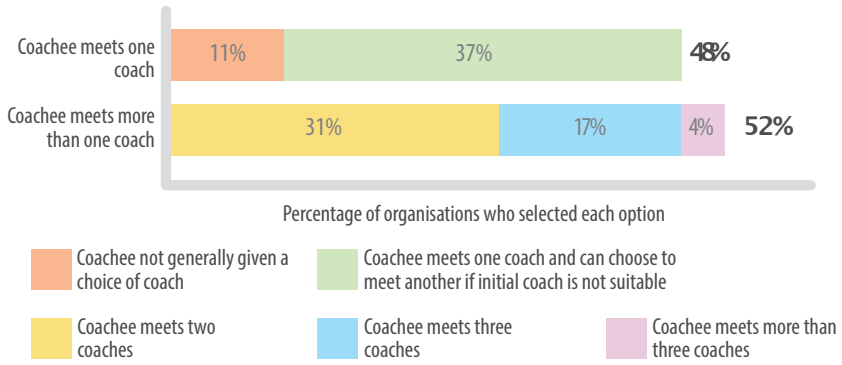


Chart 19: Frequency of use of chemistry meetings in external coaching assignments

Scheduling two or more chemistry meetings is an intrinsic part of many organisations' process of matching coachees with coaches. The 6th Ridler Report sought to find out how widely chemistry meetings were used.

Chart 19 gives the results, which reveal a fairly even split between organisations which use chemistry meetings for their external coaches (52%) and those which do not (48%).

In favour of chemistry meetings…

Organisations which use chemistry meetings made three clear key points in favour of their use:

- Coachees possess a good innate sense of which coach will be best for them – which is consistent with Chart 20, showing 85% of organisations believe that chemistry meetings enable coachees to form a 'strong and reliable sense of which coach will be able to help them most'.
- Giving coachees control over their choice of coach gives them a sense of ownership of their own coaching which improves their chances of engaging with the coaching and getting value from it.

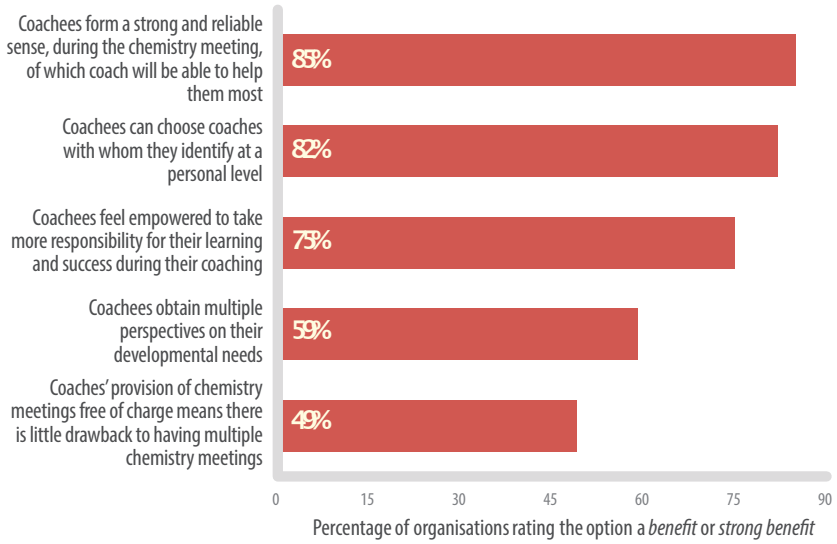


Chart 20: Benefits derived by coachees from having multiple chemistry meetings with coaches

- Senior executives in some organisations like to be in control of their own destiny and do not like to be told which coach they will work with.

'Chemistry meetings give the coachee ownership of their choice of coach. It stops the decision becoming a forced one. The coachee can then say "I made this decision, I chose this coach and I am now going to throw myself into this coaching relationship.'

Senior HR Manager, Sovereign Wealth Fund

'We believe our senior people need to be accountable for their own development. Their personal engagement with a coach in a chemistry meeting and their experience of choice serves to engage them with their coaching. The chemistry meeting is also a valuable opportunity for the coach to learn about our organisation.'

Gail Sulkes, Internal Consultant, Thomson Reuters

Against chemistry meetings…

Anecdotally, some of the organisations interviewed which do not routinely use chemistry meetings started out believing offering chemistry meetings was the right thing to do, then changed their minds. They cite the following key reasons why they choose not to use chemistry meetings:

- Meeting with the coachee to assess their coaching needs gives the organisational sponsor of coaching a good understanding of their requirements, sufficient for the sponsor to make a good choice of coach.
- If left to their own devices coachees can have a tendency to choose a coach who seems impressive on the surface. Some coaches who are strong on extrovert energy and charisma tend to get chosen more often because of their initial presentation. However, their superior ability to win coaching assignments is not always positively correlated with their coaching ability.
- Coachees may unconsciously resist engaging with the most challenging coaches.
- Coachees frequently find it hard to choose between coaches after they have met them in chemistry meetings, especially where the organisation is putting forward two or more experienced, high quality coaches.
- Where no chemistry meetings are offered, organisations find it is very rare for the coach which is put forward to be rejected by the coachee.

'Selection of consultants and coaches is part of what we in Human Resources should be doing and should be good at. It is better for HR to choose the coach than for the coachee to have a stab in the dark. At Novae Group we look to put together a coach and coachee who are very different, as a way of encouraging the coachee to work differently from the way they have worked before.'

John Renz, Group HR Director, Novae Group

'I strongly believe in the agency of the coachee. If they do not buy into who coaches them, they may not engage with the coaching and own their development as an outcome – and the value is lost. However, coachees can tend to select the coach who is most like them or who presents him/herself the best, when there is potentially a huge benefit in choosing someone different, more challenging and stretching. Good sales people are not usually the best coaches – the two can be mutually exclusive.'

Ben Phillips, Head of Talent Capability, BP

Use of chemistry meetings in internal coaching assignments

The survey data shows a substantially lower use of chemistry meetings for internal coaching assignments compared with external assignments. 80% of organisations do not offer chemistry meetings for internal coaching assignments compared with 48% for external coaching assignments. Three main reasons for this came up in interviews, as follows:

- Internal coachees tend to be more junior individuals who are less sensitive to having the coach selection decision made for them.
- The cost of the internal coach's time attending chemistry meetings is not felt to justify the benefit to the coachee.
- 'This is just the way we have always done it.'

A wide range of fee rates is being charged for executive coaching, especially at the most senior levels

The 6th Ridler Report survey asked 'What fee per hour does your organisation pay for externally provided one-to-one coaching?' at the following four levels of seniority in organisations (with the approximate equivalent seniority levels in professional services firms given in brackets):

- Group CEO / main board director (Senior Partner / Executive Board member)
- Senior Executive (Experienced Partner – more than five year's partner experience)
- Senior Manager (Junior Partner – less than five years' partner experience)
- Middle Manager (professional fee earner – more than five years' post-qualification experience)

68% of survey respondents answered this question.

The results are given in Charts 21 to 24 which predictably show average fee rates rising in line with the seniority of the coachee. There is a wide range in fees paid by organisations at each seniority level, especially at the 'Group CEO / Main Board' and 'Senior Executive' levels.

The wide fee ranges no doubt reflect the fragmented nature of the supply of executive coaching and predominance of solo coaches and small partnerships in the executive coaching market place, as well as coaches' number of years' coaching experience and their diverse backgrounds, reputations and bargaining power.

The following anonymous comments from survey respondents highlight the variations in fee rates, even within the same organisation:

'Our coaches are paid between £500 and £1,000 per hour, depending on the coach.'

'There is a range of fees at each level of seniority which is not well defined or communicated.'

Group CEO / Main Board level

Chart 21 shows that the greatest variability in fee rates of all the seniority levels is at Group CEO / Main Board level.

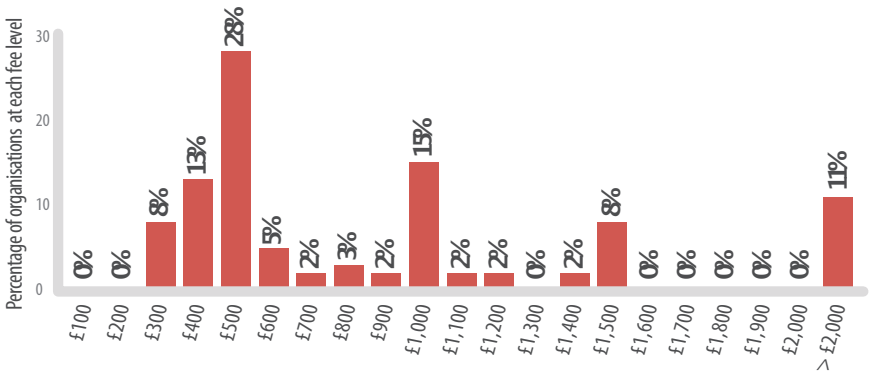


Chart 21: Fee per hour for external coaching – Group CEO / Main Board level
(including Senior Partner / Executive Board level in professional services firms)

There are peaks at £500, £1,000, £1,500 and greater than £2,500 per hour and a spread of fees in the range of £300 to £1,500 per hour.

Organisational sponsors will recognise the peaks as corresponding with £1,000, £2,000 and £3,000 for a two hour coaching session.

40% of fees at Group CEO / Main Board level are at or above £1,000 per hour.

What may strike some as particularly notable is the 11% of external coaches who charge more than £2,500 per hour at Group CEO / Main Board level. One influence on the data is the presence of board level 'business mentors', whose fees can be as high as £50,000 to £100,000 per client per annum.

Senior Executive level

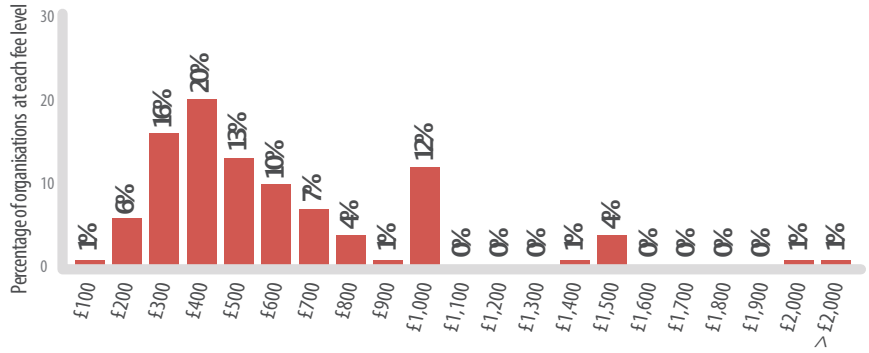


Chart 22: Fee per hour for external coaching – Senior Executive level
(including Experienced Partner level (more than five years' experience as partner) in professional services firms)

Chart 22 shows the same peaks for Senior Executives as Group CEO / Main Board, at £500, £1,000 and £1,500 per hour. At Senior Executive level, 21% of fees are at or above £1,000 per hour.

Senior Manager level

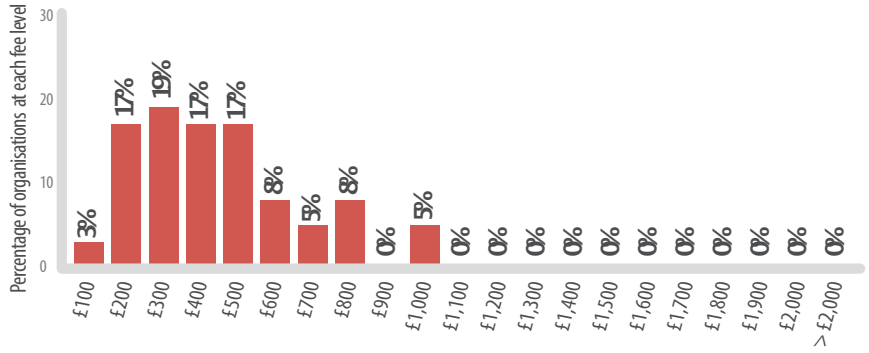


Chart 23: Fee per hour for external coaching – Senior Manager level
(including Junior Partner level (less than five years' experience as partner) in professional services firms)

Charts 23 and 24 show that fees for Senior Managers and Middle Managers are both lower and in a narrower range than at the more senior levels.

For Senior Managers, 75% of fees are at or less than £500 per hour.

Middle Manager level

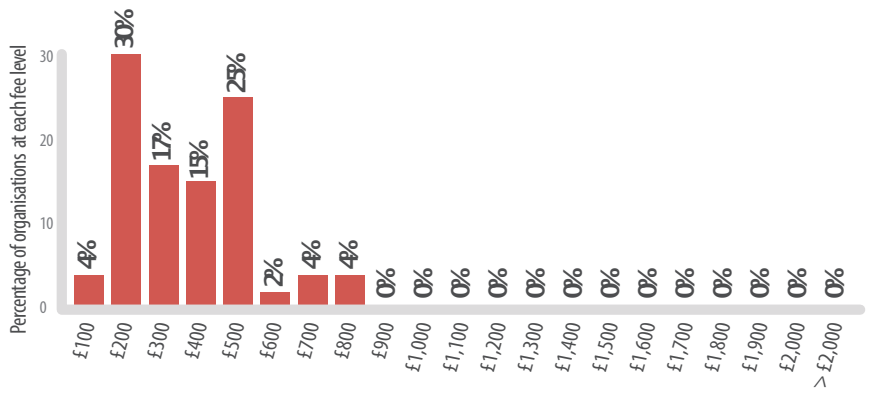


Chart 24: Fee per hour for external coaching – Middle Manager level
(including Professional Fee Earner level (more than five years' post qualification experience) in professional services firms)

For Middle Managers, 91% of fees are at or less than £500 per hour.

Fees for external coaching at all coachee seniority levels have been firming up in the last two years

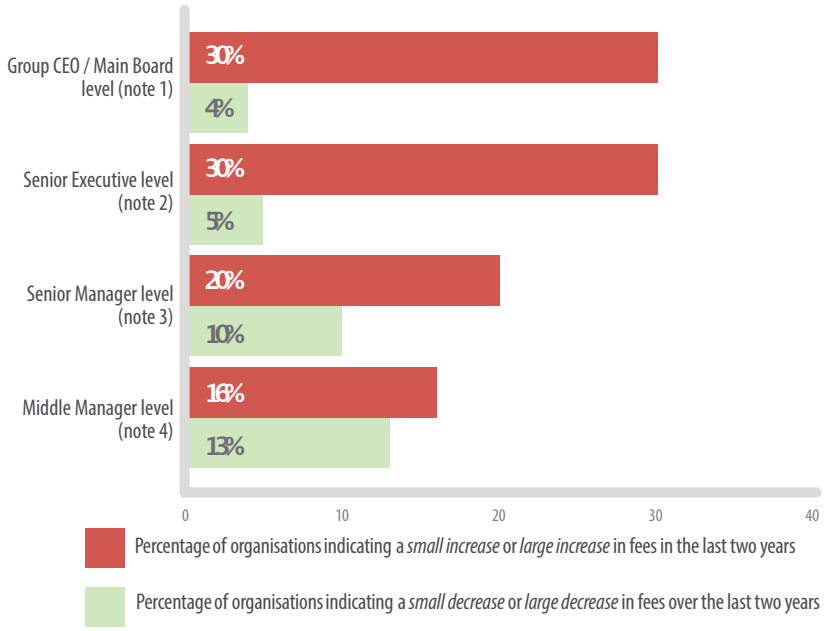


Chart 25: Trend in fee per external coaching session during last two years

Notes

1. *Includes Senior Partner / Executive Board level in professional services firms*
2. *Includes Experienced Partner level (more than five years' experience as partner) in professional services firms*
3. *Includes Junior Partner level (less than five years' experience as partner) in professional services firms*
4. *Includes Professional Fee Earner level (more than five years' post qualification experience) in professional services firms*

Chart 25 shows more organisations reporting an increase in fee per external coaching session over the last two years than those reporting a decrease, at all levels of coachee seniority.

Continuing the trend reported in the 2013 Ridler Report, there has been stronger upward pressure in fees over the last two years at Group CEO / Main Board and Senior Executive levels than at Senior Manager and Middle Manager levels.

The balance of organisations experiencing downward pressure on middle manager fees in 2013 (see page 16 of the 2013 Ridler Report) has clearly reversed in Chart 25.

The perception that executive coaching is for top performers whom organisations wish to develop as leaders is now well established

The 6th Ridler Report survey asked respondents to agree or disagree with a number of statements regarding the way executive coaching is perceived in their organisation.

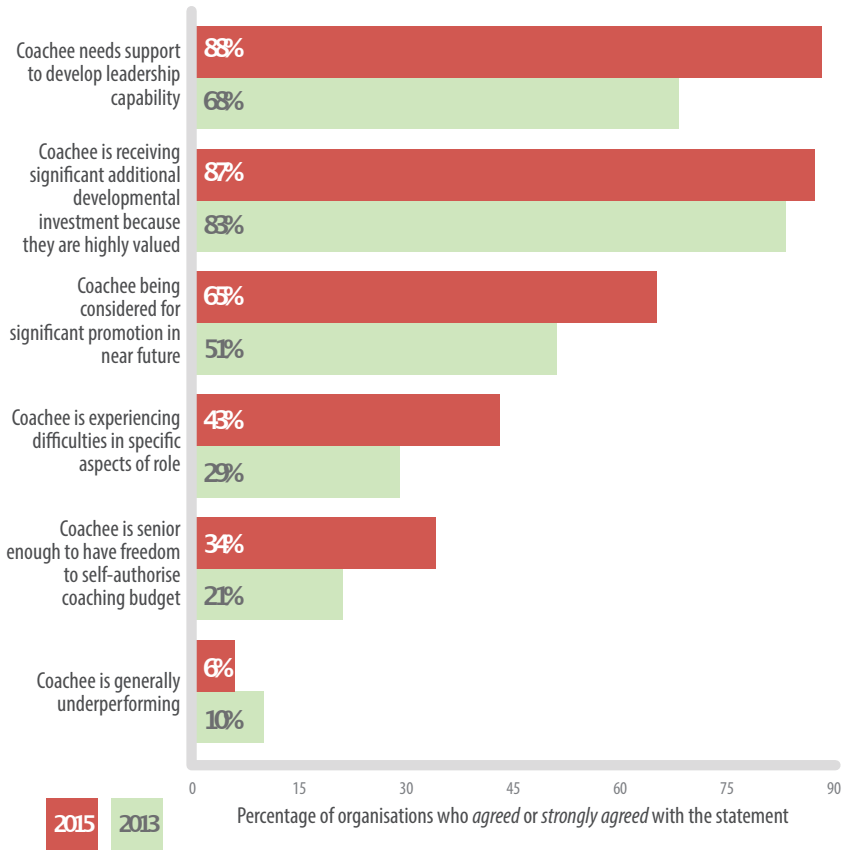


Chart 26: Perceptions of having an executive coach

Chart 26 shows the results from this question in the 6th Ridler Report (2015), compared with the results of an identically worded question in the 2013 Ridler Report survey. The chart shows a continuation of the trend towards executive coaching being seen as an investment in high performing executives whom sponsor organisations wish to develop as leaders.

Between 2013 and 2015 there was an increase in the percentage of organisations which perceive an individual who has an executive coach as 'receiving significant additional developmental investment because they are highly valued' (from 83% to 87%) and as 'needing support to develop their leadership capability' (from 68% to 88%).

The percentage of individuals which perceived an individual as having an executive coach because they are 'generally underperforming' reduced from 10% in 2013 to 6% in 2015.

Some comments by survey respondents included:

- *'Our budget and internal resource is tight so we try to aim most of our coaching at high performer needs rather than remedial or underperforming.'*
- *'We have significantly changed the perception and the use of the word coaching in the last two years but there are still pockets of people who see coaching as slightly negative or don't really understand what it's for.'*
- *'Reasons (for executive coaching) will vary across departments, but "new to a demanding role" is often behind it somewhere.'*
- *'There has been a distinct change over the last few years – previously coaching was considered a "remedial" activity.'*

The 6th Ridler Report survey asked which minimum levels of coach training and accreditation organisations required for their internal and external coaches. This question was identical to the one asked in the 2013 Ridler Report survey.

External coaches

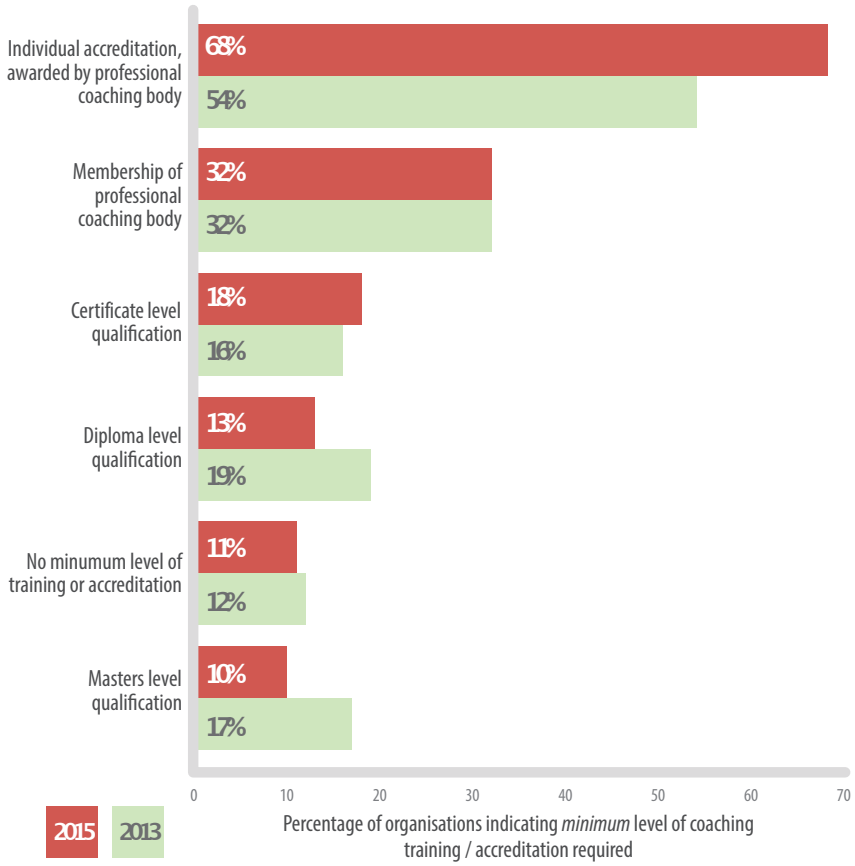


Chart 27: Minimum levels of coaching training /accreditation required for external coaches

Chart 27 gives the minimum level of training and accreditation required, compared with the 2013 survey, for *external* coaches.

The percentage of organisations requiring individual accreditation by a professional coaching body has increased from 54% in 2013 to 68% in 2015. Over time more organisations are valuing coaches undertaking an individual accreditation process in addition to having a coaching qualification.

Organisations indicated in interviews that they see accreditation as an important milestone for a coach and an indicator of a certain level of proficiency. However few organisations regard accreditation as enough in itself to convince them of a coach's skill or suitability for their organisation.

'Accreditation is one element that we look for in our coaches, alongside a psychologically informed approach/ experience/training, reputation, willingness to collaborate and commercial/business acumen and experience.'

Dee Cullen, Executive Coach and Coach Supervisor and Helen McCallion, Executive Coach and L&D/ OD Consultant, PricewaterhouseCoopers

There is a fair degree of confusion (sometimes bordering on frustration) among organisational sponsors of coaching over the different criteria which the professional coaching bodies use in their individual accreditation standards and how these can be compared against each other. Anecdotally, some organisations interviewed have resolved this issue by using only one professional body's accredited coaches in their coach selection.

Some uncertainty was evident in the survey data and interviews surrounding organisations' perceptions of 'individual accreditation' (where a coach submits themself for an assessment by a professional body) and 'accredited coach training' (a coach training course which is accredited by a professional body). In some cases coaches who have completed an accredited coach training are mistakenly viewed as having individual accreditation. Hence the survey percentages for individual accreditation in Charts 27 and 28 need to be interpreted with a degree of caution.

'For corporate purchasers of coaching services, it's surprising that even today, accreditation itself seems to be no guarantee of identifying an impactful coach. Accreditation indicates that a coach has reached a minimum level, but it is a fragmented industry and accreditation standards are variable across the different accrediting bodies. In selecting coaches, we have often been surprised to find numerous accredited coaches (offered from formal coaching companies) who stick to one approach or even a more formulaic set of questions, or who may lack contracting, confidentiality or rapport-building skills. The risk with coaching is that it is, by its very nature, mostly unobserved, and many coachees generally don't know what "good" looks like. We look for the rare coaches who offer a range of flexible tools, approaches and deep skills to draw from, who are hugely invested in their own personal development, with varied experience developed over time with a diverse range of leaders.'

Samantha King, Global Head of Executive Development, Standard Chartered

Internal coaches

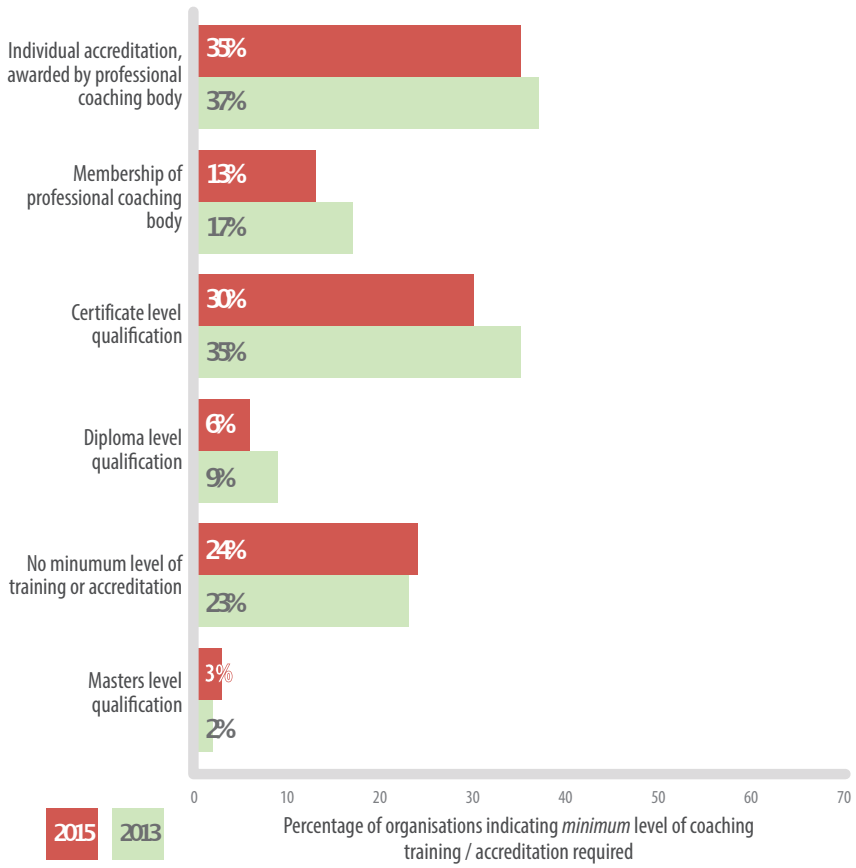


Chart 28: Minimum levels of coaching training /accreditation required for internal coaches

Chart 28 gives the minimum level of training and accreditation required, compared with the 2013 survey, for *internal* coaches.

The percentage of organisations which require individual accreditation for internal coaches has remained, at 35%, roughly the same since 2013 – substantially lower than for external coaches.

A certificate level qualification still appears to be the 'benchmark' level of training for internal coaches, with 30% of organisations specifying this minimum level for their internal coaches – slightly down on 2013.

'Internal coaches have varying qualifications but a valid qualification is necessary. Experience of external coaches is as important as qualifications.'

Caroline Clarke, Organisational Development Consultant, Central London Community Healthcare NHS Trust

'For internal coaches in News UK, individual accreditation means a company–specific programme which therefore has a 'quality mark' associated with it. Because of the nature of coaching assignments that we use external coaches for, we expect a higher level of accreditation and/or qualifications than internal coaches.'

James Hutton, Head of Talent and Development, News UK

The 6th Ridler Report survey asked respondents to agree or disagree with a number of statements about their organisation's role in coaching assignments. Chart 29 gives the results of this survey question.

75% of organisations encourage the coachee's line manager to review the coachee's objectives in a three-way meeting. This review is intrinsic in the 'return on expectations' style of evaluation, as elucidated on page 19 of this report. The prevalence of involving the line manager in the coachee's objectives has remained roughly constant since the 2013 Ridler Report (page 12) when:

- 74% of organisations said that they often or always included joint agreement of the coachee's objectives between coach, coachee and coachee's line manager in their contracting processes.
- 70% of organisations' contracting processes included agreement on the procedure for three-way meetings.

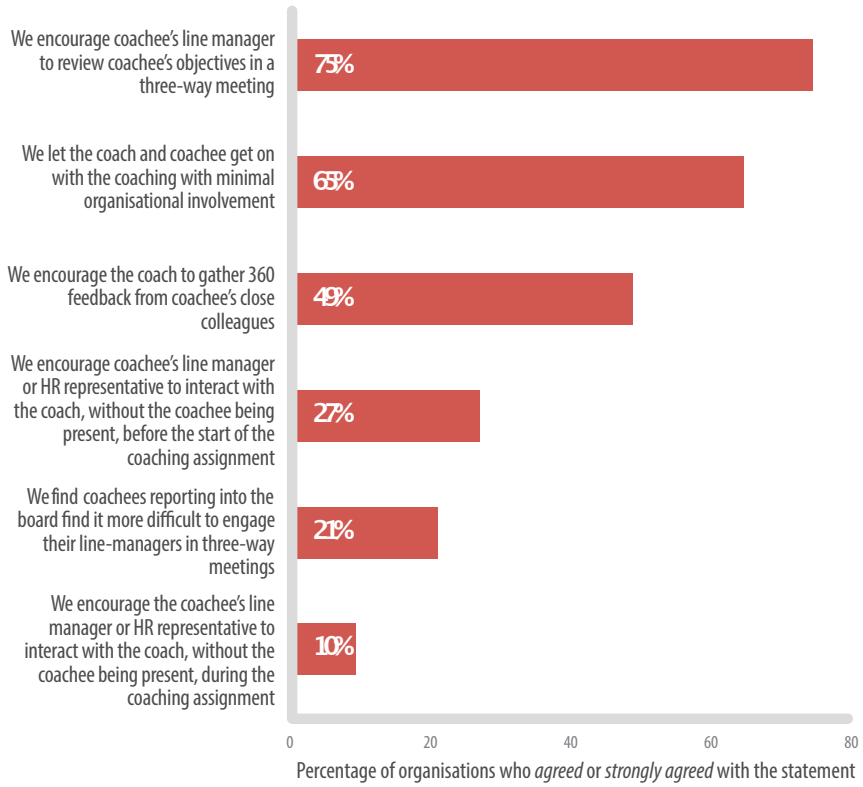


Chart 29: The commissioning organisation's role in individual coaching assignments

The use of three-way meetings has increased since the 2009 Ridler Report (page 7) when (in a differently worded question, about the confidentiality of coachee material) only 26% of organisations cited the use of three-way meetings.

Outside the line manager's role in the three-way meeting and evaluation process, 65% of organisations surveyed in the 6th Ridler Report say they let the coach and coachee get on with the coaching with minimal organisational involvement (see Chart 29).

More organisations disagreed (25%) than agreed (21%) that coachees reporting into the board find it more difficult to engage their line managers in three-way meetings.

It is not the norm for organisations to brief coaches before they meet a coachee. More organisations disagreed (49%) than agreed (27%) that they encourage the coachee's line manager or HR representative to interact with the coach, without the coachee being present, before the start of the coaching assignment.

Finally, Chart 29 shows that only 10% of organisations encouraged the coachee's line manager or HR representative to interact with the coach without the coachee being present, during the coaching assignment (compared with 70% who discouraged this). The practice of having the organisation speak to the coach during the coaching assignment has decreased since 2009 when, in a differently worded question, 29% of organisations said that the coach would meet periodically with an organisational representative during the coaching assignment, without the coachee being present.

Coaching objectives are most commonly about work relationships and leadership

The 6th Ridler Report survey asked 'Which are the most common areas within which coachees in your organisation formulate their coaching objectives?' and asked respondents to select from the areas for coaching objectives shown in Chart 30.

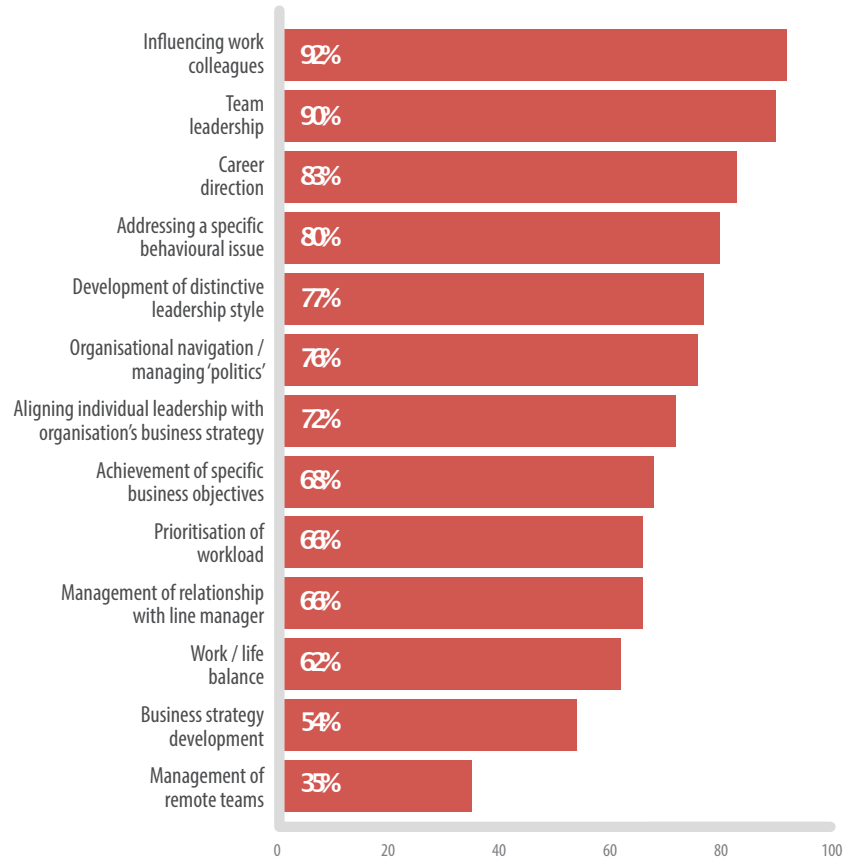


Chart 30: The prevalence of various areas within which coachees formulate their coaching objectives

The most commonly cited areas for coaching objectives in Chart 30 are about work relationships and leadership, for example the two most highly ranked options 'influencing work colleagues' (92%) and 'team leadership' (90%).

There is a consensus among coaching sponsors that in recent years pressure on managers and executives has increased which has made it more difficult to maintain good working relationships. Coaching objectives reflect individuals' needs to look at how to improve their working relationships in order to achieve their work goals.

'Coaching helps our people to take some distance away from their work and look at their relationships with their colleagues more clearly, with more peace and less stress.'

Guillaume Prate, Responsable du Coaching, Société Générale

Coaching objectives are more about how to do things rather than what to do, explaining the relatively lower position of 'achievement of specific business objectives' and 'business strategy development' in Chart 30. One coaching sponsor said in a Ridler Report interview 'I wouldn't allocate executive coaching to someone who wanted to work on the rational side of business strategy development but if they were thinking about how to align their team with them behind a strategy, executive coaching might be very helpful'.

Some of the coaching objectives which sponsors see in coaching assignments but which were not proposed in the survey question included management of stress, capacity to be less in control and more trusting, and delegation.

Interestingly, the point arose in a number of Ridler Report interviews with coaching sponsors that the coaching objectives which are written on coaching request forms or expressed in early three-way meetings are not always the ones which coachees want to work on most. For example, some individuals might feel a bit exposed if they were to explicitly request coaching for issues like 'managing politics' or 'management of relationship with line manager'. So they may position the coaching as being about another goal, then start to work on the 'real' issues once the coaching gets under way.

'Coaching objectives often evolve during the course of the coaching assignment, depending on the coachee's level of seniority and ego development.'

James Pritchard, Learning Consultant, Civil Service Learning

The development of a 'coaching culture' is a very high priority for the great majority of organisations taking part in the 6th Ridler Report, as Chart 31 shows.

This section explores the benefits of the development of a 'coaching culture' and compares the different ways of achieving it.

The benefits of a coaching culture

One organisational sponsor interviewed for the 6th Rider Report said 'A coaching culture is about getting the best out of everyone and drawing together all the parts of the organisation. If the workforce is constantly looking up they are missing the opportunity to join ideas across the organisation as equals.'

Another sponsor interviewed felt that a key benefit of developing a coaching culture was 'Encouraging decision making at a lower level in the organisation, hence speeding up the decision making process – this feeds directly through to better customer service and operating results.'

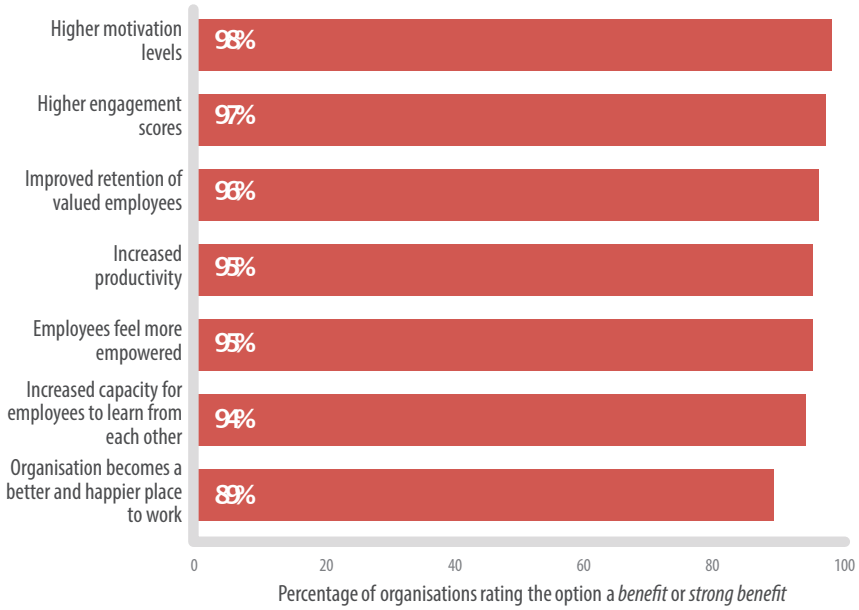


Chart 31: Possible benefits of developing a coaching culture

What is perhaps most striking about Chart 31 is how highly organisations rated all the benefits of developing a coaching culture identified in the 6th Ridler Report survey.

For all the benefits identified in Chart 31, 50% or more of the survey responses rated the option a 'strong benefit'. The three most highly rated benefits were higher motivation levels, higher engagement and improved retention of valued employees.

The lowest score of all the identified benefits was (a high) 89% of organisations which rated 'organisation becomes a better and happier place to work' as a benefit.

'One of the key benefits of a coaching culture we see at Lloyds Banking Group is the development of a more rounded leadership style in our senior people, with a better balance of intellectual and emotional intelligence.'

Alison Sherry Executive and Leadership Development Manager, Lloyds Banking Group

The efficacy of different approaches to developing a coaching culture

According to Chart 32, the most effective way of developing a coaching culture is for the organisation's senior leaders to receive coaching. 88% of organisations surveyed indicated that this 'works well' or 'works very well' in developing a coaching culture. Being coached helps individuals to learn how to coach in their roles as line managers.

'Senior leaders in ScottishPower who have received coaching from an external coach have recently reported that this in turn makes them better coaches and thus contributes to our coaching culture.'

Julie Mackenzie, Senior Organisational Capability Consultant, ScottishPower

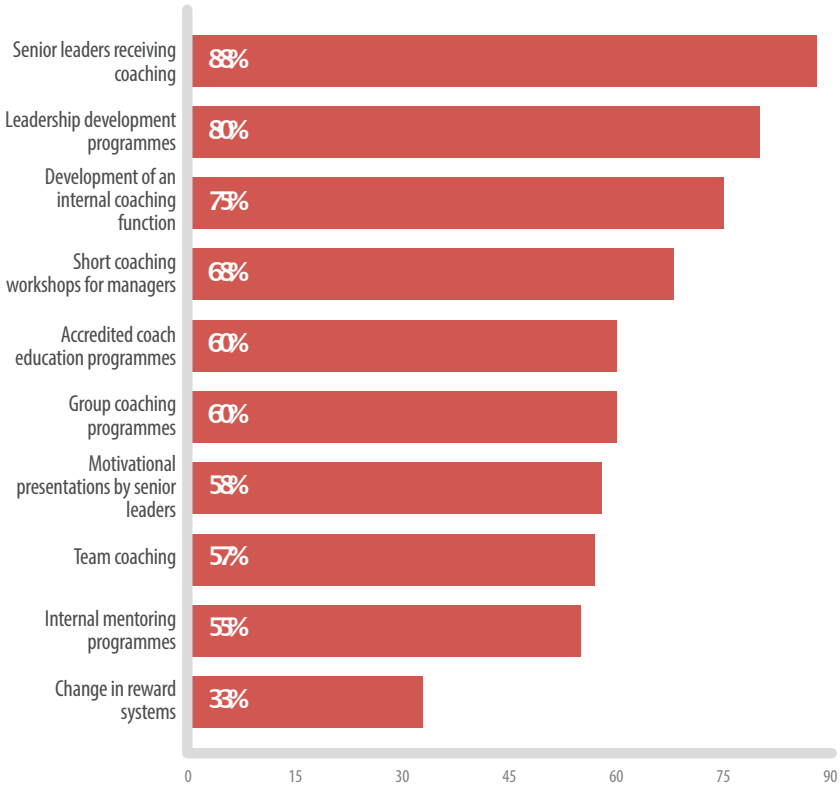


Chart 32: Efficacy of various possible approaches to developing a coaching culture

Leadership development programmes are the next most favoured approach to developing a coaching culture, at 80%. There was a belief in many organisations that coaching works best off the back of a leadership programme which contextualises and embeds the learning and helps programme participants to develop the interpersonal skills they need to develop in their roles.

The development of an internal coaching function is another powerful way of promoting a coaching culture, as noted in the internal coaching section of this report (see page 28). The impact on coaching culture development can be particularly powerful when internal and external coaches get together regularly to learn from each other.

Coaching workshops and accredited coach education programmes were felt to work well, especially if the participants could find ways to practise their coaching skills after the workshops. One element of coach education programmes which was flagged up by some survey respondents was that organisations can risk losing trained coaches from their organisation after being trained as coaches.

The differences between a Professional Executive Coach ('PEC') and a line manager using a coaching style

Why do organisations engage PECs as well as training line managers to coach their team members? Chart 33 gives some answers to this.

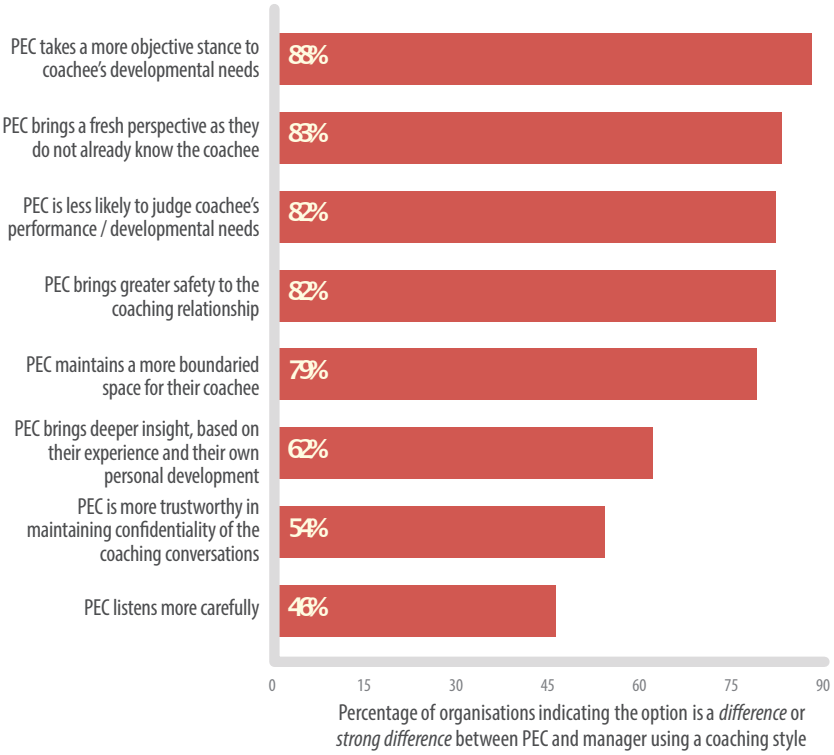


Chart 33: Differences between the work of a Professional Executive Coach (PEC) – internal or external – and a line manager using a coaching style

In many ways the behaviours of a PEC and a line manager using a coaching style are very similar. However, there are some important underlying differences, as shown in Chart 33. 88% of survey respondents believe that the PEC takes a more objective stance to the coachee's developmental needs, 83% believe that the PEC brings a fresh perspective as they do not already know the coachee and 82% believe that the PEC is less likely to judge the coachee's performance and developmental needs.

One senior change management executive interviewed for the 6th Ridler Report said *'A PEC does not come with any baggage or their own agenda whereas the line manager as coach has a stake in their direct report's performance. The PEC is more objective whereas the line manager has their own opinion of their direct report's developmental needs which they may find hard to put aside when coaching them. In this respect the line manager's view can be quite superficial and more focused on performance than underlying developmental needs. A PEC brings a wide variety of experiences of organisations and clients, hence is able to bring new insights and it can be an advantage that they do not know the system as intimately as the line manager. Also, many line managers do not have time for coaching – they need to move onto the next thing, whereas the PEC can invest dedicated time. The coachee may have questions of not trusting their line manager in a coaching role – they may wonder if the line manager will tell others their secrets or use disclosed weaknesses against them in their performance review. In relation to confidentiality it is hard for the line manager to separate the information which they get in their role as coach compared with the information they get as line manager.'*

Another talent manager said *'It is difficult for a line manager to be totally objective as a coach and suspend judgement when they know some of the people so well. Listening is an issue in a fast-paced organisation like ours – people are too solution focused and no one is available to get to the underlying reasons why the coachee's behaviours are as they are.'*

'Line manager coaching will always bring an element of performance focus as the line manager needs and wants to raise their direct report's performance. It is harder for the line manager not to judge or try and lead, unless they are very skilled.'

Senior Organisational Sponsor of Coaching

The central research objective of the 6th Ridler Report (as with its five predecessor reports) is to analyse strategic trends in the use of coaching in organisations.

The 6th Ridler Report is based on a programme of research which took place between September 2014 and May 2016.

The research methodology for the 6th Ridler Report was developed and agreed collectively by the Ridler Report Executive Board, chaired by Clive Mann, Author of the 6th Ridler Report, and including Dr. Caroline Horner of i-coach academy, Chris Jackson, President of the European Mentoring and Coaching Council (2013 – 2015) and Laura Taylor, Operations Director of Ridler & Co.

David Gray, Professor of Leadership and Organisational Behaviour at the University of Greenwich and author of the widely referenced book 'Doing Research in the Real World', provided consultancy advice to the Ridler Report Executive Board on the research methodology for the 6th Ridler Report.

Four focus groups were held, in December 2014 and January 2015. Each focus group concentrated on one of four key research areas covered in the 6th Ridler Report (evaluation of coaching, internal coaching, team coaching and setting up coaching for success), drawing out the key themes in each of the research areas. All the four main UK professional coaching bodies (Association for Coaching, Association for Professional Executive Coaching and Supervision, European Mentoring and Coaching Council and International Coach Federation) attended at least one focus group. The following organisations were represented at the focus groups: BBC, Chartered Institute of Personnel and Development (CIPD), Civil Service, Deloitte, E.ON, EY, GSK, Hogan Lovells, INSEAD, Institute of Leadership and Management, KPMG, Network Rail, News UK, Novae Group, Oxford Brookes University, OCM, PricewaterhouseCoopers, Reed Smith, Thomson Reuters and University of Greenwich.

Quantitative research data were gathered through an on-line survey with thirty-two questions. The survey questions were designed to include some of the areas which the Ridler Report Executive Board considered to be most critical for organisational sponsors of coaching. The final decisions about which research areas to cover in the survey were made collectively by the Ridler Report Executive Board and the output of the focus groups was also used in the selection of survey questions. The survey combined some questions which had been asked in previous Ridler Reports, to facilitate longitudinal comparisons of data (for example on remote coaching and accreditation), and some new questions.

105 completed surveys were received in 2015. Surveys were completed by senior professionals who manage their organisations' provision of coaching and are influential in setting coaching strategy, including commissioning external coaching, providing internal coaching and developing their organisations' 'coaching cultures'. The Report refers to these individuals as 'organisational sponsors of coaching'. 87% of the job titles of survey respondents included the words 'Leadership', 'Learning and Development', 'Human Resources', 'Coaching', 'Talent' or 'Organisational Development'.

Some typical job titles of survey respondents were 'Global Director of Learning', 'Senior Vice President, Learning and Development', 'Group Talent and Learning Director', 'Senior Executive Coach', 'Head of Learning & Development', 'HR Director', Director of Coaching', 'Senior Executive Development Consultant' and 'Head of Organisational Development'.

Survey respondents were identified from the population of individuals and organisations who had filled out previous Ridler Report surveys and professional contacts of Ridler & Co, EMCC UK and the Ridler Report Executive Board members. The International Consortium for Executive Development Research and the Corporate Research Forum also helped to source completed surveys by opening up their membership forums to Ridler & Co.

'The 6th Ridler Report is impressive because of its robust research methodology that combines qualitative and quantitative approaches. Once again, the study has elicited the views of key players in the coaching industry and has produced data and analysis that will be of value to a wide range of stakeholders.'

David Gray, Professor of Leadership and Organisational Behaviour, University of Greenwich

74% of survey respondents were from the UK compared with 77% in the 2013 Ridler Report survey. Many of the UK survey respondents have global responsibility for coaching in their organisations. 12% of survey respondents were from Continental Europe (2013: 15%) and 13% were from outside Europe (2013: 8%).

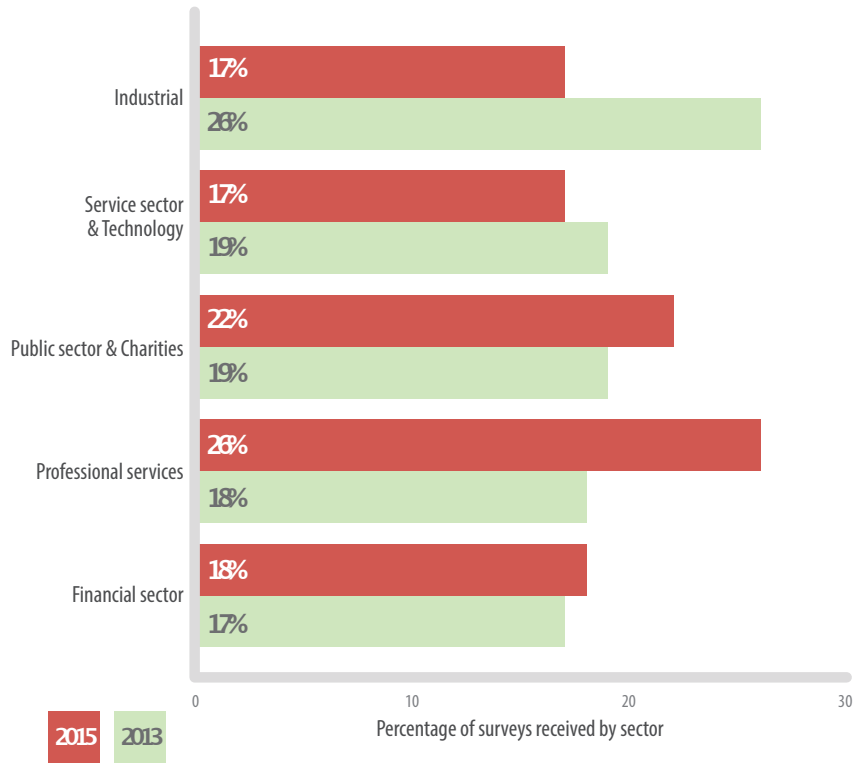


Chart 34: Sector analysis of 6th Ridler Report survey respondents

Data from individual completed surveys and the aggregate results calculations are held in the strictest confidence by Ridler & Co. Access to this data is restricted to the directors of Ridler & Co. Limited, Clive Mann and Laura Taylor. The survey confidentiality policy was made clear in the introduction to the survey. No other individual, including other members of the Ridler Report Executive Board (Caroline Horner and Chris Jackson) is able to access individual survey data.

Data from the 105 surveys were downloaded into a survey results spreadsheet overseen by Ridler & Co, to produce the aggregate results shown in this Report. The accuracy of input of data into the survey results spreadsheet and the survey results calculations was tested by Chris Jackson of EMCC UK. Chris carried out a comprehensive audit, based on checking a random sample of anonymous survey results with reference numbers on them, into the results spreadsheet. The audit found the data entry into the results spreadsheet to be completely accurate and the results spreadsheet and the survey results calculations contained in the spreadsheet to have integrity.

Twenty-eight telephone interviews were conducted with survey respondents across the range of countries and industry sectors from which the surveys were received. Clive Mann carried out all of these interviews. Detailed notes of the interviews were written up. The notes were analysed in successive rounds, with key themes and narratives being developed and iterated during each round of analysis.

A decision was made not to use qualitative data analysis software, to avoid becoming 'seduced' by the process of data coding and hence losing some of the nuances of the data.

The 6th Ridler Report uses a succinct written style, with clear graphic presentation of the research data, to enable readers to grasp the key points quickly and easily. The Report deliberately does not provide the type of detailed statistical analysis sometimes found in research papers which are intended for an academic readership. The emphasis is on practicality and accessibility, within a rigorous research framework.

Quotations which highlighted key themes from the data and, in some cases, minority views, were extracted from the interview notes and the wording of the quotation carefully agreed with the individual being quoted.

The 6th Ridler Report and its seven case studies were written up by Clive Mann. Case studies were selected on the basis of originality and relevance of the material. The case studies were written in collaboration with the organisations featured in them. The featured organisations all reviewed and signed off the final words used in the case studies.

The 6th Ridler Report was led, managed and funded by Ridler & Co. Limited whose Managing Director is Clive Mann, author of the Report. The rights to the intellectual property, research data (both qualitative and quantitative) and copyright of the 6th Ridler Report and all other Ridler Reports are owned by Ridler & Co.

Of the 105 organisations which completed surveys for the 6th Ridler Report, the following 71 organisations gave consent for their organisation's name to be disclosed:

Accenture
Allen & Overy
AQuA (Advancing Quality Alliance)
Baker & McKenzie
BBC
Berwin Leighton Paisner
Bird & Bird
Bloomberg
BNP Paribas Cardif
Cancer Research UK
CBRE UK
Central London Community Healthcare NHST
Circles Network
Civil Service
Clyde & Co
Coca Cola Icecek
The Courts Service
Deloitte
Deloitte Canada
E.ON UK
Euroclear
EY
Fidessa
Freshfields Bruckhaus Deringer
GlaxoSmithKline
Grant Thornton UK
Guys & St Thomas' NHS Foundation Trust
Hayat Holding
Hogan Lovells
Home Office
ILM
IPG Mediabrands
John Lewis Partnership
Johnson Matthey
KPMG
Linklaters
Lloyds Banking Group
Manpower
Marks & Spencer Turkey
Microsoft
Mills & Reeve
MIT Sloan
Nestlé
Network Rail
Newcastle University
News UK
National Health Service
North Bristol NHS Trust
Novae Group
NSW Health
Osborne Clarke
Pennine Care NHS Foundation Trust
Pinsent Masons
PricewaterhouseCoopers
Qantas Airways
Rathbone Brothers
Reed Smith
Rentokil Initial
Rexel UK
Royal Bank of Scotland
Royal Society of Chemistry
RSM
Santander UK
Save the Children
ScottishPower
Skipton Building Society
Société Générale
Standard Chartered Bank
THY OPET Havacılık Yakıtları
TNT
5 Boroughs Partnership NHS Foundation Trust

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The research for the 6th Ridler Report was carried out, for the second time, in a collaboration with the European Mentoring and Coaching Council UK, one of the leading professional coaching bodies. Ridler & Co is very grateful for EMCC UK's valuable contribution, especially that of Chris Jackson (President, EMCC UK, 2013 – 2015). Chris served on the Ridler Report Executive Board alongside Dr. Caroline Horner and Laura Taylor.

We are grateful to two of the other leading professional coaching bodies, International Coaching Federation and the Association for Coaching, who supported the 6th Ridler Report by jointly organising, with EMCC UK, a webinar to communicate some of the Report's early findings.

We would like to express our gratitude to all the organisations who participated in the Ridler Report research by attending focus groups, completing surveys or offering time for telephone interviews.

Ten organisations contributed to the seven case studies in the 6th Ridler Report. We are grateful to Clare Allen of KPMG, Claire Davey of Deloitte, Brigid Garvey of Rentokil Initial, Nicki Hickson of EY, Samantha King and Reka Czegledi-Brown of Standard Chartered, Sofia Mendes and Mark Rayner of CBRE, Sam Oldman of E.ON UK, James Pritchard of Civil Service Learning, Klaus Stagis of Roskilde University and Maria Symeon of PricewaterhouseCoopers for generously giving their time and valuable insights into coaching in their organisations.

A number of individuals also contributed quotations and testimonials to the report. We are grateful for their illuminating and helpful views.

We are grateful to the International Consortium for Executive Development Research (Doug Ready and Jackie Dufault) for generously circulating the survey to their list of member organisations and again hosting a webinar of early results from the Report.

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Clive Mann

Chairman of the Ridler Report Executive Board, Author of the 6th Ridler Report and Managing Director of Ridler & Co



Laura Taylor

Ridler Report Executive Board Member and Operations Director, Ridler & Co



Dr. Caroline Horner

Ridler Report Executive Board Member and Managing Director of i-coach academy



Chris Jackson

Ridler Report Executive Board Member and President, EMCC UK (2013 – 2015)

The Ridler Report Executive Board assembled in mid-2014 to plan and prepare for the 6th edition of the Ridler Report. Clive Mann, Managing Director of Ridler & Co, led the research as Author and Chairman of the Ridler Report Executive Board which consisted of Clive Mann, Laura Taylor, Caroline Horner and Chris Jackson. Sonia Townley was appointed as Project Manager throughout the planning and preparation stages of survey distribution.

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About Ridler & Co

Ridler & Co was established in 2001 by Clive Mann as a senior level, London-based executive coaching practice offering bespoke individual and team coaching to board members, partners of professional services firms, senior leaders and their teams.

Ridler & Co has built a network of top-class associate coaches, in the UK and internationally.

Ridler & Co's mission is to help senior leaders to build the connection between who they are, what they do and the results they deliver.

Ridler & Co also owns and publishes the Ridler Report.

Clive Mann is the Founder and Managing Director of Ridler & Co. In his executive coaching work Clive combines a senior level business background in strategic planning and corporate finance with a professional psychology training. He is a qualified Chartered Accountant, MBA, professional member of UKCP and ISPSO and an APECS Accredited Executive Coach. He has been coaching senior leaders for fifteen years.

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Past editions of the Ridler Report (2009, 2011 and 2013) are available for download, free of charge, at **www.ridlerandco.com/ridler-report**

The extended case study, 'The development of internal coaching in the Big Four accounting firms' is available, free of charge, at **www.ridlerandco.com/ridler-report**

Discounts are available for single purchases of more than 6 copies of the 6th Ridler Report. For further details, please email **laura.taylor@ridlerandco.com** or call +44 20 7112 6750.

As part of its Ridler Report consultancy offering, Ridler & Co offers organisational presentations of the key findings of the 6th Ridler Report and advice on the areas covered in the Ridler Report. For further details please email **clive.mann@ridlerandco.com** or call +44 20 7112 6750.

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