Coaching Framework

A framework within which coaching can be set-up, provided, assessed and measured
Introduction

The aim of this document is to help those who are considering setting up formal coaching in an organisation think through how they might do that in a complete and holistic way. It therefore lays out a possible framework which considers how coaches can be assessed and monitored, how the coaching can be set up effectively and then measured usefully and how the aims of the organisation can be brought to the coaching conversation whilst retaining the safety and confidentiality of the coach/coachee relationship.

The document lays out:
1. The aims and principles that need to be applied in setting up the coaching and in determining the assessment
2. The overall mechanisms that underpin this framework
3. The creation of a pool of fully briefed and assessed coaches
4. The process for setting up the coaching effectively and assessing the increased value the coachee delivers into the organisation
5. The assessment of the quality of the coaching conversations
6. The assessment of the value individual coachees get from the coaching
7. The development of internal coaches
8. The process of supervision

The scope of this framework covers both external coaching and internal coaching.
1 Key principles and aims

The key objectives of this framework are as follows:

- To maximise the opportunity for individuals being coached to grow and develop themselves
- To optimise the bottom-line benefit to the organisation of any coaching done in the organisation, and to significantly improve the opportunity for the coaching to add benefit to the organisation
- To ensure the integrity of any expenditure by and within the organisation
- To ensure that coaching is applied appropriately and is not used in a way which unduly influences any decision-maker. This is in the context that coaching shares a boundary with some therapeutic tools and processes.

There are some fundamental philosophies that underpin this framework proposal:

- Any coaching within the organisation should enhance the ability of all its leaders to coach and should grow the stock of good internal coaches, regardless of how they might be used
- Every excellent coach has their own unique approach which provides value in its own way. This framework aims to enhance the opportunities for that uniqueness to be brought to the organisation.

This framework assumes some core principles which protect the integrity of the coaching itself. These are:

- **The coachee’s content should remain absolutely confidential to the coachee and their coach.** There should be no possible question that this should be shared in any way except by the coachee in the way that they choose. The coach should not be put in a position whereby they are asked to share the coachee’s content with anybody.

- **All achievements of the coachee are theirs and theirs alone.** The coaching has contributed only to the extent that any good tool might. Everything the coachee has achieved is down to the way that they have used the coaching effectively and changed/transformed as a result. For them to not take full credit for this, takes away from their learning about themselves and their use of these tools moving forward.

- **Individual coaching should be primarily focused on the individual’s development need. Therefore, the coachee determines what they want to work on about themselves with their coach.** They decide how much of their personal agenda needs to align to that of the organisation. The coach might challenge and question the way in which the coachee considers the organisational agenda but it is not the responsibility of the coach to bring the organisational agenda if the coachee chooses not to consider it. For an individual to be important enough to be given coaching, they are able to be trusted to bring the appropriate agenda to their coaching – this does not need to be validated by the coach. Any report back to manager or internal funder by the coach about the coachee’s agenda is a clear transgression of their confidentiality and responsibility.

- **The coach should not be involved in any assessment of the coachee.** Lack of judgement or, at least, the transparency of judgements formed by the coach about the coachee is a critical part of coaching methodology. As soon as the coach is required to form any sort of assessment of the coachee for some wider organisational purpose, a dynamic is created within the coaching which can be extremely unhelpful. The
coachee, at some level, pays attention to impressing the coach rather than opening themselves up to clarity and transparency in their own thinking and self-image. Furthermore, the coach is not usually in a position to know/assess the impact of the change in the coachee on their environment.

- **Coaching works most effectively when it is holistic – working with the whole individual not just on their organisational performance.** The way in which the individual applies their values, focuses their energy and commitment, understands where and why they perform at their best and understands and works to their personal needs and preferences all requires an understanding of their wider needs and commitments – not just those which apply to work.

- **The transparency of the impact that the coachee’s improved performance has on the organisation’s results is a critical part of the growth and learning of the coachee.** Therefore, it is critical that the key stakeholders in that performance and growth are involved in discussion with the coachee about this. The more that coaching can be seen to be adding value to the bottom-line.

- **Coaching works most effectively when it is something that the coachee chooses to undertake – and when the coachee chooses the coach.**

- **Individual coaching is about helping the individual being coached be the best they can be** — both in the current role and in their ongoing development as a leader in the organisation (including their future career). The coach is not there to make wider changes in the organisation nor to help their client except through the coaching process. Any changes that need to be made in the wider organisation are best enabled by the coachee as part of their development and as part of ensuring their self-sufficiency and the self-sufficiency of the organisation in a wider sense.

The above principles apply to both internal and external coaches. With internal coaching specifically, it is critical that the coachee chooses their coach and believes that there is sufficient distance between them organisationally so that they can remain independent enough to provide the challenge and support necessary. An internal coach within the context of this framework should:

- Retain the confidentiality of the coaching conversations as strictly as an external coach
- Be able to challenge the coachee without the coachee feeling judged or that they have somehow negatively influenced their career
- Be able to demonstrate a clear capability and development path as a coach
- Not be able to influence the assessment of the coachee in any way
- Be able to discuss, with their supervisor, their relationship with the coachee as if they were an independent coach.

This whole framework assumes an absolute commitment by the coachee to their development and to the seriousness of the coaching. The way in which they engage with the setting of goals and in the selection of their coach is an indication of their seriousness. Their line manager has a role in assessing the coachee’s commitment and in determining whether or not they are using the coaching effectively.
2. **The overall mechanisms that underpin this framework**

This framework has a number of linked mechanisms that underpin it, including:

- Some form of governance which ensures an effective co-ordination and communication of the framework – from here on in L&D (learning and development) is assumed to hold the governance responsibility but this does not necessarily have to be so.
- The provision for the organisation of a pool of assessed, fully briefed coaches who understand the context in which the organisation is operating and the overall goals of the organisation, particularly for its coaching programme.
- An effective process of setting up the coaching for the person being coached (the coachee) and for their leaders including a mechanism by which the organisation can understand how the goals and outcomes of the coaching can contribute to the bottom-line performance of the organisation.
- A mechanism by which the ongoing quality of the coaching conversation can be assessed and by which the individuals being coached can see the benefit that they are getting for themselves.
- A mechanism by which the coachee can assess for themselves how useful the coaching has been for them in their overall working and personal lives.
- Supervision of the process of coaching which allows for systemic issues to be highlighted and perhaps dealt with, while retaining the absolute confidentiality of the coach/coachee relationship.
- Deliberately ensuring that there is a really clear understanding by all parties of this framework in itself.
3. **Creation of a pool of fully briefed and assessed coaches**

In any organisation, it is useful to have within the coaching governance framework, a body that assesses the coaches and the work they do. Often this body is within the learning and development function of an organisation (L&D) – and for ease of description this document assumes that.

These coaches can be both external providers and internal coaches as it gives individuals will a choice as to whether they use external or internal. Further individual “assessment” will take place by the senior managers being coached who will be provided with a briefing note which will lay out how they might also select and assess potential coaches from the pool.

Additions to the pool will naturally come from a number of different sources, particularly recommendations. On an ongoing basis, the assessment and supervision of the coaching itself will allow the organisation to weed out of the pool those coaches who are not delivering value to the individuals they work with or to the organisation itself.

It is suggested that the pool is created in the following way:
- Recommendations of good coaches are collected from key respected sources and internal applicants. This could create an ongoing pipeline of potential coaches.
- Individual telephone interviews are conducted with potential coaches. These interviews gain a view of appropriateness, and if successful the coach is then invited to a regular assessment day.
- Coaches go through the assessment day and if they succeed they join the pool.
- The pool is constantly assessed. Coaches can leave the pool for the following reasons:
  - They no longer choose to coach within the organisation or they do not have enough time to coach within the organisation
  - They are seen to operate in the organisation outside the rigour and principles of the framework
  - The assessment of quality of coaching conversations is poor, especially consistently
  - The system supervisor determines that they are not appropriate (in exceptional cases).

Regular assessment days will be run by L&D for a number of applicant coaches at the same time which will allow the following:
- Overall briefing of context, goals and framework including the leadership skills and behaviours expected of leaders in the organisation
- Presentation by the coach of their coaching practice, philosophy, development and purpose
- Demonstration of coaching by the coaches on each other or on senior managers who volunteer to be part of the event
• Feedback to the coach by the assessors (could be after the event, giving time for consideration, although the way in which the feedback is received should be allowed to influence the final decision).

The assessment will be based on the following:
• How effectively and credibly they present themselves and how self-aware they appear to be
• How clearly they create the initial contract with their client and work to that thereafter – establishing and managing boundaries and goals for coaching
• How easily they create a strong relationship with their client – both in creating rapport and trust and also in enabling challenge and confrontation
• How well they create a safe/contained environment in which their client can explore vulnerabilities and weaknesses easily and usefully. This includes how well they manage emotions (both the client’s and their own) and how do they work with sensitivity and empathy
• How much they really listen to their client and how they use active listening as a tool to enable them to develop their own change/development agenda – including how they stick to the client’s agenda rather than impose their own. This includes how flexible and adaptive they are
• How clearly they confront and challenge the client
• How focused and professional is their work – how do they manage the sessions and the standards they set for themselves
• How much they work towards a client being self-reliant and self-developing
• How much they help their client to become a coach themselves. This includes how clear and explicit they are with their client about what tools and techniques they are using
• How effective they are at helping the client to identify the issues that they are really faced with, including the un-stated, perhaps sub-conscious issues
• How serious they are about their own development as a coach and their ongoing supervision and professional standards.

Questions that the coach can be asked to present about themselves include:

• Inputs:
  o What underpins your coaching framework/model?
  o What are your values, beliefs about people that inform your coaching?
  o What are your work/life experiences that have informed how you coach?
  o What theories and philosophies underpin your work?
  o What training & development have you done as a coach, including what you have done recently?
What supervision and support arrangements have you got in place?
Is there a metaphor or simile which best describes your coaching mastery?

Throughputs:
- What is the process by which you coach?
- What do you actually do in your coaching?
- What is your coaching model?
- What do you expect your coaching clients to experience working with you?
- What is your normal schedule of coaching sessions?

Outputs:
- What is the purpose of your coaching?
- Who do you work with?
- What are the expected results or outcomes of your coaching?

Ethics and Boundaries
- What are your ethics on coaching?
- How do you deal with ethical and boundary issues in how you coach?
- Specifically, what is your approach with regard to:
  - Confidentiality
  - Internal reporting about coaching progress and systemic issues
  - Judgements about the client
  - The bringing of expertise and direction to the coaching
3. **The process for setting up the coaching effectively**

In setting up the process for coaching with an individual coachee, we want to ensure:
- The coachee really understands what they are doing and the benefits that are available to them
- Their leader is prepared for the changes that might occur as the coachee develops skills and confidence
- The leader and the coachee fully understand their responsibilities in this process and work together effectively to maximise their learning and opportunities
- The coachee can make a useful choice of coach
- The integrity of the coaching process and the confidentiality of coachee data is protected.

The set-up will involve the following steps:
- Briefing of leader by L&D which should include:
  - This framework
  - An understanding of what coaching is all about
  - A reminder of what the organisation needs from its leaders in terms of skills and behaviours – and that coaching itself is a fundamental tenet of leadership - it is possible that the organisation could undertake a simple diagnostic shown in the next chart as a way of determining the organisation’s agenda for leadership development and specifically for coaching
  - The possible benefits of coaching and what they should be looking out for (see the second chart overleaf for some examples) – this will include helping the leader really develop for themselves the possibilities that they should be looking out for when the coaching is really successful
  - The leader’s responsibilities including:
    - Not delegating responsibility for ongoing pastoral care to the coach
    - Support the coachee in the changes they are trying to make, including giving constructive and encouraging feedback
    - Allowing the coachee the opportunity to develop more powerful confrontational behaviour which might sometimes mean holding difficult conversations with the leader themselves
    - Ensuring that time is valued for the coaching itself
    - Not trying to contact the coach directly or communicate with them in any way
    - Providing useful feedback to the coachee for them to be able to set effective goals for themselves in the first place
Ensuring the set-up form and the final feedback form about changes seen and benefits achieved are completed and sent to L&D.

- Briefing of the coachee themselves including:
  - This framework
  - An understanding of what can be achieved from coaching
  - Possible coaches available and how they might go about selecting one for themselves
  - The overall responsibility for learning and change and all actions taken being the coachee’s and nobody else’s.
  - The importance of the completion of the various assessment forms
  - A reinforcement of the complete confidentiality of the process.

- Briefing of the coach. The coach should understand the following from L&D:
  - This framework and its aims
  - The overall aims and context of the organisation
  - How the supervision will work and the boundaries that it works to.

However, the briefing of the individual needs of the coachee should be done by the coachee themselves only. Some coaches choose to have three way set-up meetings with the leader and the coachee but L&D will not give the coach feedback about the individual coachee.

Many of these briefings can easily take place in a group environment.

Understanding what benefit the coached individual thereafter delivers into the organisation is crucial if the organisation is to continue to understand the impact of coaching and justify the investment of both time and money in it. Frankly, it is not in the power of either coach or coachee to assess effectively or objectively. The best people to assess the impact are the leaders of the sections of the organisation in which the coaching is taking place and the internal providers of the funding/framework for coaching (usually Leadership Development or HR). Not the coach!!

Prior to coaching starting, and as part of setting up the coaching and assessing the value that the coachee delivers into the organisation having undertaken coaching, the coachee will be asked to complete a form (seen after the table below) in collaboration with their leader, and send this in to L&D. This enables the following benefits:

- Clarity of conversation between leader and coachee
- Clarity within L&D of what overall agenda the coaching will be working to
- Opportunity for L&D to provide justification for coaching and a steer to the organisation’s leadership about what overall benefits they should be looking out for.
• The coach to be given some context of what is expected from the coachee in the organisation (but should not be limited by this).

To be really clear: the coachee will determine their own agenda with their coach. This could include what they enter on this form but will not be limited to it.

The second form shown below should be filled in after the coaching is complete, again in collaboration between coachee and leader, and sent to L&D. The coach can help the coachee with information towards it but is not responsible for its completion nor should they be passing it on to anybody else – it is the coachee’s data!

If the organisation has such measures as 360 degree feedback and employee satisfaction and wellbeing surveys these are really usefully done before and after coaching as another mechanism for measuring the success of coaching.
<table>
<thead>
<tr>
<th>Start Here!</th>
<th>Then go here!</th>
<th>Then go here!</th>
<th>Then go here!</th>
<th>Act!</th>
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<tbody>
<tr>
<td><strong>What is the change you are trying to cause by introducing coaching?</strong></td>
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<tr>
<td>What specific impact do you expect this to have on business results?</td>
<td>How can you measure this?</td>
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<td>Start measuring now!</td>
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<tr>
<td>And here!</td>
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<tr>
<td>What mechanisms have you got or can you create which assess whether this change is taking place?</td>
<td>What do you need to tell the individual coachee for this to be really clear?</td>
<td></td>
<td>Tell them!</td>
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<td>And here!</td>
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<tr>
<td>What specifically does this mean needs to change in the individual's performance and behaviour?</td>
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<td>Request that the individual takes this to their coaching and trust them to do it!</td>
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<td>And here!</td>
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<tr>
<td>What specific part of this do you expect coaching to make a difference to?</td>
<td>What do you need to tell the individual coachee for this to be really clear?</td>
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<tr>
<td>And here!</td>
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<tr>
<td>What impact do you expect this to have on the individual's immediate environment?</td>
<td>How can you measure this?</td>
<td></td>
<td>Start looking out for and recording specific incidents of these changes happening, now!</td>
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</tbody>
</table>
## Possible outcomes and benefits of coaching

<table>
<thead>
<tr>
<th>Should see the following changes in behaviour and skills of the person being coached</th>
<th>Should see the following changes in the coachee’s environment</th>
<th>Should see the following results</th>
<th>Should see impact on the bottom line as follows</th>
</tr>
</thead>
</table>
| • Improved energy, motivation and job satisfaction  
• Clearer articulation of needs  
• Clearer understanding of goals  
• Improved performance in achieving those goals  
• Better understanding of how others might be thinking and therefore improved ability to relate to others  
• Improved ability to make decisions  
• Clearer understanding and articulation of own strengths and weaknesses  
• More focused development events being requested  
• Improved leadership skills  
• More strategic thinking  
• Better delegation  
• Improved ability to prioritise and focus  
• Improved ability to handle difficult conversations  
• Better work-life balance  
• Improved coaching ability  
• Higher self-confidence  
• Greater creativity  
• More flexible thinking – less fixed ideas  
• Taking more responsibility | • Improved motivation of their peers and teams  
• Improved communication between coachee, superiors, peers and teams  
• Improved relationships between individuals  
• More use of skills, less use of politics  
• Improved delivery of tasks  
• Less irrelevant activities - more focus generally  
• Improved skills of subordinates and peers through example and better management  
• Quicker and more effective decision-making  
• More effective controls  
• Better work-life balance in subordinates  
• Higher empowerment of subordinates  
• Greater trust between individuals  
• More creative solutions to opportunities and problem solving  
• Improved flexibility in approaches  
• Superiors, subordinates and peers clearer about where they stand and the roles they play | • Lower staff turnover  
• Lower absenteeism  
• Improved productivity  
• Reduced overtime and related costs  
• More focused training activity  
• Earlier decisions – fewer wrong decisions  
• Less duplication of activities  
• More confident image to staff and customers  
• More focused dealings with suppliers and consultants  
• Fewer staff and resistance related issues – quicker implementation of change initiatives  
• Increased flexibility of organisation  
• More of the right people in the right roles  
• Quicker time to market | • Reduced recruitment cost  
• Reduced training cost  
• Fewer people required to do the work – lower staff cost  
• Revenues/benefits delivered quicker/ earlier  
• Reduced supplier cost  
• Lower investment required to deliver changes/benefits |
## Preparation for effective coaching

<table>
<thead>
<tr>
<th>Name:</th>
<th>Manager/Director</th>
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<tbody>
<tr>
<td>e-mail address</td>
<td>Directorate</td>
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</table>

What are the specific goals, objectives, improvements and changes you want to work on in your coaching?

What impact do you expect these changes to have on colleagues and the performance of the organisation and how do you expect to measure that?

### Leadership skills

### Behaviours

### Manager/coachee post-coaching review

<table>
<thead>
<tr>
<th>Name:</th>
<th>Directorate:</th>
<th>Manager:</th>
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<tbody>
<tr>
<td>What were the specific changes that you have observed that have taken place during and after the coaching process? (Think about the questions you discussed with your coach.)</td>
<td>What is the impact of these changes for colleagues and the organisation and what evidence do you have to support that?</td>
<td>What have been the key lessons for both of you as a result of this work?</td>
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<tr>
<td>In what way have you enhanced your leadership capability?</td>
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<td>What behaviours have you changed?</td>
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</table>
4. A mechanism for assessing the quality of the coaching conversations

This is a useful sense-check on the continued validity of the coach. It is an assessment questionnaire completed by the coachee themselves. This provides clear criteria against which the coachee can assess for themselves whether or not their coaching conversations are indeed powerful. In essence the coachee needs to be able to assess the following key elements of the coaching:

- Responsibility clearly in their own hands for the agenda of the relationship and the individual conversation
- Clearly defined boundaries which the coach makes explicit and transparently maintains.
- All tools provided and used by the coach being used explicitly and with the clear intention that they should be able to used by the coachee on themselves.
- The clear confrontation and challenge of limiting thinking, assumptions, judgements and behaviour balanced with strong support and appreciative inquiry.
- The coach obviously and genuinely awake, alert, actively listening and able to demonstrate through feedback and through the quality of their reflections and questioning that the coachee’s agenda, data and process is at the forefront of the coach’s attention.
- All responsibility for the way in which the coachee learns and uses what they gain from the coaching explicitly and transparently left with the coachee. This includes helping the coachee to recognise their own achievements.

This questionnaire should help the coachee to assess/determine the quality of the coaching conversation for themselves and should be designed in such a way that they can be shared with other key interested parties within the organisation without sharing in any way the coachee’s content.

A questionnaire is attached. This questionnaire can be completed in the middle of the coaching and then again at the end, depending upon how long the coaching lasts. It should be at the forefront of the coachee’s mind right at the beginning of the coaching session so that they can highlight any key discrepancies and issues very early on in the process if necessary.
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Score</th>
<th>Any comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Clearly defining boundaries and maintaining them</td>
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<td>2</td>
<td>Keeping agreed appointments</td>
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<tr>
<td>3</td>
<td>Allowing me to set the agenda for my sessions</td>
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<td>4</td>
<td>Providing structure for the sessions when needed</td>
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<td>5</td>
<td>Sharing experiences and suggestions as options rather than instructions</td>
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<tr>
<td>6</td>
<td>Establishing rapport with me</td>
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<td>7</td>
<td>Communicating easily and openly with me</td>
<td></td>
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<tr>
<td>8</td>
<td>Being awake, alert and actively listening and responding</td>
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<tr>
<td>9</td>
<td>Using questioning to help me think through issues</td>
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<td>10</td>
<td>Displaying sensitivity and empathy with me</td>
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<td>11</td>
<td>Giving clear and concise feedback that was constructive and built confidence</td>
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<td>12</td>
<td>Recognising/adapting to my learning style and my needs in our interaction</td>
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<td>13</td>
<td>Helping me see wider possibilities and other options</td>
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<td>14</td>
<td>Kept/left responsibility clearly with me for my actions and my achievements</td>
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<td>15</td>
<td>Demonstrating real commitment to, and belief in, me and my development</td>
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<td>16</td>
<td>Being courageous with me when needed in confronting my assumptions, judgements and limiting thinking</td>
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<td>17</td>
<td>Reviewing actions and commitments from previous sessions</td>
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<td>18</td>
<td>Being really transparent and explicit with the tools they were using</td>
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<td>19</td>
<td>Helping me to develop my coaching ability for myself and for others</td>
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<td>20</td>
<td>Handling my emotions in a non-dramatic, sensitive manner</td>
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<tr>
<td>21</td>
<td>Other strengths that were useful to me</td>
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*Score where 5 = strongly agree, 4= agree, 3= don’t know, 2= disagree and 1= strongly disagree
5. **Assessment of the value that the individual obtains from coaching for themselves and their learning**

This assessment is linked to, but also distinct from, the assessment of the value that the coached individual delivers into the organisation. At some level, delivering significantly increased value into the organisation provides real value and confidence to the individual. However, there is always a possibility that an individual would gain significant value for themselves where the value to the organisation is not clear – an example of this might be where the coaching creates a real shift in understanding for an individual of their personal goals such that they leave the organisation. They therefore need to be assessed separately.

The individual being coached will obviously be setting out the goals for their coaching with their coach at the start of their work together. These goals will include the objectives that they have agreed with their managers as a result of their 360 assessment but will not be limited to these – coaching is most effective when the individual being coached fully owns the objectives of their coaching and is free to expand these to work on their whole selves, not just themselves at work.

This assessment could be supported by a confidential assessment with their coach at the end of their coaching which also serves to reinforce their learning (see below). If the organisation so chooses, it could also take the form of a formal written assessment after their coaching which also allows them to capture their shifts and report these in a way that keeps them with control over their confidential information.

The assessment with their coach will take place in their final coaching session and will answer for themselves the following questions which will not only allow an assessment but also enhance and reinforce learning, thereby having a value in their own right:

- What specific successes and results have you achieved generally since the coaching process started?
- Where have you gained more clarity on your goals and objectives?
- Where have you gained more clarity on your own personal needs and feel more able to articulate them clearly to others?
- What specific actions have you taken as a result of the coaching process?
- What different behaviours have you implemented or experimented with?
- Where are you more aware of your own motivations in the actions you take?
- What feedback have you received on changes in your approach and or behaviour?
- What successes have you achieved that you might previously not?
- Where have you felt more confident about yourself or your skills?
- Where have you felt more aware about your impact on others?
- Where do you notice more spontaneity and confidence in the actions you take or in your interventions in meetings?
- Where do you notice previously difficult or time-consuming activities becoming easier or less time-consuming?
- Where have you noticed improvements in your relationships?
- Where do you believe you have created more balance in your whole approach to work/life?
- Where do you believe you have increased your capability, confidence and courage as a leader?
- Where do you feel more confidence in taking those things that are important to you forward?

These questions also could provide the basis of a conversation by the coachee with key people in the organisation who are exposed to the individual and their behaviour so that the coachee can validate for themselves whether or not these changes are clear to those around them.

It is absolutely critical that this is information only the coachee reports on when they choose. Whilst their coach might help the coachee to consider the questions and learn from them, the coach would not share their view on their answers with anybody except the coachee themselves.

However, there is a possibility that the organisation can get some view of how useful the coaching has been at this level, without the coachee sharing their confidential data, and the next form might be a way in which that could be communicated.
## Assessment of coaching effectiveness

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Score *</th>
<th>Particular points that substantiate your score</th>
<th>Any other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a result of the coaching process and during and after the period of coaching:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I achieved significant specific successes and results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I changed behaviours and took new actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I became significantly clearer about my needs, preferences, motivations, goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I grew in personal self confidence and self awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I became more aware of my impact on others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I enhanced my leadership capability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have improved specific relationships and enhanced my ability to relate to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other areas important to my growth were..</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score where 5 = strongly agree, 4 = agree, 3 = don’t know, 2 = disagree and 1 = strongly disagree
6. **The process of supervision**

Independent supervision has the following benefits to the coaching framework:

- It is part of ensuring the quality of the coaching
- It allows coaches to sense-check whether the issues they are experiencing with their clients is of a systemic or common nature
- It provides a confidential and un-attributable way of real underlying systemic issues to be surfaced with the possibility of developing some solutions to these
- It provides a framework for the coach to consider the blockages and projections that might be getting in the way of them being everything they can be as coaches.
- It could easily support the development of internal coaches and a mechanism for them to ensure their independence from the issues.

For this to work effectively the supervisor should be independent of the rest of the system, not coach in it, nor knowing any of the names of the people being coached. They need to be an experienced coach who easily gains the credibility and trust of the coaches. The supervisor would be invisible to coachees and leaders.

Probably a ratio of one supervision hour in eight coaching hours on average is sufficient for this.