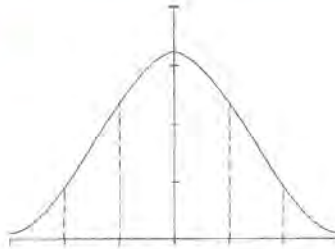


Executive Coaching

by

Jenny Rogers

*Caroline Salmon summarises
the key points of the
November meeting.*



Jenny began by defining coaching and identifying some of the issues it raises. Amongst these, are the advantage of being able to encapsulate in a few hours, trends and events that had occurred over several years; taking a strategic long term view of one's career; providing a chance to stand back; helping to focus on oneself, and challenging what one is doing. Jenny uses MBTI, FIRO B and 16PF.

Our meeting split into small groups, and we were asked to address the following questions:

- Describe yourself now.
- At what stage were you 10 years ago?
- What difference would coaching have made in dealing with major changes in the transition from then to now?

Those who had received coaching felt that it had given them more confidence and focus; that it had helped in personal marketing, and that it gave another point of view.

Jenny gave an example of a potential coach whom she described as being "dreadful". In an observed 1:1 session the "coach" broke all the rules by:

- invading the client's space
- offering advice
- being preoccupied with CV presentation.

After the potential coach had left, the client was asked what she felt. The client saw this "dreadful" coach as really useful, appreciating that there was someone to listen to her and be so supportive. So: there can be an obsession with technique.

The intention to help and the willingness to listen is equally important, and someone with a "bad" technique but with empathy can be very effective. There are several models of coaching:

* **The Teaching Model** concerns the "guru" and the learner, in which the guru has knowledge the client does not have. When dealing with executives, the coach has to be knowledgeable about organisations and organisational behaviour to be able to help at that level.

* **The Counselling Model** concerns the therapist and client in which the client has an emotional problem which the counsellor can discuss.

* **The Mentoring Model.** This concerns the master/apprentice in which the "older and wiser" give their time. Most mentoring schemes within organisations seem not to work too well.

* **The Medical Model** is typical of the doctor/patient relationship, in which the client perceives something to be wrong and wants a prescription to put it right. The doctor has all the power and directs it.

All clients actually needed some degree of both, and all bring their own assumptions to the meeting.

The discussion which followed

bought out the following:-

As a coach, you may find it difficult to deal with someone whom you thought to be on a "higher level" than you, but this may be a perceived higher level - your ability to deal with the situation may be superior.

Jenny offered the following as a working definition of coaching:

- It is 1:1 not a group
- It responds to clients' needs - based on valid information and diagnostics
- It is a partnership of equals - definitely not doctor/patient (there is no magic pill)
- The client has to be involved in implementing changes
- It involves support and challenge
- It leads to permanent, positive changes.

Typical Topics/Issues. These concern careers, strategy, acting as a sounding board, skills, practicalities, relationships, redundancy, and an inability to take control.

A coach costs £60 - £200 an hour - 2 hrs for 6 weeks, whereas a consultant will probably be cheaper and come for an hour a week over a longer period. It is inadvisable to appoint an internal coach, due to confidentiality issues and credibility.

The key contracting issues are likely to be

- the expectations of the parties,
- being clear about outcomes,
- funding and sponsoring,
- saying no (if expectations are unreasonable).

In Jenny's experience, the actual problems are likely to be different to those you have been told about.

To obtain the best quality information, Jenny invites views from the client and the sponsor, (although these

FUTURE MEETINGS AT IARC

- ① 23rd June - The Sweney Measures
- ② 24th September - To Be Finalised

can be slanted, and the real issues may come from another source). 360 feedback, psychometrics, shadowing, and observing the behaviour displayed to the coach, are integral to her approach.

The techniques used for implementation can include NLP, visualising, role play, organisational behaviour models e.g. Kurke-Litwin 12 box model, discussion, presentation skills, feedback, and assessing readiness to change.

- Set small achievable goals, allow them to be tried out between sessions and then discuss the reaction.
- Negotiation skills are often low, although advocacy skills are often good, so discuss what will happen if this continues.
- Ask:- On a scale of 1:10 how important is this issue?
- On a similar scale how much energy are you prepared to put into this?

Evaluation

It is very difficult to tell if coaching is successful or not, as the intervention could have been "just at the right time" and the client was ready for the process and already committed to change.

Some of the skills needed to coach successfully are: being able to create rapport, actively listening, skilled questioning, putting the coaching into the context of the organisation, analysis and synthesis, a willingness to confront, knowing your limitations, and knowing when to end the relationship and manage the exit.

Jenny Rogers is Principal Consultant with Management Futures Ltd

Motivational Distortion - Are People Actually Lying?

David Roberts reports . . .

"If I see a Faking Good score above 8 I distrust the whole profile". Who said that? A newly qualified 16PF user perhaps, quoting from his course notes? Or is it a more seasoned practitioner, giving us the benefit of his experience? I can hear such a person now, saying rather pompously, "I can give you the benefit of my experience but I am unable to give you the wisdom to profit from it". Quite.

I also recall Roy Childs talking about this issue some years ago, and saying that he felt a high Faking Good score did not necessarily imply deliberate distortion.

So what do you do? What do you say to the commissioning manager? "I have decided to disregard all these scores"? Or do you give a practical demonstration of your low L score, by placing your trust in people's innate goodness, and giving the candidate the benefit of the doubt? I think the answer must lie in taking a practical, hard-headed look at the scores. This is what I did recently for an outplacement assignment.

Freddie (not his real name) took 16PF 4th Edition as part of a battery. Having spent a lifetime in manufacturing (much of it either as a manager or supervisor), he was a predictable ESTJ on Myers Briggs, and a less predictable Teamworker/Co-ordinator on Belbin Team Roles. His FIRO B Control score was an even less predictable E1 and W1. Hardly the profile of a manager interested in self-aggrandisement. His Faking Good score was 12 (Faking Bad nil). This was one of the highest FG scores I have had, although I am well used to salesmen having high FG scores - good ones need

high self esteem. I looked at Freddie's scores more closely. These were (using Manufacturing Manager norms): A4; B2; C2; E1; F8; G8; H7; I4; L5; M7; N7; O8; Q1; Q2; Q3; Q8; Q7. (The adult population norms showed Factor O as having a sten of 5.)

Sometimes it is best to take a naïve, layman's view of things. Let's imagine how Peter Falk, as the TV Detective Columbo might play this scene. He's about to leave the room, in his dirty and crumpled raincoat, but he turns at the door, a finger to his furrowed brow. "There's just one more thing Professor," he says. "I don't know anything about - what you call it? - psychometrics? - but I was thinking about this Faking Good problem, and you know, something struck me as very odd!"

"What is that Mr Columbo?" Irritation and condescension together. "Well, this man seems to want to create a good impression. That's what you're saying. Right?"

"Right."

"Well, I've been doing a little checking up on this 16PF. Why is it that he says he blames himself for things that go wrong? Guilt-ridden, I think you call it. That's Factor O according to that book I borrowed from you, and he scored 8. That's pretty high. And he says he has difficulty in coping with life's daily demands. He scored 2 on Factor C. And he's certainly not pretending to be relaxed, is he? He got 7 on Q."

"Very impressive, Mr Columbo."

"So I just wondered how you came to the conclusion that he was trying to create a good impression. Before you answer that, let me tell you I had a word with my wife about it. And you know what she said?"

"I can't wait to hear, Mr Columbo."

"She said, he must have wanted that job very badly to come up with such a high Faking Good score. There must have been a lot at stake. So what was the job?". The Professor pauses, turns to look out of the window, embarrassed. "He wasn't applying for a job, Mr Columbo. It was outplacement." Columbo smiles. Asking simple questions can take you a long, long way.

My client's extreme unassertiveness and high conscientiousness seemed to indicate that he was unlikely to deliberately distort the test. (There is however a high correlation between Faking Good and Q₂ on which he scored 8.) Additionally, of course, we have to ask what was at stake here? Nothing. It really was outplacement, not selection.

Freddie agreed with all my hypotheses - and before someone says that with E1, he *would* wouldn't he, let me add that I used the "disconfirming evidence" approach to feedback. His lack of self esteem was apparent. He was even self conscious about his regional accent and his rather unusual surname. So where did that leave me with an FG score of 12? Having examined the scores as outlined above, I decided to ignore it.

NB Can other readers comment on Faking Bad scores?

Editor

Obituary

We regretfully announce the death of Ray Cattell, on 2nd February in the USA. A full tribute to Ray will appear in the next edition of the Newsletter.

The Poppleton-Allen Sales Aptitude Test Part 2

Is the PASAT suitable only for identifying the hard seller, or can it be used for lower profile selling jobs? A full description of the PASAT dimensions appeared in the September 1997 issue Number 14 of 16PF Newsletter. Professor Steve Poppleton will be talking to the April meeting about the new version of PASAT.

The phone rings. An associate tells me that he has just landed a super contract. "These people," he said vaguely, slipping into the usual guardedness of associates, "these people want me to select a large number of double glazing salesmen. And some managers too. The thing is," he continued cautiously, "they want some tests. What would you recommend? Isn't there a sales test?" he continued.

"PASAT", I said. "I haven't used it myself. Tell me a bit more about the company."

Apparently the MD's first reaction on being told that tests would be a useful aid to selection was to ask where he could buy them, and to say that he had a manager who was about to be fired who could administer them before he went. I hadn't come across that level of sophistication for some years, and a little puff of grey cloud appeared in the corner of an otherwise clear blue sky.

As is usual, the assignment was more a test of me rather than of the candidates. The company selected a mixed bag of seven managers and waited for me to fall flat on my face with PASAT and 16PF.

They needn't have worried. Anyone who has lived through a double glazing salesman's spiel, will have a pretty good idea of the sort likely to be successful, but I was unprepared for the results of the first senior manager. **He scored a maximum of 10 points on thirteen of the fifteen dimensions dropping to a mere seven on the other two.** (Ah, Faking Good, I thought! But then ... if the questions were so transparent, surely the others would have high scores as well?) Let's have a look at them ...

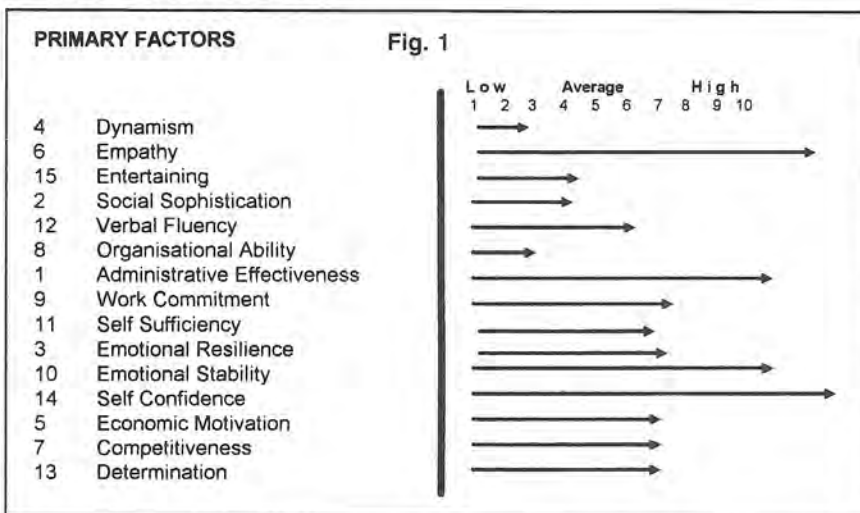


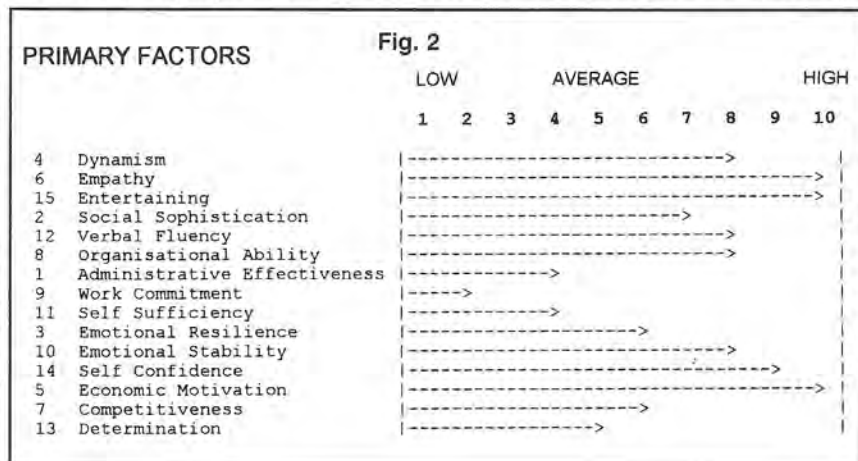
Fig. 1 shows the scores of a candidate transferred from selling to branch manager, responsible for 6 salesmen. His 16PF results? A=2; B=10; E=9; F=3. That gives you a flavour.

The third of my seven candidates was aged 62, still selling double glazing as he had done for some years, but had been "inherited" from another organisation. Although Enthusiastic Acceptability and Drive were both high, Emotional Strength and Organisational Effectiveness were at 3 and 4 respectively. I doubt he is still in the job.

So: PASAT was good at picking out stereotypical salesmen, but

there are of course, many different types of selling. Within a few weeks I had the opportunity to use it with telesales recruitment consultants and salesmen dealing with architects and specifiers. Would it be equally useful? **The recruitment consultants did no face-to-face interviewing**, so everything depended on establishing a good relationship with the candidate and the client over the telephone. Jane (not her real name) was entertaining - almost an archetypal, hedonistic, bubbly blonde. When employed in her 20s as one of the first loader/checkers for a major airline, she realised her male colleagues were asking her to climb ladders unnecessarily so that they could note the colour of her underwear that day. She silenced them by calling a meeting every morning to save them the trouble. Her scores are shown in Fig. 2.

Although most of her scores were considerably lower than those of the double glazing manager, I had to decide whether she was a good "marker" for future selection, and whether PASAT was suitable as part of the selection battery. An important part of her job was planning her calls for the following



day, and this she did not like doing - note Work Commitment score of 2. Her Factor G score on 16PF 4th Edition was 4. I spent many hours sitting near her and witnessing how she charmed (and subjugated) both client and candidate. Her Higher Order Factor on Enthusiastic Acceptability was 9, and Drive was 7. This seems right bearing in mind the need for rapport with the client. (The double glazing salesman needs high Drive because the focus is on selling the product rather than themselves.) Factors C, E, and F and Q₁ on Jane's 16PF were 10, with H at 9. What a handful!

My third client sold carpet to architects and specifiers, and of course the selling style required could hardly be different from the previous two. Anything other than gentle persuasion was unlikely to work, so I was hoping for middle of the road scores on PASAT. The assignment was actually to appoint a sales manager from 4 internal candidates, but I also used it as an opportunity to form an opinion regarding salesmanship. The candidate who was appointed had a good, though short, record as a salesman, his previous experience being in manufacturing with the same company - so he knew the product. On the primaries, he was high on Emotional Resilience and Competitiveness. All the Higher Order Scores were at 5 and 6, so he was truly a "middle of the road" salesman when compared with the more hard-driving kind.

And my conclusion? I have only used PASAT on three occasions and I was fortunate to have such differing client needs. I believe that it is useful in identifying candidates with the appropriate level of selling skill. A strong awareness as to whether the salesman needs to focus effort on selling the product or on selling oneself is of course, critical and a thorough job analysis is necessary in order to evaluate the relative strengths required.

David Roberts

Teams: Teaming with Personality!

A synopsis of Terri Hunter's talk in September.

The early part of my PhD in Occupational Psychology looked at the differences between a team and a group as rated by practising managers. Their experiences detailed both teams and groups as being active, energetic, effective and flexible but only teams as creative, innovative, and well rounded and only groups as negotiating, networking, persuasive and the sum of individual goals. On completion of this study, I have now moved on to study the Belbin Team Role model in depth. Early investigation of nearly 2000 16PF4 scores for managers has indicated the roles break into a 2x4 taxonomy with SH, PL, CF and ME grouping together in 3D space in a "task oriented" cluster whereas CH, RI, TW and CW cluster together in a "relationship oriented" cluster. Most of the existing research around Belbin's Team Roles doesn't attend to the roles themselves but

SUBMISSION OF MATERIAL

The Editor welcomes contributions from members either as letters or as articles on the use of the 16PF. Case histories, unusual assignments, as well as unusual profiles are welcome.

When submitting material, please enclose a 3 1/2" disk together with the printed copy. This saves re-typing and minimises the risk of mistakes.

to his questionnaire, the Self Perception Inventory. My PhD research is aiming to answer a few questions about the team roles themselves and the measures we use to assign individuals a team role profile.

Teams of individuals from various companies across the UK have been taking part in a business game which is videoed (and used to give a Belbin profile based on Belbin's own descriptions of the roles directly) as well as completing the 16PF5, OPQ, and an interview based on Belbin's own descriptions of the team roles. Two output measures for the team (a business game performance indicator as well as a measure of effectiveness on the Team Climate Inventory) complete the data.

My current research is trying to examine whether people actually behave in manners described by the team roles i.e. do people actually display Shaper behaviours? I also want to validate that the team roles do actually exist and that as specified in the model, teams with the most roles covered by its members should be the most successful or do we really need a balance of the team roles to be successful? By using 16PF5 and OPQ, I am assessing the equations we use to get from these questionnaires to a Belbin profile so that individuals "labelled" as a Shaper from 16PF5 should actually behave in that way when in a team. I hope to prove that the means we are using to determine a Belbin profile do reliably predict a person's actual displayed behaviour and early results (n=9 teams, 57 individuals....compared to over 60 teams when the research is complete) show positive correlations between the 1st to 1st role, 2nd to 2nd, 3rd to 3rd, 7th to 7th and 8th to 8th roles for 16PF5 and the videoed behaviour. Non significant correlations were found for 4th to 4th role, 5th to 5th and 6th to 6th role.

The research is also comparing management teams to non-management teams and service industry to manufacturing industry. I also want to investigate if certain team roles or team role combinations are more frequent. Additionally, I am looking at the gender "issue" in the team roles and trying to match up certain roles (or lack of them) with certain areas in the Team Climate Inventory. I hope to be able to report more fully to the 16PF User Group in the near future.

Terri Hunter is completing her PhD at Strathclyde University

Were you at the January Meeting?

If so, you may have felt like the member who said, "I went because I always go. The subject was criterion-related validity, but I was very surprised at how useful it was to me. We dealt with self-esteem, creativity, leadership ... It will help me to produce much richer reports in future." A full summary of this meeting will appear in the next edition of the Newsletter.

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