

# Further Insights into Increasing the Value Of Corporate Coaching

by Michael Beale

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Michael Beale is a Marshall Goldsmith stakeholder centered leadership and team coach and Richard Bandler 1:1 NLP trainer and coach trainer. Contact Michael on +44 (0) 1908 506563 Mobile +44 (0) 7944 388621

[michaelbeale@execcoach.net](mailto:michaelbeale@execcoach.net) <http://leadership-executive-coaching.uk>

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## Glossary of terms used in this paper

**Coach:** Someone who helps the coaching client to get from A to B mostly (but not always) using a coaching style. Throughout the programme, the coach may also support the client's manager and all stakeholders involved in the process.

**Coaching Advocates:** Individuals who have previously benefited from coaching and are happy to share their experiences, including what they did to make the programme work.

**Coaching Client:** The individual selected to improve their performance through a coaching programme. For coaching to be effective the client must want to be coached, must want to improve their performance, and have a touch of ambition, courage, openness and discipline. In addition they must have the raw capabilities to do the job they have been asked to do. Being a good coaching client can be as much of a learnt skill as being a good coach!

**Coaching Client's Manager and Stakeholders:** The coaching client's manager and those that are impacted by his or her performance. They have a key (but time efficient) role in helping the coaching client agree determining A and B, and confirming (or not) that the client and programme have been successful.

**Coaching Programme Manager:** Responsible for the overall success of the programme, and ensuring the results are identified and socialised.

**Programme Manager's Stakeholders:** Individuals who have an interest in the results of the coaching programme. They include whoever provides the budget for the programme.



## Executive Summary

*A corporate coaching programme can bring big improvements in company profitability and employee satisfaction.*

*This white paper will help you provide high value corporate coaching. It provides solutions for the six key factors you need to consider when setting up a coaching programme:*

- *The anticipated benefit from the programme*
- *Where the company is on the 'coaching readiness curve'*
- *Who to coach*
- *The basic coaching process(es)*
- *Who does the coaching*
- *The systems to support the coaching process and measure progress.*

We get what we focus on. It seems obvious to focus on measurable value to both the individuals being coached and the organisation when setting up and implementing a coaching programme. Obvious, but it's certainly not easy, and it's understandable that many companies don't even try.

The truth is that it is much easier **not** to try. In the short term, this avoids challenging questions for the programme owner, HR, the coach, the coaching provider, the coaching client and the company itself. However, in the longer term, this approach means the loss of significant opportunities to improve coaching programmes.

A further benefit of effective measurement is that you can employ coaches on a results basis. You only pay when the client has achieved or exceeded the results originally agreed. This significantly reduces your risk in any programme.

In many ways it's similar to running a company change programme: preparation is key. The better the programme is set up, the more it focusses on delivering value, the more the difficult and contentious issues are socialised, discussed and agreed, so the cleaner is the implementation and the better are the results.

Coaching programme owners who want to offer real value will find this white paper useful for providing a coaching framework that they can adapt for their company in differing contexts.

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## Acknowledgements

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[michaelbeale@execcoach.net](mailto:michaelbeale@execcoach.net) <http://leadership-executive-coaching.uk>

I would like to thank the HR and talent professionals and directors who gave their time to explore the ideas in this white paper, along with the 65 others that have contributed to the overall series on how to increase the value of coaching.

Thanks are also due to the Associate Professor of Coaching at Henley Business School and the Directors of The CoachingCloud platform for also contributing their thoughts.

The input of these people has helped form the ideas and conclusions in this report; however the responsibility for the final report rests with the author. Final ideas expressed in this report may not reflect those of all the contributors.

## Purpose of the research

This research builds on my 2014 White Paper *How to Increase the Value of Corporate Coaching*. That work identified 12 questions that need answering when setting up a Corporate Coaching Programme.

This research updates and adds details to those 12 questions, and helps you assess where your company is on the Coaching Readiness Curve. It also gives some simple steps to improve the return you receive from your programmes depending upon where you are on the curve.

## 1.0 Generic Benefits of Coaching

Building on Ken Blanchard's and Paul Hersey's Situational Leadership Model, the most effective coaching is usually a high task, high relationship behaviour to help coaching clients turn learning into consistent results. The coaching client needs to be internally motivated to get maximum benefit from the programme. Good coaching enables clients to do the very best they can with any activity or in any situation.

While good coaches will mainly coach and facilitate, they will select from a variety of styles and approaches to help their clients achieve the agreed outcome.

Coaching is effective at all stages of the classic coaching model:

- Setting end goals,
- establishing the current situation (particularly with 360 feedback),
- planning, taking action, building structure, and
- following up and measuring results (again, particularly with 360 feedback).

In addition, good coaches will help their clients:

- connect to what motivates and empowers them,
- overcome blocks,
- make more effective decisions, and
- establish success habits.

More experienced coaches will also help their clients model high performing individuals and learn from them, as well as learn how to coach themselves and their colleagues.

The successful business coach will have the experience to apply these skills in a business context with a particular focus on effective leadership and influence within a specific company.

In a business environment, it's valuable to check in with the client's manager and stakeholders to confirm what they would value from the programme, and to go back later to check that it's been achieved.

Sometimes a key challenge with leaders (and all of us) is that we don't know what we don't know. A coach can act as a mirror and thus assist us in making more effective decisions, which in turn lead to better results.

## 2.0 Quiz: Where are you on the Coaching Readiness Curve?

Understanding your company's readiness for coaching is a key starting point. This short quiz will help you determine where you are now. Where you are is neither 'good' nor 'bad'. It's being aware of where you are that's important.

### Instructions

The following statements are about the ideal coaching arrangements in organisations. Read them carefully, and then give each statement a score from 0 to 3 according to how closely you feel your organisation meets the standard. Add your scores to get the total. This indicates your position on the Coaching Readiness Curve.

0 - no evidence to support the question

1 - only just started working towards it

2 - part way there, but there is room for improvement

3 - your company totally meets the standard

Please use evidence based answers. For example in 1 you either have an accessible plan covering the topics mentioned or you don't. If in doubt, mark down rather than up.

## Quiz Questions

### 1: The company has an accessible and widely published coaching plan or framework

There is a simple coaching plan or framework, easily accessible by all potential coaching clients and coaches, that details:

- the key company initiatives that coaching supports,
- programme metrics (anticipated benefit and cost, link to leadership competencies, number of sessions & individuals coached, allocation of coaching effort between grades),
- who is eligible for coaching, and how to progress a request for a coach,
- the responsibilities of the coaching client and coach,
- the basic elements of the coaching process,
- how the success of coaching is measured,
- case studies of individuals that have benefited from coaching, and
- confidentiality guidelines.

| No evidence | Just started | Could improve | Meets or exceeds |
|-------------|--------------|---------------|------------------|
| 0           | 1            | 2             | 3                |

### 2: There are coaching advocates at all levels of the organisation

You have a number of coaching advocates who have contributed to the case studies in the first standard. They mainly come from the top of the organisation (as they're likely to provide a higher return), however you have examples throughout all levels. They genuinely share what they've gained from being coached and what they've learned about the process.

| No evidence | Just started | Could improve | Meets or exceeds |
|-------------|--------------|---------------|------------------|
| 0           | 1            | 2             | 3                |

### 3: There is rigorous and timely measurement

There is a formal and time efficient process for the coaching client's stakeholders - at the very least, their manager - to give feedback and feedforward along with their view of the success of each programme.

There is a further review 6 or 12 months after the programme's end to find out how much the client has built upon what they learned.

This measurement is captured through a traffic light system available to all the programme owner's stakeholders.

| No evidence | Just started | Could improve | Meets or exceeds |
|-------------|--------------|---------------|------------------|
| 0           | 1            | 2             | 3                |

### 4: There are appropriate systems to make information understandable and easy to access

The coaching programme manager, his or her stakeholders, the client, and the coach have access to systems which show and enable:

- client and coach matching,
- traffic light reporting of coaching sessions (to address issues quickly),
- traffic light reporting of benefits achieved,
- the recording of ideas to 1) improve coaching 2) improve the coaching process 3) improve the organisation, and
- the track record of coaches.

| No evidence | Just started | Could improve | Meets or exceeds |
|-------------|--------------|---------------|------------------|
| 0           | 1            | 2             | 3                |

## 5: There are regular progress reports to coaching stakeholders

Periodically the programme manager reports to his or her stakeholders, highlighting:

- strategic areas addressed,
- return and investment,
- programme metrics (numbers, programmes, sessions, etc.),
- case studies, and
- improvement areas for coaches, coaching clients, and the organisation.

| No evidence | Just started | Could improve | Meets or exceeds |
|-------------|--------------|---------------|------------------|
| 0           | 1            | 2             | 3                |

What the results mean:

| Score 0-7   | Score 8-11  | Score 12-15  |
|---|---|--|
| You're starting out on the the coaching readiness curve. My view is that the majority of companies are in this segment. | You're far in advance in the majority of companies, however there are still obvious areas to improve. | You're one of the top few. I'd love to talk through your results and learn from you! |

In the recommendations section there are key approaches for each segment.

### 3.0 Results: Coaching Value Questions and Ideas to Address them

These are the most important questions you need to ask when you are setting up a coaching programme:

- What are the benefits of your coaching programme? How does coaching support your overall business strategy (and results)?
- Where is the company on the 'coaching readiness curve'?
- How do you choose who to coach?
- What is the basic coaching process?
- Who does the coaching?
- What systems will you use to support the coaching and measuring process?

**What are the benefits of coaching? How does coaching support your overall business strategy (and results)?**

- Identify the areas where coaching will support the company's strategy and help turn that strategy into results,
- identify roles with the greatest impact and provide coaching (and other support) for them,
- show how coaching fits with your other learning initiatives,
- ensure the learning from coaching programmes is fed back into future business planning, and
- articulate the anticipated benefits at the start of the programme.

**Where is the company is on the 'coaching readiness curve'?**

Companies high on the coaching readiness curve have:

- a simple accessible and widely published coaching plan or framework,
- coaching advocates at all levels of the organisation,
- rigorous and timely measurement,
- appropriate systems to make information understandable and easy to access, and

- regular progress reports to coaching stakeholders.

### Who do you choose to coach?

- Check potential coaching clients for coachability. They have the capability to do the job and they have the appropriate levels of ambition, courage, openness, and discipline to be coached.
- Identify basic criteria for choosing who to be coached. For example: anticipated return, strategic importance to organisation.

### What is the basic coaching process?

- Choose outcome based methodologies / processes that have a track record of producing measurable results. My favourites include Marshall Goldsmith Stakeholder Coaching and NLP Coaching. There are many others.
- Choose methodologies that include these elements:
  - articulate the anticipated benefit/outcomes,
  - link to company, team and individual goals,
  - boss and stakeholder input to coaching outcomes,
  - action planning,
  - follow up of action and results,
  - boss and/or stakeholder confirmation of what's worked, and
  - feedback to the programme owner.
- Choose a methodology that is consistent locally, nationally and internationally.
- Allow coaching clients to choose between up to 3 coaches following chemistry sessions.

### Who does the coaching?

Choose coaches that:

- offer a performance guarantee,
- fit with the particular challenge and company culture,

- have an in-depth knowledge of, and actively support, the agreed coaching framework and measurement processes,
- have appropriate industry and business experience,
- are easily accessible,
- question and challenge appropriately,
- offer free chemistry sessions and therefore,
- are chosen by the coaching client.

### What systems will you use to support the coaching and measuring process?

The coaching programme manager, his or her stakeholders, the client, and the coach have access to systems which show and enable:

- client and coach matching,
- traffic light reporting of coaching sessions (to address issues quickly),
- traffic light reporting of benefits achieved,
- the recording of ideas to 1) improve coaching 2) improve the coaching process 3) improve the organisation, and
- the track record of coaches.

## 4.0 Other Questions to Ask when Setting up a Coaching Programme

In addition to the questions above, my research has shown that there are a further set of questions that contribute to the success of a coaching programme. They are:

- How does your senior team support coaching?
- Do you have a culture where individuals are encouraged to develop themselves, supported by the company?
- How do you promote the benefits and the correct use of coaching to all stakeholders and potential coaching clients?
- What is confidential between the coach and the end client?
- How are you using the information produced to improve:
  - coaching,
  - the coaching process, and
  - the organisation?
- How do you monitor investment vs benefits?

### How does your senior team support coaching?

A supportive senior team will display most, if not all, of the following characteristics:

- use coaches and have experienced the benefits of coaching themselves,
- are role models as coaching clients,
- act as a champions and advocates for coaching,
- understand what coaching is, and how it fits with other development approaches,
- appreciate the potential benefit and ROI of coaching, particularly with high performers,
- understand the cost of not coaching high performers,
- demonstrate the necessary ambition, courage, discipline, and humility to be coached themselves,
- ensure coaching programmes are well managed and monitored,

- ensure programmes are aligned with company vision, strategy, and competencies,
- use a coaching style as part of their leadership / management toolset, and
- support well argued programmes with appropriate budgets.

### **Do you have a culture where individuals are encouraged to develop themselves, supported by the company?**

A culture that encourages this sort of self development will include:

- directors and managers acting as role models for development,
- managers encouraging their people to propose their own development plans,
- managers supporting plans with appropriate resources, including time and budget,
- managers monitoring and giving feedback on the impact of those plans, and
- linking pay and promotion to results and appropriate competencies.

### **How do you promote the benefits and the correct use of coaching to all stakeholders and potential coaching clients?**

Ways to promote coaching within your company include:

- having a senior leader who champions coaching,
- a coaching strategy plan with input and buy-in from all coaching programme stakeholders, which answers your own version of these questions, and
- a coaching plan that is easily accessible to your stakeholders, potential coaching clients, and coaches.

### **What systems do you use to support your coaching processes, for coaching follow up, and to track results?**

Effective support, follow-up and tracking means:

- managing all your coaching programmes effectively,
- presenting an accurate snapshot of all coaching activity in a 'traffic light' format to all stakeholders of coaching programmes,

- collating all the information needed to work out an ROI for your programmes,
- identifying any part of the process that's not working, and taking instant appropriate action,
- matching coaches and clients effectively,
- tracking the results that coaching is producing,
- developing a scaleable system so you can roll out successful programmes throughout your organisation, and
- tracking the results to identify how you can improve coaching, the coaching process, and the organisation.

### **What is confidential between the coach and the end client?**

There is a balance to be struck between sharing the outcomes and results of coaching with establishing complete trust between the coach and the client. Being clear at the outset about what is and is not confidential will avoid any difficulties later. To this end:

- agree the confidentiality rules and guidelines as a part of each coaching programme,
- understand that the coach has the responsibility to report criminal or genuinely harmful activity,
- agree any restrictions on the coach's client feedback,
- confirm if the coach is expected to report back a) the client's attitude b) progress c) results,
- establish if the coach is expected to give a top level report on the potential of people they coach,
- agree (if considered appropriate) different rules for different countries and cultures, and
- agree the information coaches are expected to provide in order to improve future coaching programmes, coaching processes, and the company.

**At the end of the programme what will you do to ensure the client's learning is maintained and continued to be developed as well as using the feedback from the programme to: a) improve coaching, b) improve the coaching process, and c) improve the organisation?**

Coaching can do more than benefit the individual client. The learning can be applied to the wider organisation as well as used to design future coaching. Ways that you can do this include:

- encourage coaches and clients to suggest ways that coaching, the coaching process, and the organisation can be improved, and
- establish systems to collect and present this information in a useful way, whilst maintaining agreed confidentiality,

### How do you monitor investment vs benefits?

It's important to establish that spending on coaching is worthwhile. Ways for you to measure this include:

- identify expected benefits as part of the coaching programme sign off,
- link these from individual to team and overall organisation,
- use 1) your own 2) Kirkpatrick 3) Brinkerhoff 4) Goldsmith methodologies for measuring the impact of coaching,
- measure output as well as inputs and actions, e.g. financial results, behaviour change as measured by stakeholders,
- involve the coaching client's stakeholders in the monitoring process,
- present results in a clear 'traffic light' fashion,
- discuss the benefits of coaching with line managers as part of the appraisal process, and
- have open discussions with coaching programme stakeholders as to how to improve the measurement and value of coaching.

## 5.0 Observations and Recommendations

### Observations

This research and my own client experience has highlighted three potential 'potential-blockers'.

- 1. Some CEOs, board members and senior executives appear to have no interest in being coached.**

This is their choice. In practical terms, coaching individuals who do not want to be coached is a high risk game as they may unintentionally sabotage the process. In this case, the best approach is to focus on establishing potential value and educating using real case studies. Wait until they are genuinely interested.

- 2. Some CEOs, board members and senior executives claim to be expert coaches, but don't appear to walk the talk.**

If true, this can be extremely counterproductive and give coaching a bad name within that company. It's important that the coaching client has the choice of three coaches and only chooses a coach if the chemistry is right between them.

The test is what their stakeholders say. This is the reason I like correctly run 360 degree feedback with stakeholders. Successful people can be unaware of the behaviours they exhibit. This is only a bad thing when it gets in the way of their own or others' progress, however when it's bad it can be destructive. Stakeholder feedback gives them a mirror, which they can choose to look into or not.

- 3. Measuring the impact of coaching is not easy to do.**

When I completed an investigation into measurement of coaching two years ago, most of those taking part admitted they didn't effectively measure the impact of coaching. This is understandable as measurement isn't easy, and some previous approaches detracted from the coaching process.

When coaching a decision maker who has his or her own budget, there is an argument that measurement is easy. The decision maker decides the value (or not) of the coaching!

However when a coaching programme manager has to justify the investment to his or her stakeholders or board, this doesn't work. It's the measurement that will justify future programmes and enable the coach, coaching programme manager, and company to benefit from being able to improve their programmes.

For the longer term it's essential to invest in the right processes and the systems to support your coaching programmes.

## Recommendations

Before you start developing your coaching programme:

1. Find out who has run successful change projects in your company. Ask them what they did to make the project successful. How did they overcome blocks in the project? What was it about the project that resulted in senior level buy-in? In many ways, the steps for running a successful change programme are the same as for setting up a successful coaching programme.
2. Start with yourself. Choose something you want to get better at and use a coach to help you do so. You'll start to understand the real opportunities and challenges with coaching
3. Make sure your own development plan is updated. Coaching is about helping people to learn for themselves. Be a role model. Be cautious with coaching courses. Some are great, but many are more about selling places than helping you add value to your clients. Top level change management and sales courses may be more useful.

When you are developing your programme, consider the following in sequence:

### 1. What are the benefits from coaching?

As an example, in MGSCC coaching we ask leaders, in conjunction with their stakeholders, to explore the benefits of significantly improving in one or two leadership competencies. You can see examples of the competencies that leaders around the world have chosen to work on here: [leadership development areas](#).

Similarly with teams we ask team and team leaders to explore the benefits of developing one specific competency as a team and one competency as an individual. You can see examples of the competencies that team leaders and teams have chosen to work on here: [team development areas](#).

However the principle can be applied to all coaching. What is the likely benefit? How can you measure it? If you can't answer these questions up front it might be better to walk away or look at a different intervention.

### 2. Where the company is on the 'coaching readiness curve'?

A paradox about coaching is that people who haven't been coached, or have had a bad experience of coaching, don't see the value of coaching and not surprisingly may not invest the time and effort to find out.

If the company is at the beginning of the 'coaching readiness curve' you are advised to proceed slowly. Explore value, socialise coaching and choose the best coaching clients and appropriate methodologies. Treat these clients well. They are your future coaching advocates and internal sales people.

Also be aware that if your stakeholders don't understand value and coaching, you may be encouraged to coach those who won't give you a return.

The best use of your time may be to educate and create the environment where high value coaching can flourish.

### **3. Who do you select for coaching?**

This is a balance between internal factors to the coaching client - how they will personally ensure they get value from being coached - and their situation in the company - what impact they are likely have.

It may be worth bearing in mind that from a coach's point of view choosing the right clients is a key factor in developing their career as a business coach.

### **4. What are your basic coaching process(es)?**

The best coaching processes will follow the steps we've discussed:

1. establish value,
2. agree measurement,
3. check the client for coachability,
4. have the steps that will enable the client to achieve or overachieve their outcomes, and
5. provide learning to to the client, coach and company.

### **5. Who will do the coaching?**

The best coaches will have experience in achieving benefits in the context chosen, understanding where the company is on the 'coaching readiness curve', running the designated process, and they will have great coaching skills.

What makes a great coach is the balance of being able to use content free coaching skills and yet offer useful suggestions and advice for the client to consider, as appropriate.

### **6. What systems will support and measure the coaching process?**

In the very short term, you can coach with basic systems and processes. However, in the longer term, investment in appropriate systems will build in the learning and refinement that will lead to improvement in the coaching, the coaching process, and the organisation.

Like coaching itself, building systems and processes to support coaching is not easy (or cheap). However those that do so will end up offering the most value through their coaching.

## 6.0 Solutions

### Exploring Value

I have the view that you can't sell coaching in the traditional sense. Customers buy when they can see, and are motivated by, the potential benefits against their specific needs. Explore the possible benefits of a programme at the start to demonstrate the value to the company.

I'm always happy to help clients explore what they might get from coaching.

### Consultancy

I can provide consultancy to anyone wanting to improve value from their coaching programmes. Particularly on the six key consideration areas:

- The anticipated benefit from the programme
- Where the company is on the 'coaching readiness curve'
- Who to coach
- The basic coaching process(es)
- Who does the coaching
- The systems to support the coaching process and measuring process.

### MGSCC Leader and Team Coaching

You may want to consider Marshall Goldsmith Stakeholder Leadership and Team Coaching for senior leaders and teams. I can run this myself, or put together a local, national, or international package for you. I can introduce you to Marshall and a number of the very best coaches world wide.

MGSCC programmes can be offered on a 12 month "No Gain No Fee" basis,

Marshall has coached over 80 CEO and Managing Partners in the world's top organisations. His processes are robust and transferable.

### NLP Business Programmes

I provide Richard Bandler certified 1:1 and group NLP courses. These include NLP business practitioner, master practitioner and coach practitioner. The 1:1 programmes normally run for 6 months, and for international clients, are conducted over Skype. The group courses can also be run internationally, subject to diaries.

These programmes introduce clients to some of the MGSCC process and are a good precursor to the MGSCC programmes. I work with just 20 of these clients a year, so spaces are limited.

### CoachingCloud coaching platform

I use the CoachingCloud and MGSCC coaching platforms to support my coaching programmes. An effective coaching platform is critical to the value you receive from a coaching programme.

The CoachingCloud platform is ideal for companies who aren't in a position to develop their own platform, and who want a cost effective way to support their coaching programmes. Using the platform can significantly increase the benefits you receive from coaching.

## 7.0 Next Research Project

The next coaching / research project will be exploring how to make coaching more universally available. Phase one will be to establish the key questions to consider in making high quality coaching available to a wider audience. If you would like to contribute to the project please let me know.

All our research themes are linked in increasing value from coaching.

## 8.0 Appendix

### Methodology

I aimed to speak to around 40 HR and Talent VPs, Directors and senior professionals. Each participant was asked to take part in a 60 minute face to face or 45 minute telephone (or Skype) interview. These were more of a discussion and exploration rather than a traditional question and answer interview.

### Background to the discussions

1. All individual answers were confidential.
2. Participants were encouraged to ask questions throughout the discussion.
3. Some of the questions were difficult to answer, so all answers and thought fragments were welcome. I was looking for ideas to develop into solutions in the paper.
4. Each participant received a free copy of the report and a choice of one of my favourite coaching books as a thank you for their time and insights.
5. Participants are only be mentioned by name in the white paper if they confirmed that they were happy for this.

### Structure of the interviews / discussions

1. I briefly introduced and explained the research project and answered any initial questions.
2. The participants introduced themselves and talked about their current top line view of coaching.
3. After reading and contributing to the Coaching Value Questions, they chose two topics and gave some ideas about how they would go about answering them, and how they would know if implementation had been successful.
4. The responses directly contributed to Section 3 - Findings and Results: Coaching Value Questions and Ideas to Address Them and Section 4 - Other Questions to Ask When Setting Up a Coaching Programme.
5. I completed the other sections.

### Acknowledgements

I would like to thank everyone who so generously shared their time and thoughts to contribute to this project. They include Lucinda and James Stokes of CoachingCloud, and Dorota Bourne, Associate

Professor of Coaching and Change Management at Henley Business School. Many others have also been very insightful, and they will be publicly thanked in the next edition.

The expertise of these people was fundamental to this work, however, the final conclusions are mine alone and do not necessarily reflect the views of everyone who took part.

## About Michael Beale

Michael has more than a decade of worldwide Business NLP Coaching and three decades of top level business experience, specialising in retail buying, marketing, and business strategy. His successes are measurable and repeatable due to his unique combination of coaching skills with the latest developments in neuroscience, and a thorough understanding of the best performance improvement processes and platforms.

He is the Director of both Leadership Executive Coaching (UK) and Business NLP Ltd. His clients include senior executives from: Accenture, Argos, AstraZeneca, Barclays, BT, BAE Systems, British Sugar, CSC, Centrica, Canadian National Railway, HBOS, ODPM, Oracle, Petroleum Development Oman, Network Rail, Roche, The Prime Minister's Strategy Unit, and the main public services.

Michael is a Marshall Goldsmith Stakeholder Centered Certified Leadership and Team Coach® and a First Institute SNLP Licensed Coach Trainer. His NLP Training and Coach Training are accredited by both founders of NLP: Richard Bandler and John Grinder. He holds an Advanced Business Diploma in World Class Marketing and an honours degree in Chemistry.

## Contact

| Address                                    | Telephone / email  | Web   |
|--|--|---|
| 120 Porthcawl Green                        | +44 (0)1908 506563   | <a href="http://leadership-executive-coaching.uk">http://leadership-executive-coaching.uk</a> |
| Tattenhoe                                  | +44 (0) 7944 388621  | <a href="http://www.linkedin.com/in/beale">http://www.linkedin.com/in/beale</a>               |
| Milton Keynes<br>MK4 3AL<br>United Kingdom | <a href="mailto:michaelbeale@execcoach.net">michaelbeale@execcoach.net</a> |   |

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