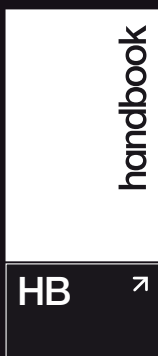




HB 332—2011
Coaching in organizations

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Handbook

Coaching in organizations

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PREFACE

This Handbook was prepared for Standards Australia Committee MB-009, Human Resources and Employment, by a working group comprising representatives of organizations with experience and objectives in the field of coaching in organizations (see ‘Acknowledgements’ on the following page).

This Handbook presents guidelines for the practice of coaching in organizations. It has been conceived and developed at a time when the nature of professional practice is undergoing significant change. Unlike other forms of education that seek to identify and claim a distinct body of professional knowledge as a base, coaching draws upon knowledge from multiple disciplines including psychology, business principles, education and the social sciences.

The cross-disciplinary nature of coaching is one of its major strengths as it can draw from a range of sources in order to meet the changing and complex needs of a post-professional world. However, this flexibility also requires discipline if it is to be effective. This Handbook aims to assist readers in identifying some of the boundaries and processes involved in rigorous reflective practice.

Coaching is a rapidly growing area of professional practice and this Handbook represents the input of a range of key stakeholders, e.g. purchasers, suppliers, professional associations, training organizations, researchers, universities and government, who have come together to pool their experiences. While it does provide guidelines, the Handbook is written more as an aspirational document for an emerging discipline. It does not seek to prescribe how coaching must be conducted. Rather, it seeks to capture emerging practices and processes that many (if not all) stakeholders will see as valuable.

This Handbook is designed to be used by all key stakeholders in the field of coaching in organizations, including the following:

- (a) For purchasers of coaching services, it identifies issues to take into account when setting up, running and evaluating coaching programs.
- (b) For coaches and coaching organizations, it identifies issues regarding selection and ongoing professional development of coaches and the delivery and evaluation of coaching.
- (c) For organizations involved in coach training, it charts the route from belief-based to evidence-based practices and can be used in developing curricula, targeting and assessing competencies, and the development of professional development programs and supervision.
- (d) For universities, it identifies emerging issues relevant to teaching and research.
- (e) For professional associations, it identifies issues pertinent to governance, ethics and continuing professional development of coaches.

In particular, it was seen that coaching in organizations is, and needs to remain—

- (i) multidisciplinary—drawing from underpinning theories, practices and insights in business, education, psychology and the sciences; and
- (ii) nimble and flexible—to be able to address the emergent needs of clients and their organizations.

ACKNOWLEDGEMENTS

There are many to thank for this remarkable project and the organizations they have ably represented are listed below. However, one person in particular should be named and that is our principal author, Professor Michael Cavanagh. With a large working party he has mind-mapped each chapter, produced initial drafts, listened to feedback and re-worked each Section to capture the essence of each issue. It has been a remarkable experience and we have all learned much along the way. The group became genuinely self-managing with members taking responsibility for their contributions and for appreciating the contributions of others. The soap boxes we brought to early discussions quickly flattened as we listened to the diverse views and good sense in the room.

As a group we have also faced (and still do) some big unresolved issues. For example, much coach training is still belief-based, as distinct from being built from a body of evidence. This does not mean it is bad training but this does have implications for seeing coaching as an area of professional practice. Another example concerns ethics. One of the characteristics of a profession is that its members are bound by a code of ethics. Coaching has many codes. Again, what are the implications? Raising these issues enables us to make informed choices about the continuing development of standards for coaching in organizations. We also believe the Handbook will be useful in distinguishing between other areas of coaching practice such as life coaching and career coaching.

Ann Whyte

**Chair Standards Australia Committee MB-009, Human Resources and Employment.
Chair of Working Group to Sub-Committee MB-009-06, Coaching.**

The Working Group comprised representatives from the following organizations:

Allens Arthur Robinson
AMP
ANZI Coaching
Australian Human Resources Institute
Australian Institute for Training and Development
Australian Psychological Society–Interest Group Coaching Psychologists
Australian School of Business
Australian Taxation Office
Blake Dawson
Corrective Services NSW
Development Alternatives
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Freehills Patent and Trade Mark Attorneys
Gilbert and Tobin Lawyers
Institute of Executive Coaching
International Coach Federation
International Coach Federation of Australasia
Lion Nathan
Melbourne Business School—Mt. Eliza Executive Education
Monash University, Department of Management
Nardoo Partnership
National Australia Bank
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STANDARDS AUSTRALIA

Handbook

Coaching in organizations

SECTION 1 THE SCOPE OF THIS
HANDBOOK

1.1 INTRODUCTION

Intended audience.

This Handbook offers guidelines for the professional practice of coaching in organizations and for the training of professional coaches who work in organizations. The intended audience includes:

- (a) Providers and purchasers of coaching in organizations.
- (b) Those involved in the training and education of coaches.
- (c) Professional bodies concerned with organizational coaching.

What is organizational coaching?

The type of coaching considered by this Handbook is any coaching that is provided by a formally designated coach and conducted within organizational settings for the purpose of improving clients' job-related skills, job performance or work-related personal development.

1.2 WHO ARE ORGANIZATIONAL COACHES?

Organizational coaching goes beyond the manager's role.

Organizational coaching is offered under many names. These commonly include Executive Coaching, Leadership Coaching and Workplace Coaching. This Handbook understands an organizational coach to be a person who is engaged to provide coaching services to a coachee, distinct from other roles or relationships that person may have with the coachee. These coaching services are aimed at improving the skills, performance or personal capacities of the coachee. Hence, organizational coaches may be employed in the same organization as the coachee (internal coaches), or may be engaged as an external provider by the coachee or the coachee's organization (external coaches).

1.3 HOW WILL THIS HANDBOOK BE HELPFUL?

For coaches.

It is hoped that this Handbook will be useful to current and aspiring professional organizational coaches in:

- (a) Assessing and selecting initial and ongoing professional development and supervision.
- (b) Determining when coaching is the most suitable intervention to meet a potential client's need.
- (c) Guiding and evaluating the coach's own practice.

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