

Evaluation Research Report on the Coaching Pilot

Prepared by

**The University of British Columbia, Human Resources,
Organizational Training & Development**

**Julie Stockton, Erna Hagge, Marie-Laure Michaux,
and**

Catherine C. Dunlop, Research and Evaluation Unit, SFU

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Prologue

Introduction

Through *Trek* and the People Plan, UBC has established a goal of becoming a learning organization and has identified the need to sustain respectful and effective people practices. As the University enters an era of constant change in which there is less influence and control over the variables that affect performance, the organization's leaders will increasingly be pressed to adopt a coaching model. In addition to supporting the development of a learning organization at UBC, a coaching model can also help to:

- encourage managers to engage in thoughtful leadership practices and to become skilled at reflective learning
- improve the way that management and unions/associations talk to one another
- increase a self accountability approach
- encourage employees to strive for excellence in professional/personal development and contributions to UBC
- and support recruitment and retention through succession planning.

In September 2002, a coaching pilot was initiated at UBC with four purposes:

1. To determine the extent to which coaching services will be able to support and enhance change at UBC;
2. To determine the extent to which a coaching program will improve leadership capacity at UBC;
3. To develop new ways of thinking and working in support of a learning organization;
4. To determine the extent to which a coaching orientation supports the use of collaborative Human Resource programs (such as Performance Development and JSTP for staff).

To date, 78 faculty and staff have received coaching from a total of 16 internal and external coaches.

The pilot was considered to be an innovative experiment and as such, an independent evaluator was contracted to carry out research on the pilot. The research questions were structured to parallel the four purposes of the coaching pilot laid out above. In addition, research hypotheses were articulated by the OTD team and helped to guide the evaluation.

The research methodology included triangulation of data source and method (15 interviews were conducted with the initial, pre-pilot group of coaching participants, 17 interviews with the Pilot Group, and 18 completed responses to an online survey of the Pilot Group for a total of 50 respondents including 39 M&P, 7 faculty, and 4 CUPE). The set of guiding research questions together with the relevant findings are presented below:

Summary of Key Findings

1. To what extent will coaching services will be able to support and enhance change at UBC?

The research findings indicate that coaching services effectively addressed many of the challenges which often present an impediment to change. Alignment with goals of the organization and feelings of isolation have been cited in the benchmarking data¹ as being significantly impacted by coaching. The pilot evaluation findings identified improved ability to juggle multiple demands; enhanced self-knowledge and time management skills; and improved capacity for goal setting, strategizing plans for implementation, team building, and change management.

2. To what extent will a coaching program help to improve leadership capacity at UBC?

Leadership has been defined as “an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.” The concept of leaders-followers is dynamic – one can be a follower sometimes and a leader in a different relationship or, on another occasion, in the same relationship. “Followers do not do followership, they do leadership. Both leaders and followers form one relationship that is leadership.”²

Benchmarking data³ indicate that leaders are less effective if they lack relationships that incorporate challenge and support. Participants reported that coaching services improved leadership capacity by allowing them to let go of unproductive emotional tension and increase the creative approach that encouraged clear strategizing, broadened thinking, untainted relationships, and involving others in decision making. In addition, those coached talked about an increased ability to provide support to people in senior leadership positions.

3. What new ways of thinking and working in support of a learning organization can be developed?

¹ Executive KnowledgeWorks (2002). *Executive Coaching: Best Practices and Trends in Corporate America*, p.1:2

² Rost, J. (1991). *Leadership for the twenty-first century*. New York: Praeger, p. 111

³ Executive KnowledgeWorks (2002). *Executive Coaching: Best Practices and Trends in Corporate America*, p.6:13

In order to evolve as a learning organization, we will need to develop relationships and willingness to challenge ourselves and our leaders beyond a comfort zone. Coaching provides essential feedback and encourages people to see themselves in their own context as well as in the context of the overall University. It is particularly important where there are unique positions and responsibilities (where it becomes a strategy for knowledge management), and if the corporate culture tends to share mostly good information (thus avoiding uncomfortable conversations) with the executive. “Through the simple power of self-knowledge that fuels the passion, vision, and willingness to take risks that create excellence, there is a remarkable capacity each of us holds to change ourselves and, ultimately, our organizations”.⁴

Also, participants reported that coaching increased self accountability for learning and self motivation, and helped to empower employees to move in critical directions, and as such, is an effective tool for implementing *Trek 2000*.

4. To what extent will a coaching orientation support the use of collaborative Human Resource programs (such as Performance Development and JSTP for staff)?

Coaching services can complement ongoing training programs and/or can help clients identify appropriate HRD opportunities. Serving as a potential conduit to other programs and helping employees articulate and focus on their goals are features of a coaching orientation that will support the use of collaborative HR programs.

In the goals of the People Plan, UBC has stated a desire to sustain staff and faculty through creative retentions strategies and the creation of a healthy workplace. Coaching reportedly helped to reduce sick time and unhealthy stress; alleviate feelings of isolation; increase employee retention and loyalty; and avoided expensive grievances and litigation.

The evaluation research found the Coaching Pilot program to have been a worthwhile investment with positive impacts on the clients, their departments and the University. All clients would recommend the program to others at UBC and all clients recommended that the program be continued.

“This is the engine that will drive us to those places we want to go.”
(Coaching Pilot participant)

⁴ Quinn, R. (1996). *Deep change: discovering the leader within* (1st ed.). San Francisco: Jossey Bass.

Body of Report

Context

Evolution of a Coaching Model at UBC

For several years, the department of Organizational Training and Development (OTD) in Human Resources has held a solid reputation in providing skills training through its *MOST* program offerings. Recent feedback, however, indicated that the *MOST* program, initially conceived to support leadership development of staff, was no longer as valued by middle and senior managers. A needs assessment conducted last year with senior M&P at UBC indicated many had outgrown classroom training as an appropriate source for learning – senior M&P have unique developmental needs and require ongoing development to ensure sustained improvement. This is partly due to the rapidly changing nature of the University and the demands it makes on its leaders.

Furthermore, where a classroom context for learning is still appropriate, it can be complemented by coaching. A recent British study found that “training improved effectiveness by 28%, whereas training plus coaching improved effectiveness by up to 88%”.⁵

Within the University, as in other organizations, we are facing enormous challenges with respect to faculty and staff renewal (recruitment and retention). In addition, financial restraint and technological change have significantly altered work processes. There is, therefore, a greater need for the University to support employee development. There is a corresponding need for “employees who are willing to assume responsibility for their own growth and development, who are receptive to positive and negative feedback, and who are willing to accept suggestions and advice”.⁶

The core elements of the coaching process – support, modeling, step-by-step development, and encouragement⁷ provide an alternative to training where new skill

⁵ Weafer, Sean. (2001). *The business coaching revolution*. Dublin: Blackhall. p.ix

⁶ Gilley, Jerry, W., and Nathaniel W. Boughton. (1996). *Stop managing, start coaching! How performance coaching can enhance commitment and improve productivity*. Chicago: Irwin Professional Publishing. p.177

⁷ Bentley, Trevor, J. (1996). *Bridging the performance gap*. London: Gower. p. 121

development does not constitute the major performance gap. Based on interviews with over 400 U.S. companies, the National Benchmarking Report⁸ determined that 6% of businesses use coaching for personal development. Coaching uses “effective questioning that brings insight, which fuels curiosity, which cultivates wisdom”.⁹ While coaching is focused on individual employee development, the impact can be collective (direct) and catalytic (indirect). As well, an individual’s goals for coaching can encompass both the personal and professional realms. Each individual’s starting point and progression will be different. Research on the Canadian National Index of Employee Engagement¹⁰ conducted by the Gallop Organization has determined that 24% of employees are actively engaged, 60% are not engaged, while a further 16% are actively disengaged. Coaching provides an opportunity to impact the 60% of employees who are simply not engaged, shifting their level of engagement and hence, performance potential.

Over the past four years, OTD has been taking steps to build programs and services based on the foundations of a coaching model to foster a culture supportive of the changes implicit in *Trek*. OTD initiatives such as Performance Planning & Review and the Job Skills Training Program have approached performance from a learning/developmental perspective, and are designed with coaching conversations as the fundamental organizing premise.

The underlying philosophy of the coaching model at UBC is consistent with the approach laid out in *Coaching: Evoking the Excellence in Others*, by James Flaherty (1999)¹¹, whereby “coaching is a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing”. The OTD staff members involved in this project believe that coaching is not something that you do to people. Rather, it is a partnership and an adventure leading to accelerated growth and development of the client.

⁸ Executive KnowledgeWorks. (2002). *Executive Coaching: Best Practices and Trends in Corporate America*, p.3:4

⁹ Bell, Chip R. (1996). *Managers as mentors*. San Francisco: Berrett-Koehler Publishers. p. 68

¹⁰ Coffman, C. & Gonzalez-Molina, G. (2002). *Follow this path: how the greatest organizations drive growth by unleashing human potential*. New York: Warner Books. pp.139-44

¹¹ Flaherty, James. (1999). *Coaching: Evoking the Excellence in Others*. Boston: Butterworth-Heinemann. p.3

In addition to developing a critical mass of UBC staff and faculty who have received professional Coaching Services (which is a one-on-one confidential working relationship with a coach that accelerates learning), OTD has been offering coaching skills training to support the use of coaching conversations in daily interactions within either peer or reporting relationships. Internal facilitators have been certified to deliver the Coaching Clinic workshop. Other workshops have been added to support the Coaching Clinic. *Coaching in Context* is a workshop designed to provoke thinking about how the Coaching Model can be applied in the University setting, and examining the characteristics of an organizational coaching culture.

The aggregate of this phased approach is to help us move from a culture of ‘control-order/compliance–prescription’ to one of ‘acknowledge-create-empower’, a model of interaction that enables people to generate results and to be energized by the results they generate.

Participants’ initial perceptions and experiences of coaching are a key piece to the puzzle of what makes coaching effective. If participants view coaching as “advising”, then they may not be satisfied with the coaching services that they do receive and the benefits short lived. If they see coaching as “mentoring”, they will find themselves in a different kind of relationship that focuses less on their specific needs. And if they view coaching as “counseling”, then they may be resistant to the idea of engaging in coaching. One of the best ways to learn to provide supportive coaching is to experience coaching first-hand; to have the experience modeled.

Focusing, as coaching does, on goal setting and results and the exploration of specific problems, as well as on opportunities to enhance existing skills and strengths, allows participants to work more efficiently and become more focused and motivated.^{12 13 14}

¹² Supervision. (January 1997). *Coaching: The new way to manage corporate success*. pp.3-4

¹³ North, David. (June 1997). *Have your coach call my coach*. Canadian Business. p.205

¹⁴ Bentley, Trevor J. (1996). *Bridging the performance gap*. London: Gower. p.121

Evaluation Research

One of the conditions of the coaching pilot was that a formal evaluation be conducted. Given that the pilot was a type of experiment, the evaluation emphasized a research approach (as opposed to just monitoring or formative evaluation), whereby initial hypotheses were articulated by the OTD team and were investigated by triangulating both data source and method. A summary of the main research components is presented below. A detailed description of the evaluation research methodology as well as copies of the research instruments are provided in the Appendix.

Data Source	Method	Sample Size
Initial Group of Coaching Participants (Response rate: 79%)	In-depth Interviews - conducted by telephone - audio-taped and transcribed - anonymity maintained - thematic analysis	n=15
Pilot Group of Coaching Participants (Response rate: 59%)	In-depth Interviews - conducted by telephone - revised questions from initial group - audio-taped and transcribed - anonymity maintained - thematic analysis	n=17
	Written Survey - conducted online - both open and close-ended questions - thematic and statistical analysis	n=18
TOTAL		n=50

NOTE: The coaching pilot also included a benchmarking study and a literature review (undertaken by OTD staff). The evaluation research incorporated findings from this background work as appropriate.

Key Findings

Research Question	Key Findings
<p>1. To what extent will coaching services be able to support and enhance change at UBC?</p>	<p>Coaching services effectively addressed these challenges, which are often impediments to change:</p> <ul style="list-style-type: none"> - feeling overwhelmed in a new or current position - addressing sensitive interpersonal issues - improving time/self management skills - identifying core competencies - improving communication with co-workers, supervisor - identifying career path options and training opportunities - implementing downsizing and change management in a humane way - improving job performance - increasing job satisfaction
<p>Illustrative Quotes</p>	
<p><i>“I am now able to adapt and I am not feeling as overwhelmed as before.”</i></p> <p><i>“I was given a better sense of how to introduce major change into an organization and how to manage major change. As academics, we don’t often get any training in those things.”</i></p> <p><i>“UBC is a huge entity, made up of multitudes of smaller units that seemingly do not have any connection with each other. Programs like coaching could help create a feeling of personal investment.”</i></p>	
<p>2. To what extent will a coaching program help to improve leadership capacity at UBC?</p>	<p>Coaching services improved leadership capacity in these ways:</p> <ul style="list-style-type: none"> - increased confidence levels of incoming and long term leaders - provided support to people in senior leadership positions - increased awareness of leading vs. managing - provided brainstorming opportunities for problem-solving - integrated a coaching approach into clients’ leadership roles - avoided costly errors in implementing a re-structuring - increased self-awareness and mindfulness - prevented conflict and grievances - helped to achieve departmental goals - helped to avoid burnout - helped clients to strategize and stay focused
<p>Illustrative Quotes</p>	
<p><i>“Coaching should become a tool to enhance and develop leaders at UBC. The ability to coach should be a core competency that our supervisors and senior managers should possess and therefore be integrated into our recruitment strategies and performance management. Coaching should also be integrated into daily practice – it can assist in problem solving and working through critical issues with staff.”</i></p> <p><i>“It allowed me to develop a process that was well thought out, that I could be confident was appropriate, and then to handle the very difficult task in a humane, thoughtful, and constructive manner.”</i></p> <p><i>“Coaching can create a more inclusive environment and can be critical to enhancing leadership development.”</i></p> <p><i>“I have never had any instruction whatsoever or help or support in terms of how do you manage a group of people. I’ve been very grateful to have somebody who specializes in that area, to bounce ideas off of, and they say ‘maybe you should do this instead of that’.”</i></p>	

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Research Question	Key Findings
3. What new ways of thinking and working in support of a learning organization can be developed?	<p>Coaching helps to empower employees to move in critical directions and as such, is an effective tool for implementing <i>Trek 2000</i>. Coaching supports a learning organization by:</p> <ul style="list-style-type: none"> - helping people to see themselves in their own context as well as in the context of the overall University - bridging the gray area between HR and everyone else - closing the gap between mediocrity and excellence - increasing the number of positive, self-aware people - increasing problem-solving capacity - increasing ability to coach self and others

Illustrative Quotes
<p><i>“Successful coaching practiced by our leaders will give others a greater sense of participation in supporting the University's functions, which is one of the strategies within the Trek 2000 document.”</i></p> <p><i>“Trek does speak about valuing employees and if they would like to put their money where their mouth is, then this would be something that would really be sending a clear message that they mean it.”</i></p> <p><i>“Initially, I was looking for more of a hands-on type of response [from the coach], for example, what to look for in hiring someone. But in actual fact, what ended up happening was looking at what my core competencies were and addressing it that way. So rather than turning it around and her giving me the answers, she looked at what did I have, what could I draw from in order to solve the problem. It really was ‘Shall I buy you a fish, or teach you how to fish?’”</i></p> <p><i>“The coaching process is sort of like a work book and you have to work thought it right? And as we worked through it, a lot of stuff fell away and what was left was the core of how we could communicate.”</i></p> <p><i>“A shift in how we manage as managers. How we communicate with people. Coming more from a basis of curiosity and inquiry. A heightened level of respect and recognition for others.”</i></p>

4. To what extent will a coaching orientation support the use of collaborative Human Resource programs (such as Performance Development and JSTP for staff)?	<p>Coaching services can complement ongoing training programs and/or can help clients identify appropriate HRD opportunities. These features of a coaching orientation will support the use of collaborative HR programs:</p> <ul style="list-style-type: none"> - serves as a potential conduit to other programs - increases client self-awareness and engagement - provides a non-threatening environment for “free speech” - helps employees articulate and focus on their goals <p>Coaching also helps to:</p> <ul style="list-style-type: none"> - reduce sick time and eliminate unhealthy stress - reduce feelings of isolation - increase employee retention and loyalty - manage conflict in constructive ways - avoid grievances and litigation
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Illustrative Quotes
<p><i>“I would see coaching as very complementary to ongoing training and it could help people target and develop in a much more augmented and focused manner.”</i></p>

“The benefit of coaching is that it is one-on-one and you really do feel free to say whatever you need to say in order to deal with whatever the issue is and you can be specific (compared to courses).”

“I think coaching is unique. I mean, you can’t read about it in a book or in a manual. It is far more personalized and each situation is different.”

Additional Questions	Key Findings
What was the length of the coaching experience? How did the frequency of sessions vary?	<ul style="list-style-type: none"> - Typically three to four months; some meetings were disrupted due to labour dispute - Sessions were generally held every two weeks - Sessions with internal coaches were mostly face-to-face (finding a space to meet was problematic) and sessions with external coaches were mostly conducted over the telephone
Had the clients used the services of a professional coach before?	<ul style="list-style-type: none"> - None of the clients in the initial (pre-pilot) group had prior experience with a professional coach - Two respondents to the online survey and one respondent in the Pilot group had used the services of a professional coach before
What were clients’ expectations and goals at the outset? To what extent were these goals addressed?	<ul style="list-style-type: none"> - Many clients indicated that because they had no prior experience, they did not have any expectations - On the other hand, some clients did have specific expectations and goals, and in some cases, they added new goals once the sessions were underway - Responses were extremely positive around addressing goals - client goals were addressed to a great extent through coaching, regardless of the clients’ positions or affiliations - 75% of the online survey respondents indicated their goals were addressed <i>to a great extent</i> and 25% indicated that they were <i>somewhat addressed</i> (no one said “not at all”)

Illustrative Quotes

“I didn’t have any expectations or goals or anything like that. I just needed someone to talk to.”

“I didn’t really have any expectations other than I had a real need to talk to somebody and the position I was in, in the University there wasn’t anybody that I could go and speak to about the things that I needed to talk about.”

“I know sometimes when people come into coaching, they come in with very broad goals and I didn’t. I felt mine were quite specific.”

“Initially, my goal was, as a new administrator, to make sure that what I was doing was in line with the University’s vision and mission.”

”It certainly helped and it certainly helped me to get past a difficult time and it gave me what was really important, a chance to say the things that I was feeling...It also gave me some ways of trying to deal with the people who were involved in this issue...certainly there was significant progress.”

“What the coaching forced me to do was to sit down and figure out how I’m going to deal with this huge thing that I keep putting aside.”

“I have learned many things about communication styles and how different approaches work best with different people.”

“At the end of my coaching I felt far more organized both in terms of how I structure my office environment as well as

where my path will take me and what I need to get there.”

“The specific issues we ended up discussing were very well addressed...helping me to see parts of the problem instead of seeing it just as one problem.”

Additional Questions	Key Findings
<p>What was the nature of the challenge that clients hoped would be addressed?</p>	<p>Client challenges to be addressed included:</p> <ul style="list-style-type: none"> - need for HR advising from a neutral person, in an anonymous context - need for improving communication with supervisor and or staff - need help with professional development and career-pathing - need to produce a strategic plan or focus on a large task - need to shift focus to be more creative in approaching challenges - need for role clarification or skill development - burnout and/or growing sense of frustration about job - poor (or no) performance evaluation from supervisor - new strategies needed for specific problem solving
<p>Illustrative Quotes</p>	
<p><i>“The main thing that I needed was someone neutral to talk to, someone who had some HR capacity and would just understand how things are being managed and what I should do to help myself in some situations.”</i></p> <p><i>“I felt I was not working productively in my office environment.”</i></p> <p><i>“The nature of the challenge was primarily to make a successful transition to a managerial/ leadership position.”</i></p> <p><i>“To deal with the challenges of moving from a peer to a supervisory role.”</i></p>	
<p>How was clients’ performance at work affected?</p>	<ul style="list-style-type: none"> - Clients experienced a range of changes, all positive, in their performance at work stemming from increased confidence, self-accountability, engagement, knowledge of UBC policies and goals, greater enthusiasm and a more positive outlook
<p>Illustrative Quotes</p>	
<p><i>“What it improved was my enthusiasm for my job...when you feel engaged, your performance is better. You’re enthused. You get much more fired up about all aspects of your job. You are able to perform better, absolutely.”</i></p> <p><i>“It changed my outlook. It helped me deal with it a little bit easier. Knowing too that I had a support system behind me - that I wasn’t doing this all on my own. And that I was able to get another opinion on how to deal with things.”</i></p> <p><i>“It was very helpful for me to get up to speed to understand the UBC environment and to use the services of someone who could guide me to finding out how to do things. And they provided huge support.”</i></p> <p><i>“I am not as stressed as I was previously.”</i></p> <p><i>“It really gave me the confidence to speak up.”</i></p> <p><i>“I found my attitude towards work improved a lot because I felt like my manager listened to me and empowered me.”</i></p> <p><i>“My performance has increased. Time management of excessive email and interruptions has allowed me to work smarter. Organizational suggestions have helped me to make changes to work areas which needed help.”</i></p> <p><i>“I believe that coaching had a significant impact on my work performance...The result has been a change in my attitude</i></p>	

and my behaviors and applying new knowledge in skills surrounding assertiveness, interpersonal relationships, listening, coaching, problem-solving and delegating. I also took a new perspective on how to approach my job from a task doer to a task manager and leader. The end result is that I am much more self-confident to tackle the issues as they arise.”

“I experienced tremendous personal growth and renewed self-confidence. I hope to contribute to more harmonious relationships in my immediate team and contribute to team-building. I am a more productive employee.”

“It actually pulled me up. I think it helped to focus me on the job at hand and the priorities that I needed to deal with.”

“I learned the importance of dealing with issues and staff in a professional manner and to not take things personally.”

Additional Questions	Key Findings
To whom would clients recommend coaching services and for what purpose?	<ul style="list-style-type: none"> - Clients wholeheartedly recommended coaching services to others at UBC, mainly to those in administrative positions, people new to UBC, and anyone having difficulties or in stressful situations - 100% of the research respondents would recommend coaching to others at UBC for previously identified reasons
Illustrative Quotes	
<p><i>“I recommend it to anyone in a management position who is interested in developing their own skills or who is faced with making a change.”</i></p> <p><i>“I would recommend coaching to individuals who may be going through transition in their positions - from a staff to managerial role or managerial to a leadership role.”</i></p> <p><i>“I think it is a great tool to enhance employee productivity, but also to salvage situations where people might otherwise go awry...just like preventative medicine saves the health-care industry a lot of money.”</i></p>	
What advice would clients give to the University administration with respect to continuing coaching services?	<ul style="list-style-type: none"> - Clients, without exception, recommended that funding be continued for coaching services at UBC - Additional suggestions include continually monitoring the program, providing some continuity with a core of coaches, and giving it enough time to really show long-term benefits
Illustrative Quotes	
<p><i>“I think this program needs to be expanded - to become part of the University.”</i></p> <p><i>“Certainly to continue funding it. It would be a terrible loss. I would like to see them continue it.”</i></p> <p><i>“It is a really small investment and I think UBC actually got a huge return. I think the investment they got back on it was ten-fold.”</i></p> <p><i>“Coaching is desperately needed at the University. Administrators are very much alone in their departments.”</i></p> <p><i>“This is the engine that will drive us to those places we want to go.”</i></p>	

Research Hypotheses	Key Findings
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<ul style="list-style-type: none"> • That being coached increases the ability to coach self and others 	<p>Coaching clients provided anecdotal evidence of how being coached helped them to incorporate a coaching orientation into their own roles. This resulted in:</p> <ul style="list-style-type: none"> - more harmonious work relations - improved team morale - “managing up” leading to goal congruence
<p>Illustrative Quotes</p>	
<p><i>“I definitely learned some things by going through the coaching process and I have been able to give people a mini version of it.”</i></p> <p><i>“I am more comfortable and more confident dealing with staff and the politics of an office environment. I am learning how I in turn can coach my staff in a nurturing and professional way.”</i></p>	
<ul style="list-style-type: none"> • That coaching is effective regardless of what the participant’s role is in the organization (affiliation, job classification and level) 	<p>Coaching has potential to be effective across the range of roles and affiliations at UBC. Faculty, senior administrators, new managers, and support staff all indicated that coaching was effective for them. It has been effective in the following ways:</p> <ul style="list-style-type: none"> - motivated employees to understand that there are choices to be made in the way they do things, that there is always room for improvement and that they are primarily responsible for influencing any change they wish to see - increased a sense of empathy for others
<p>Illustrative Quotes</p>	
<p><i>“I’m doing my job a little bit better because I have a deeper understanding of how I fit in and where I can go and the moves that I would make to be of greater benefit to my employer.”</i></p> <p><i>“I am more aware of thinking about what I want as an outcome and then figuring out how to make that happen. I am less impulsive, and try to think before I react. I am less defensive with my boss.”</i></p>	
<ul style="list-style-type: none"> • That providing coaching to individuals in an organization (at the management level) will improve individual and organizational performance and job satisfaction 	<p>Substantial evidence shows that individuals experienced improved job satisfaction and job performance through coaching. As well, there are specific case studies where an organizational unit improved performance through coaching in combination with other HR interventions. Coaching is an effective tool for increasing employee engagement in these ways:</p> <ul style="list-style-type: none"> - learning to deal with issues in a professional manner and to not take things personally - increasing self-confidence and sense of clarity - providing new ideas, fresh approaches and applicable insights - improving channels of communication - enhancing critical thinking skills
<p>Illustrative Quotes</p>	
<p><i>“I feel better about myself. I have a better perspective on the people around here and why they do the things they do.”</i></p> <p><i>“When you have leaders who are uncertain how to approach situations, without the coaching it can cost significantly more time. It can result in poor processes, conflict, even lawsuits. There is no doubt in my mind that this is an effective use of resources.”</i></p>	

Research Hypotheses	Key Findings
<ul style="list-style-type: none"> • That coaching results and outcomes will have a long-term impact on UBC's culture and leadership 	<p>Coaching has the potential to have a very large and long-term impact on the culture of UBC. The mechanisms for this impact include:</p> <ul style="list-style-type: none"> - adding to a core of “enlightened” people (to quote one of the clients) who can continue the model by providing ongoing coaching to self and informally to others until it becomes part of the University’s culture - showing in real terms how the University values employees by making an investment in them through coaching - improving the overall ambience of the working environment, making it more welcoming, more respectful, and more compassionate
Illustrative Quotes	
<p><i>“I think coaching gives people the feeling that the University really does care. And that they’re willing to support something that supports people both individually and professionally.”</i></p> <p><i>“I feel like I was given a voice - because I never felt like my manager listened to what I said (before coaching). Working with a coach gave me an outlet to vent, seek advice and be constructive. I also feel much more connected to UBC.”</i></p> <p><i>“I am full of admiration for UBC for venturing into this pilot program. I have more respect for my employer now because they have actually invested some time in me as an individual.”</i></p> <p><i>“Coaching would have an INCREDIBLE impact on the employees of UBC. They would be better prepared to face the daily workplace challenges. We are all faced with tightened budgets and less staff to complete the work. Coaching helps bring ideas to manage these everyday problems.”</i></p>	