

Consensual Qualitative Investigation of Training Executive Coaches

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PURPOSE

To explore the experiences of executive coaches in training as part of an executive coaching research program, we had two goals:

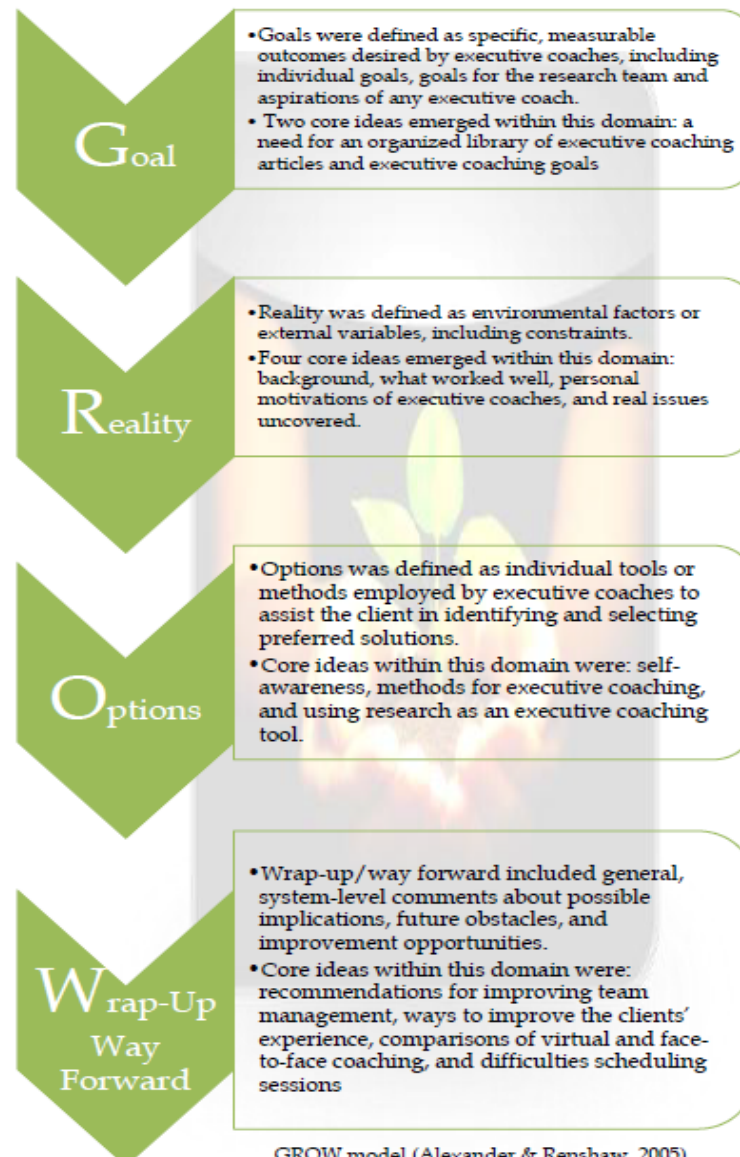
- A. to document the reflective experiences of executive coaches in training, and
- B. to identify opportunities for developing coaching expertise.

METHODS

We used the strategy of consensual qualitative research (CQR; Hill et al., 1997, 2005) to investigate the experiences of members of an executive coaching research team (N = 8). The desired outcome was a rich and detailed description of the executive coaching research experience as experienced by executive coaches in training.



SUMMARY OF DOMAINS & CORE IDEAS OF EXECUTIVE COACHES IN TRAINING



GROW model (Alexander & Renshaw, 2005)



IMPLICATIONS FOR TRAINING COACHES

Apply the Dreyfus and Dreyfus' (2005) Five Stage Model of the Acquisition of Expertise to training executive coaches. The model suggests that skills are acquired and developed along five progressive stages: novice, advanced beginner, competent, proficient and expert. As individuals develop along the five stages, a novice progresses from rule-following to becoming an expert acting intuitively, identifying problems, goals, plans, and actions (Gloria & Jorgen, 2006).

Adapted from the Dreyfus "Novice to Expert" Model of Skill Acquisition

• Expert

The ability to understand the problem and the solution simultaneously.
Application: Encourage pursuit of complex coaching engagements that feature subtle elements that would be unnoticed by coaches with lower levels of coaching expertise.

• Proficient

Possess a gestalt that reflects a good understanding of the figure and ground of the situation and implication for action.
Application: Assist the development of personalized coaching tool-box and the ability to employ different models and techniques based on needs of the client and context of coaching situations.

• Competent

Intentional in planning and goal setting showing increased flexibility in applying rules and procedures.
Application: Provide opportunity to apply a coaching model and framework to a variety of coaching situations.

• Advanced Beginner

Develop context-related rules via practical experience.
Application: Provide supervised coaching experience based on a "Growth Mindset" along with group supervision. Provide a systemic coaching framework, such as Leadership Coaching Framework (Boyce & Hermon-Broome, 2007).

• Novice

Rigid adherence to taught rules and plans independent of context.
Application: Provide a model of key executive coaching competencies, such as the ICF core competencies.