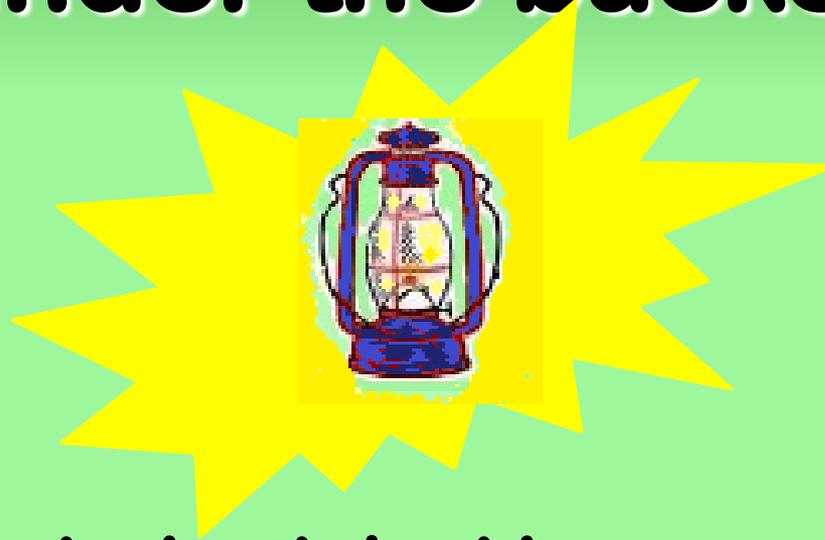


Removing the lamp from under the bucket:



Nurturing talent in a **person-centred**
development assessment centre

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Objective

To explore the impact of a development centre that supports talent management :

- **A person-centred coaching relationship**
- **Authenticity, empathy and acceptance**
- **Apply active listening**
- **Coachees:**
 - **discover potential for development**
 - **create development opportunities for others**

Methodology

- Qualitative study
- Experiences of clients in a development centre
- The assessors were trained to:
 - Focus on person-centred coaching
- Literature study
- Data was gathered from coaches and clients:
 - A focus-group discussion
 - Semi-structured interviews
 - Self-report questionnaires
- Data was integrated
- A thematic analysis was done

Moving away from Teaching

Initially in his career:

Carl Rogers doubted his ability to be of value to clients

Rogers realised:

- Advising and lecturing only bring short-term changes.
- Clients are left more aware of their incompetence.

Coaches may also:

- Doubt their own competence.
- Think they have to teach clients.

Later:

Rogers noticed the value of a meaningful relationship

... in promoting **personal growth**

A Prerequisite for Coaching

“Rogerian principles are central to the success of any executive coaching program.”

(Hedman, 2001, p. 73)

- **Without these conditions other interventions are unlikely to have an impact.**
- **Use this approach in combination with other practices.**

(Hedman, 2010, p. 115)

Learning from Carl Rogers

- Real relationships are vital and meaningful.
- When I am myself, relationships become real.
- In relationships, pretense is meaningless in the long run
- It is not helpful to try to maintain a façade.
- Listen to yourself.
- Accept your feelings.
- When I accept myself, I can change.
- Then change seems to come about almost unnoticed.

Providing a Relationship

- How can a coach provide a relationship that the client may use for personal growth?
- Any training procedure has little value in coaching.
- Methods are futile and insignificant when:
 - Explaining to a person who and what he is
 - Proposing actions that should be followed
- The only outcome when giving advice is:
 - Temporary change
 - Client soon feels more inadequate

(Rogers, 1967, p. 32)

The Cornerstones

Authenticity

- Transparent, genuine, congruent
- Aware of own feelings

Acceptance

- Warmth. Positive regard.
- Respect for the other person

Empathy

- Sensitive ability to see other person's world as he sees it

(Rogers, 1967, p. 37)

The Relationship

- Change happens through experience in a relationship.
- The client “will discover within himself the capacity to use that relationship for growth, and change and personal development will occur.”

(Rogers, 1967, p. 33)

- The coach’s role is to:
 - Attend to content and the process.
 - Reflect understanding to the client.

(Cox, Bachkirova & Clutterbuck, 2010)

The Coach as Expert

- Viewing the coach as expert adviser is controversial.
- Coaching is a sophisticated skill.
- The coach draws on expert knowledge.
- Yet, self-discovery should be facilitated.

(Grant, 2006)

- The coach cannot know the client's reality.
- A coach has no privileged insight.

(Coburn, 2010)

Significance for the client

- Understands aspects of himself.
- Becomes the person he wants to be.
- More able to:
 - Be effective
 - Determine own direction
 - Be confident
 - Be unique
 - Appreciate others
 - Cope with the problems of life.

(Rogers, 1967, p. 38)

Training Content

- **Person-centred principles**
 - Selected literature
 - Daily reading tasks
 - Insights and views logged in a shared workbook
- **Creating a helping relationship**
- **Psychometric profiles in coaching**
- **A tool: self-audit**
- **A humanistic guide to coaching**

Client-centred Principles

- Developing self-awareness
- Developing verbal fluency
- Facilitating self-determination in others
- Learning to slow down and **listen**
- Following the client's direction
- Including goal-setting and strategies

(Joseph, 2006, p. 51-52)

Psychometrics in Coaching

- Wise use of psychometrics can be valuable.
- Person-centred coaches may avoid assessments.
- Personality profiles depends on a coach's skills.
- Always substantiate results with the client.
- Discuss examples that illustrate typical behaviours.

(McDowall & Kurz, 2007)

Non-directive Feedback

- Person-centred coaching is defined by the relationship.
- Yet, other techniques may be used.
- Important: **How** the psychometric results are used.
- Coach remains non-directive.

(Cox, Bachkirova & Clutterbuck, 2010)

Personality Questionnaires

Work-related Personality Questionnaires:

- Focus on behaviour styles at work
- Measure stable characteristics
- Predict work-based competencies
- Accept that preferences may change
- Encourage development
- Acknowledge the value of coaching

Personality Profiles in Coaching

- Use at various stages in coaching
- Support each stage in the **GROW** model
- Use as a baseline measure to understand general **goals** and the current **reality**
- Consider **options**
 - Build on strengths
 - Focus on development needs
- What the client has the **will** to do, would commit to
- Use to evaluate change after a period of coaching

Is it a Diluted Version?

According to Stephen Joseph:

Many coaches who use a person-centred style

- especially in combination with other approaches
- may do it in a watered-down way

They might not fully appreciate the depth of the philosophical underpinnings of the approach.

Results

Sharing the rich data that a qualitative study offers:

- **Data was collected from various sources**
- **Verbatim feedback and quotes**
- **Emotional opinions and comments**
 - **A person-centred relationship**
 - **Value for development**
 - **Coaches' experiences**

Conclusions

- Coaches were:
 - relaxed and comfortable
 - able to be person-centred
 - able to create a safe environment
 - surprised that clients accepted the opportunity
 - to do most of the talking
 - not intimidated by client's position or expertise
 - relieved that they did not have to prove their competence
 - concerned about additional time required

Conclusions

- **Clients:**
 - asked for follow-up sessions
 - were positive and appreciative
 - told others about the process
 - made enquiries about arranging coaching for their
colleagues and teams
 - did not realise that development is their **OWN**
responsibility

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