

The Competencies of Coaches in a Coaching Development Centre (CDC)

BERNICE VENTER

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OVERVIEW

- Background to the study
- Theoretical Foundation
- Research Methodology
- The Competencies of Coaches in a CDC
- Conclusion
- Questions



BACKGROUND TO THE STUDY

- As a result of globalisation, the new global economy is faced with increasing complexities, challenges and changes (Briscoe & Schuler, 2004; Grobler, Bothma, Brewster, Carey, Holland, & Warnich, 2011).
 - Organisations need to be more competitive than ever before, with more effective strategies needed to manage talent.
 - In response to this need, assessment centres (ACs); development assessment centres (DACs); and coaching development centres (CDCs) emerged.
 - DACs have become increasingly popular in practice as a tool to facilitate behavioural change and improve performance, with over 40% of ACs serving a developmental purpose (ACSG, 2015; Lievens & Thornton, 2005; Rupp et al., 2006).
 - Being a relatively recent emergence, there is a significant need for research to provide further evidence in this domain (Appelbaum et al., 1998).
 - CDCs are an even more recent emergence, with very limited research in existence.
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BACKGROUND TO THE STUDY (CONTD.)

- In order to address the gap in research, it is useful to investigate each integrated function within DACs and CDCs.
 - Instrumental to the success of any assessment centre, is the role of an assessor/observer (Woodruffe, 2000).
 - However, assessors and observers are faced with significant cognitive demands, negatively impacting the success of the centre (Bycio, Alvares, & Hahn, 1987; Gaugler & Thornton, 1989; London, 2001).
 - The coach at a CDC has a broader role to perform than the assessor at an AC and the observer at a CDC, resulting in even greater cognitive demands.
 - Very little evidence exists regarding the cognitive requirements for observers, with no existing research on the cognitive requirements for coaches in CDCs.
 - By exploring the competencies of coaches in a CDC, specific behavioural requirements can be identified that will facilitate ease in performance.
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THEORETICAL FOUNDATION OF THE STUDY

Competence



Standards of performance



What people are able to do

vs.

Competency



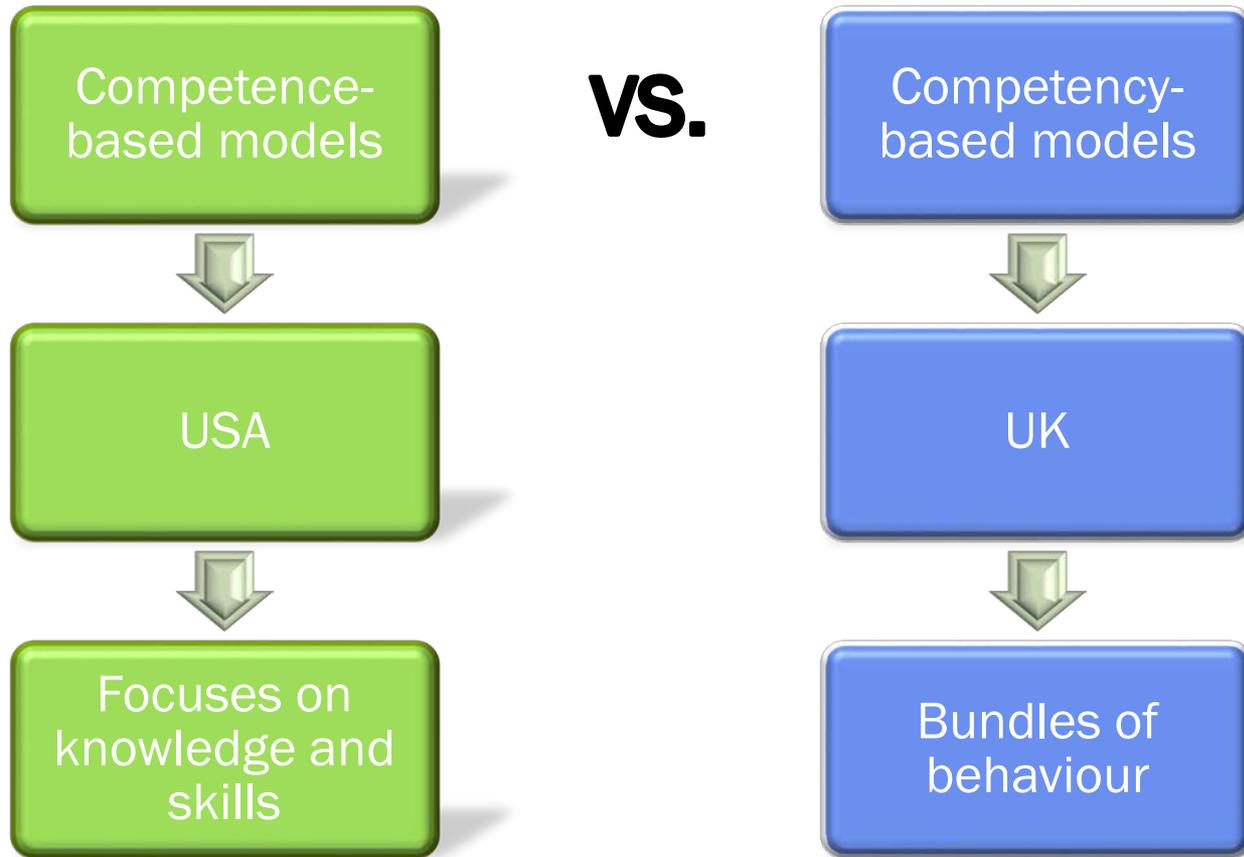
Behaviour by which a standard of performance is achieved



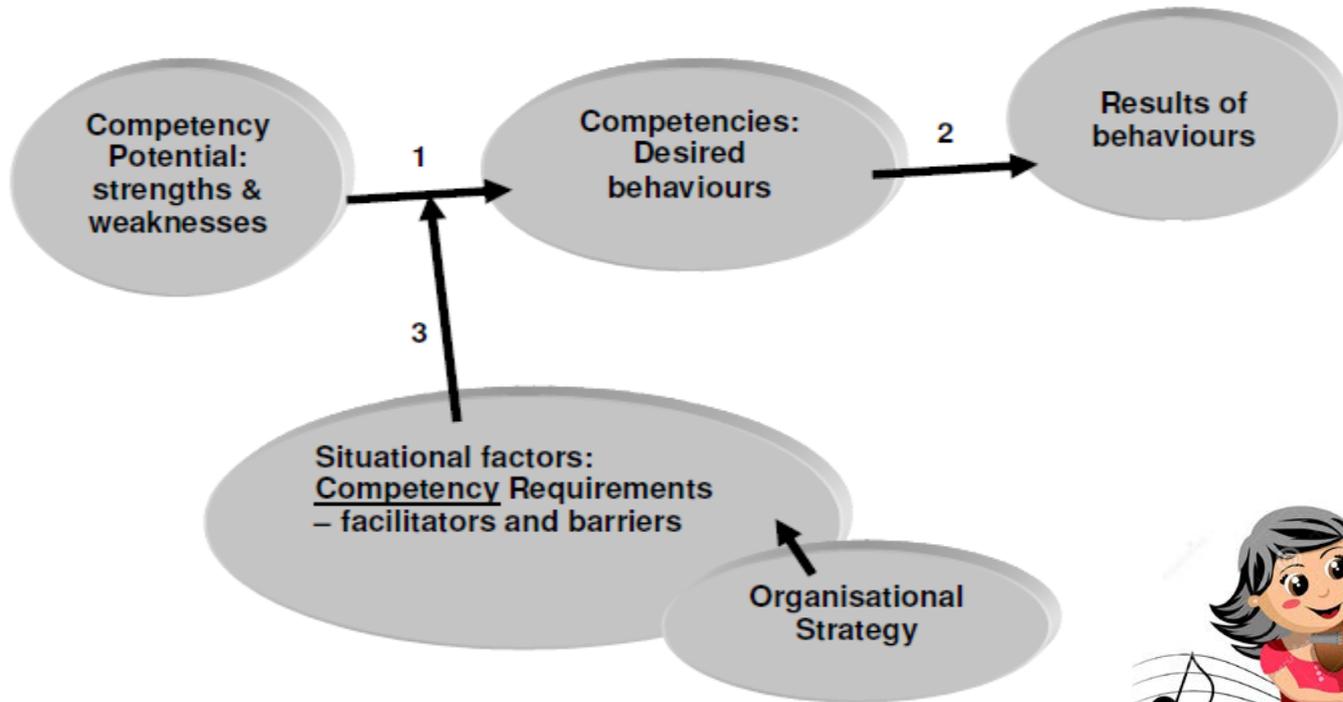
How people are able to do it



COMPETENCY BASED SYSTEMS



SAVILLE AND HOLDSWORTH (SHL) COMPETENCY FRAMEWORK



INTENDED PURPOSE OF RESEARCH

- To gain an in-depth understanding of the role demands of a CDC coach, and the competencies necessary to perform optimally.
- To construct a comprehensive competency framework for CDC coaches
To establish which competencies are important for the role of a CDC coach.
- To discern between core and secondary competencies.
- In response to these needs, the following research methodology was used:
 - Qualitative research methodology, with an exploratory research intent
 - Three data-gathering methods: 1) Self-completed questionnaires; 2) Semi-structured interviews; and 3) Delphi Technique
 - Purposive sampling
 - Content analysis

Preliminary Competency Framework

- In-depth review of the literature
- 15 Competencies revealed

Questionnaires: Phase 1a and 1b

- Validation and expansion of preliminary competency framework
- 22 Competencies

Phase 1a

- Closed questions
- Importance of competencies rated by means of a rating scale

Phase 1b

- Open questions
- Unique role demands revealed

Interviews

- Validation and expansion of competency framework
- Open questions
- Additional competencies revealed
- 26 competencies

Delphi Technique:

- Final validation of competency framework

Round 1

- 26 competencies

Round 2

- 25 competencies

COMPETENCY PROFILE: CDC COACHES

	Competency	Average Ranking
Core Competencies	1. Communication skills	4.9
	2. Empowering behaviour	4.9
	3. Honesty	4.8
	4. Openness to experience	4.8
	5. People orientation	4.6
	6. AC Knowledge	4.6
	7. The ability to work within the framework of the CDC	4.5
	8. Positive regard	4.5

	Competency	Average Ranking
Core Competencies	9. Relational attunement	4.5
	10. Interpersonal sensitivity	4.3
	11. Analytical thinking skills	4.3
	12. Tactically supportive behaviour	4.3
	13. Flexibility	4.3
	14. Emotional control	4.2

	Competency	Average Ranking
Secondary Competencies	15. Mutual responsiveness	4.0
	16. Exploratory behaviour	4.0
	17. Goal orientation	4.0
	18. Objectivity	4.0
	19. Energy/drive	3.8
	20. Emotionally supportive behaviour	3.8
	21. Time-management skills	3.5
	22. Concentration skills	3.5
	23. Cultural self-awareness	3.4
	24. Conscientiousness	3.2
	25. Motivational reinforcement	3.2
	26. Cultural sensitivity	3.0

CONCLUSION

This study set out to:

- Present the importance of coaches operating within CDCs and the impact they are able to make on the overall effectiveness of CDCs
 - Create an awareness for the urgent need for research in this domain;
 - Make a dent in the field of coaching development centres, as research is yet limited in this regard;
 - Establish a unique and comprehensive competency framework for coaches operating in the context of a CDC
 - Provide a framework that would allow organisations to select the best suited coaches; and subsequently ascertain optimal performance and development outcomes amongst participants
 - Assist organisations in utilising their resources more effectively and establish a unique competitive advantage in the marketplace.
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It is recommended that future research focus on:

- Broadening the contributions of participants
- Validating the Competency Framework for CDC coaches through quantitative research methods
- Expanding the Competency Framework to include competency potential variables, and situational variables
- Designing best-practice guidelines specifically for CDCs
- Applying CDC research in practice
- This framework can also be used as a behavioural guideline, to identify personal developmental areas.



QUESTIONS?

