the organization should be encouraged to think about how he or she can turn that experience into a skill set so that they can be helpful to others.

Consider the alternative. What if those who have been through coaching at the company's expense do not report that they are more likely to try coaching others? What would be the implications of such an outcome? It could suggest that they need additional skills training. Fortunately, however, the research shows rather conclusively that those who have had positive coaching experiences are more likely to coach others (Hunt, 2004). If the organization does not receive some coaching capability "bounce" from the coaching initiative, it suggests that other aspects of the initiative may not have been executed in an effective manner.

A Comprehensive Assessment of a Coaching Initiative

In this chapter, we have taken a "coaching-first" view of coaching initiatives to examine the underlying outcomes that ultimately support a growing coaching capability. To integrate the concepts from this chapter with those of Chapters 1 through 3, we suggest that the reader consider the issues raised in this chapter in conjunction with the more fundamental question articulated previously: Does the coaching initiative help the business? There are a number of possible outcomes when viewing a coaching initiative from these two perspectives. Box 4.2 graphically presents the alternatives.

Box 4.2 Alternative Coaching Initiative Outcomes	
I. A Coaching Initiative • Linked to business results • Not necessarily supporting the building of a coaching capability	*IV. A Coaching Initiative* • Linked to business results • Supporting the building of a coaching capability
II. A Coaching Initiative • Not linked to business results • Not necessarily supporting the building of a coaching capability	*III. A Coaching Initiative* • Not linked to business results • Supporting the building of a coaching capability

We'll start with Cell I, what some may find to be the most surprising cell. Some coaching initiatives support neither business results nor a coaching strategy. A coaching program that supports neither the development of a coaching capability nor business results typically emerges on an ad hoc basis, perhaps in response to the expression of interest from one or more employees or managers. The underlying assumptions for the development of such a program are often unquestioned (especially if they come from the boss) and erroneous. Developmental coaching is typically not the best way to deal with an employee who is truly derailing (Hunt & Weintraub, 2002a). The business is not supported. Because the program conveys a negative message about coaching and applies coaching for remedial purposes rather than developmental purposes, coaching goes to people who are not business leaders, with the result that coachees are not likely to become better at coaching and a coaching capability is not furthered.

More positively, as shown in Cell II, coaching initiatives may be designed to promote a business goal but still have less of an impact on the organization's long-term coaching capability. In an effort to promote effective decision making during a merger-driven integration of two firms, executive coaches may be assigned to key leaders. The purpose of such an initiative is to support business leaders in developing both business and personal plans during a time of change. (It is a given that some participants will not be members of the organization once the merger is completed.) The underlying assumption behind offering such a service is that coachees will be better able to make effective business decisions, as well as further their own self-interests, if they also plan their personal futures.

Although there has been no formal research documenting the effectiveness of such an intervention, the assumptions seem logical from a business perspective. Thus, the rationale may stand on the business case alone, although in reality, this kind of program may also have a positive impact on the merged organization's coaching capability (providing that some of those coached survive the process). While this may not be an important consideration in the development of the program, we argue that it would still be wise to consider designing into an intervention as many of the factors described in this chapter as possible. As we will see in the next chapter, one could argue that the coaching program initially designed to address a succession-planning challenge, from which the coaching capability at Whirlpool emerged, might fit into this quadrant.

Cell III describes what is in our experience one of the most common and problematic configurations: a program that is thoughtfully planned from a coaching strategy perspective but is not adequately connected to business results. Leadership development programs are common in most large

organizations. A well-designed leadership development program frequently includes classroom activities and a significant coaching component. Participants are often carefully chosen, high-potential individuals. If properly designed, the coaching component may meet all criteria described in this chapter. The results may be quite positive from a coaching perspective, in that coachees will have a positive, developmental experience and learn a great deal about coaching themselves. However, in the absence of a tight linkage with the business needs, the programs budget, and perhaps many of the lessons learned in the program, may be vulnerable. A tight linkage is usually represented by a clearly articulated leadership development strategy that connects leadership development efforts with highly valued business goals. In the absence of a tight linkage with the business and senior line managers, those who participate will likely not have a meaningful opportunity to use on the job what they have learned in the program. What participants learned may ultimately be just as vulnerable to being lost as the program's budget during lean times.

This brings us to Cell IV, which we use as a transition point to Chapter 5. The coaching initiative described in Chapter 5 offers an opportunity to integrate most of what has been discussed in Chapters 1 through 4. Note the linkage between the coaching program and the business needs and goals. Note also the usefulness of a leadership model that serves as a bridge between the building of skills and business results. Note, finally, the evolution of coaching over the course of the previous 15 years at Whirlpool and the nature of a robust coaching capability there.