

C⁴ – CLACKAMAS COUNTY CAREER COACHING

2018 Leadership Academy

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Special Thanks and Acknowledgements

The C⁴ project team would like to thank the following people for their contributions to our project. We appreciate their time and effort in helping us develop the framework to bring a career coaching culture to Clackamas County.

Emmett Wheatfall, Assistant County Administrator, Project Champion
Jeri Oswalt, Learning and Development Manager, Human Resources, Project Sponsor
Sheri Reidman, Workforce Planning Coordinator
Paul Biwan, Associate Director, Learning & Organizational Development, Oregon State University
Focus group participants from throughout the County
Sarah Eckman, Administrative Services Manager, Disaster Management
Bob Cozzie, Director, CCOM
Evelyn Minor-Lawrence, Director of Human Resources
Captain Jenna Morrison, Director of Clackamas County Community Corrections
Amy Black, WorkSource Liaison
Clackamas County PGA

Background

In December 2017, our Leadership Academy Project Team was assigned the following project: “Career Development Event” with the following description:

The County needs employees who are prepared for the future but employees and their supervisors don’t always know how to prepare. Changes in our workforce demographics mean we must have employees prepared to grow and change with the County. We are looking to create a strong statement that employees are the CEO of their own careers. Both our Workforce Planning Program and upcoming Performance Management initiative will depend upon employees and their supervisors being able to prepare employees for the County’s future needs.

As the title describes, and in talking to Jeri Oswalt, the project sponsor, this project idea involved developing and implementing a one-time conference style event for Clackamas County employees, encompassing a wide variety of departments and positions. In discussing this format/idea our project team expressed concerns about both meeting the needs of this wide diversity of employees, with varying needs, expectations, and work schedules, and addressing the larger goal of empowering staff to become more engaged in their careers. We were concerned that a onetime event, while potentially beneficial for those attending, would not lead to systemic, positive culture change, and we wanted to more closely focus our project to have the potential to provide impactful and sustainable change over time.



In conversations with our sponsor and executive champion, along with project team meetings where we discussed our research and conversations with the Workforce Planning Coordinator, Shari Riedman, we decided to narrow and change our focus to professional career coaching. This idea came out of an analysis of previous Leadership Academy projects which had a similar focus to ours:

- Charting the Future - Assessment and Design for a Workforce Development Program (2012/2013)
- Bridging the Gap - Reinvigoration Workforce Planning Efforts (2014)
- Engaging the Workforce in Workforce Planning (2016)

Review of past Leadership Academy Projects

In looking at the recommendations of the three projects listed above they can be summarized as follows:

Charting the Future - Assessment and Design for a Workforce Development Program (2012/2013)

This project recommended county investment in a variety of training and professional development opportunities including the following:

- succession planning
- creating and using individual development plans (IDPs)
- job shadowing
- working out of classification on special assignments to develop new skills
- creating inter-departmental “exchanges”
- mentoring
- new classes related to topics such as “what do managers do?”
- establish a Clackamas County Toastmasters group

Bridging the Gap - Reinvigoration Workforce Planning Efforts (2014)

This project recommended a more concerted effort to create a robust strategic Workforce Planning Program throughout the county after limited efforts didn’t bring about the desired effect of addressing workforce challenges (e.g., large numbers of employees retiring). The recommendations include a phased approach, with an initial phase of clear communication about the need for workforce planning and communication about existing tools, and a second phase where a clear workforce planning structure was put in place, including the creation of a Workforce Planning Coordinator and Analyst position. The long term recommended goal was to secure funding and buy-in within the county to create a sustainable program moving forward.

Engaging the Workforce in Workforce Planning (2016)

This project essentially recommended ways for employees to take ownership of their career paths, and provided different methods departments could use to both retain and support employees as they progressed professionally. Their suggestions included, but were not limited to, the following:

- restructuring the performance evaluation process
- developing liaisons with the Workforce Planning Coordinator
- strategic use of mentor programs for certain positions
- providing more equitable access to training
- investment in knowledge transfer techniques

As we read through the findings and recommendations for all three projects mentioned above it was abundantly clear that there was a demand for programs and focus related to professional development. All three of the above projects stressed the need for workforce planning and advocated an emphasis on a variety of methods to engage all employees in their work, whether they were frontline staff, supervisory or management roles. It was also clear in conversations with our project stakeholders that many of the recommendations had either not been fully implemented throughout the county or had not been solidified in the culture, most likely due to a variety of factors including limited resources and prioritization of other work over the recommendations from these previous projects.

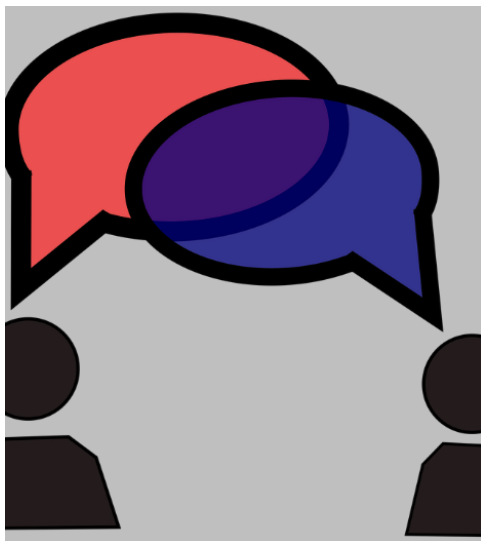
Overall, our team felt strongly that the powerful ideas from these projects, while the right direction for Clackamas County to go ultimately, were perhaps too many for the organization to reasonably tackle all at once. Suggesting and selecting an initial, more focused idea for our project, with specifics for how to get it done within the framework of existing endeavors, seemed more likely to garner support and gain traction throughout the county. We believe if the county can continue taking steps to incorporate manageable pieces of this larger, professional engagement “puzzle” that the other pieces will more

naturally fall into place overtime, and ultimately will shift the culture to one where workforce planning and employee career engagement is a natural part of the fabric of human resources support.

Research

A Focus on Career Coaching

In thinking about the recommendations from previous Leadership Academy projects, we sought to find which piece of this career development puzzle might be the ideal one to focus on for our recommendations. Our conversations with our project sponsors and champion vacillated between the ideas of mentors, job-shadowing, and coaching as being the likely candidates. Ultimately we honed in on the idea of coaching, expressly noting that it dovetails nicely with existing workforce planning endeavors and meets our project goals for leading staff to be the CEOs of their own careers.



A simple coaching process of profound listening, and one-on-one conversation to gain access to what's already in the "coachee," generating possibility and keeping it alive.

In conducting our research, which included a literature review of the different forms of coaching (e.g., job coaching, peer coaching, career coaching, etc.) we discovered that last 20 years Oregon State University (OSU) has had a long-standing career coaching program for. In interviewing Paul Biwan, the Associate Director of Learning & Organizational Development at OSU, we learned about the positive impact their program has had on their staff. Mr. Biwan expressed that peer career coaching had "taken their performance to a new level" (Biwan, 2018). He described their program "as a simple coaching process of profound listening, one-on-one conversation to gain access to what's already in the coachee, generating possibility and keeping it alive." He also shared that no advice is given to the coachee, and that their coaching is not subject matter related.

Taking this idea back to our sponsors and champion yielded a great deal of enthusiasm, so we researched further, finding compelling evidence of the importance of this form of peer career coaching. An article about peer coaching written by Parker, Hall, and Kram (2008) found that peer focused coaching leads to rapid career learning, and helped both the

coach and coachee gain skills in the areas of self-reflection and personal assessment, which ultimately lead to greater aptitude in using these tools to change behavior.

The rationale for choosing this type of career development over other similar ideas, such as mentorship or job shadowing, is summarized nicely in an article by Parker, Hall, and Kram (2008):

Peer coaching is related to, but different from, other forms of relational helping, such as mentoring, dialogue, or professional coaching. It involves skills that can be learned in classroom settings. Thus, it presents an attractive learning resource – with a ubiquitous, low-cost source of supply and with powerful positive outcomes. And, best of all, not only are the outcomes positive,

but also the process itself is intrinsically rewarding, with two peers, who can become close friends, coming together to help each other on activities of shared professional interest. (p. 499)

We, and our sponsors, were especially drawn to this idea because a great deal of time and effort has already been invested in a large number of Clackamas County employees through the Leadership Academy and the Zenger Folkman “Extraordinary Coach” classes, which, in combination, provide an excellent pool of potential coaches, in a fiscally responsible manner, without requiring outside career coaches to be hired.

In further refining our focus, the current literature, in agreement with OSU’s coaching program, relates the following:

Peer coaches do not need to be experts. They just need to be able to ask the right questions to create more deep thinking about the performance quest. More often than not coaches will be able to work through problems themselves and discover their own solutions. (Ladyshefsky, 2017, p. 8).

Essentially this type of coaching is “non-directive, as the coach assumes the role of the facilitator, primarily listening and asking questions and acting as a ‘thought partner’” (Leonard-Cross, 2010).

Ladyshefsky’s research also shows the importance of a peer to peer relationship where both the coach and the coachee share equal status. This type of coaching was found to foster trusting relationships that benefit not only the coaching program participants but also overall performance. (2017)

Also, in terms of direct career development an article about career coaching accelerating leadership stated:

Coaching is a powerful resource for employees who want to go to the next level in their careers and for enabling the organization to reach its maximum potential. As you develop your talents and those of others, coaching is a catalyst for making necessary changes to empower the leadership skills within each person and team. The coaching journey is the best gift you can give to a promising employee. (Gregory and Wiles, 2018, p. 61)

With so many experts finding that peer coaching provides impactful, positive change, we felt strongly that this was the right recommendation for Clackamas County employees. As we considered this, and then began looking closing at the changing needs of our workforce, additional reinforcement for the need for a career coaching program started to emerge.

Meeting a Compelling Need

Because employees are working longer, for the first time in history, we are employing five generations together in the workplace. The aging American workforce is expected to have a significant impact on the public sector, as large numbers of eligible Baby Boomer retirees and exit the labor pool in the next five to seven years. It is estimated by 2020, Millennials (recognized by Pew Research as those born

between 1981 and 1996) will comprise roughly 50% of American workers (Dimock, 2018). This should be viewed as an incredible opportunity to maximize cross-training and relationship-building.

The Harvard Business Review (HBR) article “Managing People from 5 Generations,” listed three initial steps to foster this type of intergenerational learning (Knight, 2014):

1. Do not dwell on differences, be aware of stereotypes, and get to know each employee individually.
2. HBR suggests conducting annual surveys about preferred communication styles and planned professional paths. This takes the abstract generalities and turns them into concrete specifics.
3. Create opportunities for cross-generational mentoring. There is just as much for the Baby Boomer employees to learn from the Generation Y or Generation Z employees as vice versa. This can be viewed as a way of capturing historical knowledge before it is completely lost as it walks out of the door into retirement, while at the same time advancing younger employees further ahead in their careers at a much quicker pace than ever before.

As we looked for one source, either a public sector or non-profit employer, who had adopted a program or policy which specifically targeted and achieved hiring the Millennial generation, we were struck by the plethora of articles and studies that offered excellent advice on what the public sector, in particular, needs to change to be competitive with the private sector. These articles provided theories and ideas in how public employers can attract these workers, but gave very few specific examples of where these ideas are currently being used successfully. We found this interesting, but not surprising. In our experience, the public sector is more “reactive” rather than “proactive” in addressing these types of demographic hiring challenges.

When looking to develop a more Millennial aligned work environment, budgeting presents one constraint. Providing technology features, like tablets, special applications and productivity platforms, is expensive. When coupled with the already present costs of onboarding new staff to replace retiring employees, the total cost of establishing this new work environment can be impactful. With the private sector having more available funds to create attractive work environments, their workplaces appear much “sexier,” offering more perks and a continual push to innovate and integrate technology for both work and personal life.

Lifestyle preferences should also be considered. The Millennial generation does not identify with the term “work/life balance” in the traditional sense. They prefer the idea of “flexibility,” where work and life co-exist. They use technology to stay continually engaged with work, whether checking email at night, on weekends, or on vacation, and also desire a strong social connection with their co-workers, whether through company Facebook pages or other company social media platforms. Millennials identify strongly with contributing to society through employment, and have little patience for the red-tape and snail-like processes that exist in most public sectors. They value diversity, and wish to have diverse work experiences rather than slugging through the traditional hierarchy of climbing the “ladder” to finally be offered a new training or job opportunity.



One message that really stood out to us was the idea that the Millennial generation wants their employer to develop them thru mentoring, or what we are proposing as career coaching. Deloitte found that “mentoring is having a positive impact and six in ten (61 percent) Millennials are currently benefiting from having somebody to turn to for advice, or who helps develop their leadership skills” (Deloitte, 2016, p. 17). These statistics support our finding that coaching could profoundly add to workforce development in the county. Adding in the factors and challenges we face in transitioning

our work culture to meet the needs of our new workers adds even more support for bringing peer career coaching to our organization. Next we considered the thoughts and perspectives of our existing workforce.

What our Colleagues Think About Coaching

To learn the experiences and impressions of current county employees, we conducted an anonymous, one hour focus group on Monday, March 12, 2018 to talk to our Clackamas County colleagues about their experiences planning their careers, and where in their work experience they had been supported by a professional coach.

Our critical questions during the session were as follows (these were asked by the moderator, Cheryl Bell):

1. Let’s talk about a time you had a professional coach (someone you could turn to with questions and professional support - not a sports related coach)? Please describe what the coach meant to you in your life?
2. Have you ever been a coach to someone else? Describe what that experience was like for you?
3. Who do you currently go to when you want/need information to help you advance in your career? (sort of related to first question - looking for information about “trusted others.”)
4. What types of help do you currently get in planning your career? What do you not get or wish you had?

We spoke to 10 people, with varying employment longevity with the county. Some demographics regarding the attendees:

- seven women and three men
- one manager and one lead worker in the group along with a project coordinator
- four people had worked for the county for three or fewer years

Key Quotes from the Focus Group¹

"Within the county I've had one coaching relationship and what was strange about that was that it was a very... the word that pops into my head is "paternal" - where it was like "but that's not the right choice for you.""

"One of the things I really liked was he would say "you know, somebody good for you to talk to about that specific thing... and he would refer me to these other people and I ended up making all these connections I never would have made previously..."

"No one really works on workforce development and how do we keep good people, and what do we do to keep them? Coaching, mentoring, whatever that is, it doesn't exist."

"Any opportunities that I've created, I've created on my own. It's not been within the county. So, I've had to reach out to other agencies or other departments and find connections and then build on those and then create opportunities and then sort of beg to capitalize on those opportunities, for lack of a better way of saying it, I mean like "could you please, please let me go do this thing because I know it will benefit me professionally?" um... so that's getting really old."

"she'll go over my current job description and talk to me about the path I want to go on, and she'll look up the actual differences and say "okay, you are already showing that you have these skills and these are the ones you are showing you need some work in." ...and so, if I'm needing to work on something specific she'll have me look up what trainings I can take or I'll develop my own plan on how I'm going to develop those areas and then she'll support me in going into those different trainings or other things, and um, it's been really helpful in getting additional skills."

"I found a lot of times that you have supervisors that in the supervisory position because they had the most knowledge, but not because they're the best supervisor. So they get the position because they have the knowledge, but not with the people skills, and I think that's something that needs to be focused on.... Maybe looking more not just looking at do you have the knowledge, but can you develop into somebody that has these people skills, because I think one of the key things in coaching anybody is learning the people under you, right?"

"...having someone who would have a more diverse knowledge base of what opportunities could be, would be really helpful."

"I recently had my supervisor's supervisor tell me about a job outside of our office and she said "I think you should apply for this, it would be great. I don't want to lose you, but this really fits the skills you came in with that we're not utilizing right now." It feels good, I want to give her more now, like you're getting more out of your employees by being recognized for your skills or whatever it is, and the idea that they want you to grow or that they see something in you. And so now, all of a sudden, I want to work harder for her because she... it's that's human nature I think... somebody sees something in you and

¹ To facilitate an open conversation we let the participants know their comments would not be associated with individual names/roles. The quotes do not include personally identifiable information.

I'm thinking "this is good, I'm not just a cog in the wheel that you have no idea who I am and it feels good."

"Even having something as simple as a coach who could look over a resume because presumably they would know what people in the county are looking for and a lot of times if there is a single typo you throw out the resume because you need some way to get rid of all the resumes they are getting. So having someone who kind of knows the position and kind of knows the people who might be looking at it - they could help them get past that first hurdle. It would be helpful."

Implementation

In light of the background of research, coupled with the evidence from our focus group, it is easy to see the compelling need to add coaching into the culture of Clackamas County employee performance. The next question is how to implement a program into workgroups that are already busy and overworked.

A Clear Concept of Coaching

Coaching: Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

- International Coaching Federation definition of coaching (n.d.)

The first step to adopting a career coaching program is to facilitate a shifting of thinking around the idea of coaching. It became apparent as we worked through our project that the typical first impression of a coaching relationship involves a subject matter expert providing wisdom to a less experienced staff member. This was even seen in the focus group, when participants noted that they wanted managers to tell them where they need to go (focus group, 2018). The model of career coaching that we are advocating for in this project is one where a coach is trained to listen, guide and dialogue with the coachee, using "profound listening" to bring out what is in the coachee (Biwan, 2018). By using this model we believe this opens the possibilities of who can coach, which is one of the critical elements in starting a program of this size.

The Oregon State University's Professional Coaching program provides an excellent framework of what a coach is and is not. The following summary is from their coaching website (Oregon State University, n.d.):

What is Professional Coaching?

Professional Development coaching is:

- *A series of conversations that focuses on individual growth and development.*
- *A process that both parties enter into willingly with clear expectations and agreements on how the process will work.*
- *A relationship or partnership where anything may be asked, said or considered.*

We describe professional development coaching as a series of guided conversations that enable the "coachee" to discover and implement professional and personal solutions to move towards the coachee's goals. These solutions, because they are intrinsic to the "coachee," are more likely to succeed and endure than solutions imposed externally.

COACHING IS NOT...

- *Conflict Resolution*
- *Giving advice, being the expert or having the answers*
- *Counseling*
- *Fixing people*
- *Doing it for them*
- *Policing or getting people to work harder*
- *A close, personal relationship*
- *A replacement for supervision or management*

COACHING IS...

- *Listening in a profound way*
- *Asking questions that cause new thinking and possible actions*
- *Allows for critical thinking*
- *Hearing limitations in the other person's speaking*
- *A place where people can think out loud*
- *Getting the most value and learning from an experience*
- *Acknowledging people for who they are and what they produce*
- *Generating possibility and keeping it alive*
- *A way of allowing people to change how they relate to something*
- *A place to experiment and play with ideas*
- *Confidential*
- *A supportive relationship*
- *A structure for making things happen*

Risks

In addition to changing the paradigm of how we think about coaching, it is important to consider the implications if we do not adopt this type of career coaching culture in our organization. As a service based organization, our staff are the strategic advantage we use to provide services to the residents and visitors of Clackamas County. In looking to maintain and foster this strategic resource, we must consider hiring, development and retention as critical in maintaining our advantage. As noted in our research section, there is significant data proving that coaching can be a powerful tool in professional development, so when we look at career coaching as a tool in employee retention and recruiting, it rises up from being a path for self-development to a key aspect of maintain our strategic advantage.

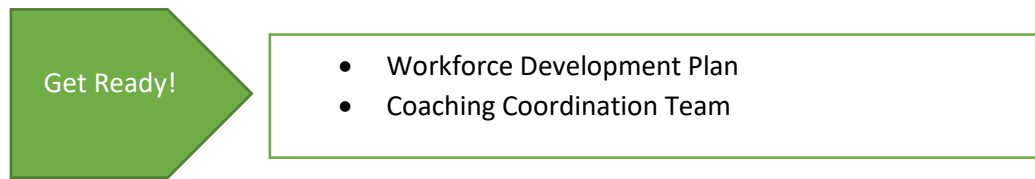
In a 2018 article by Monika Hamori in Harvard Business Review, Hamori notes that often management teams discourage this type of professional development as they want maintain consistency in staff levels and not train employees out of their current jobs (Hamori, 2018). Yet Hamori points out that this thinking is flawed, noting that when professional development is supported by the employer, staff are “much less likely to want to use what they’ve learned to look for jobs at other companies” (Hamori, 2018). Additional research by Covella, McCarthy, Kaifi, & Cocoran found that coaching programs resulted in staff feeling greater commitment to their organizations, and increased employee retention (2017). The notion that training leads to staff leaving our organization must be discarded and replaced with the understanding that training staff maintains our strategic advantage, and provides us with a

motivated and educated workforce able to tackle the dynamic and challenging problems faced by local governmental entities.

Recommendations

So as a leader in Clackamas County, how do you start to implement a career coaching program for your team? We are recommending two pathways for changing your culture to include career coaching; one formal path, which we call the Workforce Development Model, and an informal, get started right now program we call Quick Start.

Recommendation 1: Formal Path – The Workforce Development Model



Step 1: Start the Workforce Development Plan process with HR

Early in our project's scoping we were asked to consider how developing a career coaching program would impact existing county resources. This became an important consideration for our team, as there are a number of excellent workforce development suggestions that are contained in existing reports, but have never been fully implemented due to a lack of resources, the challenge of changing a large organization's culture, and perhaps the lack of clear actionable steps that can be easily translated into the structure of our existing workgroups.

Keeping this in mind, our formal model uses the official workforce development process as the mechanism to begin a career coaching program within a department. We chose to couple career coaching with workforce development as combining these provides a mechanism for this type of coaching to exist in combination with larger discussions about recruitment, retention, and visioning that occur during development of a workforce management plan. The other key factor that led to this union is the buy-in participating in the workforce development process achieves from department or division leadership. A senior leadership team which is engaging in the workforce planning process is more likely to be committed to staff development, and willing to engage in new practices to grow and foster staff. We believe this commitment from management sets the stage for a career coaching program to have a foundation for success.

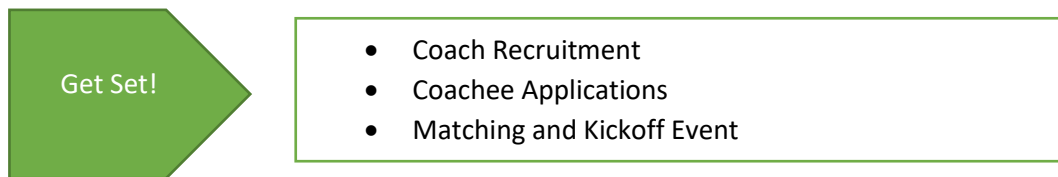
An additional factor that led us to tie formal career coaching to workforce planning was the necessity to establish a control factor. With over 2,000 employees, if we do not establish a systemic roll out a career coaching program, we could easily overload our existing resources and provide a coaching experience that leads to negative impressions by staff. Tying career coaching to the workforce development process provides a structure to introduce coaching to county departments in a controlled manner, maintaining both resources and the quality of the program.

Step 2: Create a Career Coaching Coordination Team

Every new initiative needs vibrant champions. The Career Coaching Coordination Team will be the group of people who assist in organizing, coordinating and monitoring the coaching project. The members of this team should also be career coaching evangelists – able to share the importance of coaching and their excitement about the program.

With career coaching and workforce development aligned, creation of this committee can occur during development of the teams leading the overall workforce development process. This alignment can support both teams, and leverage their resources.

Now that you have a framework for a career coaching program, you need participants. The next step is recruitment of coaches and coachees.



Step 3: Coach Recruitment

In finding career coaches - recruitment is key, and this outreach be done by members of the workforce planning and the career coaching coordination teams. In considering who would be an excellent career coach, researchers Ian Wycherlery and Elaine Cox note that successful coaches have three key factors (2008, p. 42):

1. *Interpersonal skills that include self-awareness, listening and empathy, ability to deliver difficult feedback etc.*
2. *Perceived by the client as 'competent and trustworthy'.*
3. *Sufficient understanding of business and organizational politics.*

Prerequisites

We are also recommending that career coaches have prerequisite training prior to joining the C⁴ effort. We suggest they have at least one of these three trainings:

- Graduate of the Clackamas County Leadership Academy
- Former service as a Clackamas County Leadership Academy advisor
- Successful completion of the Extraordinary Coach workshop

While this list of prerequisites is not exhaustive, and other experience should be considered, having a minimum level of coaching training and understanding of the C⁴ framework is important for the career coaching period to be successful.

Step 4: Coachee Applications

Just as the coaches have prerequisites, the coachees must also join the program with a clear intention of the areas they want to explore during the coaching sessions. We have provided an application with this guide (Appendix A), and this document was developed to help the coachees focus and clearly define

their development goals and questions. This requirement to focus serves two purposes. First it helps the coach and coachee effectively use their time together to achieve the desired result. Secondly, by having a determined goal, and a general career development plan, there is level of commitment by the participant in the process. This avoids people simply joining the career coaching program for the sake of the interaction. While not designed to be a barrier to professional development, the goal of the career coaching process is to assist the coachee to discover where they want to go, and to be ready for this experience, it is the responsibility of the coachee to have put effort and forethought into these elements of their own development.

Step 5: Matching and Kickoff Event

A 2008 paper by Ian Wycherley and Elaine Cox notes that “selection and matching of coaches with coachees is considered an essential factor in the ultimate success of the coaching relationship” (Wycherley, Cox, 2008). We suggest that the career coaching coordination team, along with the HR representative assisting with the workforce development plan, perform the coach matching process. The following recommendations are provided to aid in this critical step, and as their work provides a deep dive into the matching process, the research work by Wycherley and Cox can be seen [here](#).

Matching Best Practices

Consider the coachee’s preferences

This is an important but nuanced step in establishing a coaching program. In Wycherley’s and Cox’s article they note that often matching people with similar styles and personalities can actually lead to fewer personal development opportunities (Wycherley, Cox, p. 41). Yet, the article also notes that completely ignoring the wishes of the person being coached can lead to a perceived loss of trust. In light of these conflicting challenges, we suggest that coachee preferences (e.g., developmental goals and requests for coaches outside of the coachee’s department) be considered, but that the committee match is based upon the strengths the career coach could bring to help the coachee reach the goals they outlined in their application.

Consider goals and strengths

The framework for this program is that career coaching is about reflective listening to help the coachee on their path to professional development. To be effective in this process, consideration should be given to the coach’s individual strengths, in combination with the coachee’s development plan. By weighing these factors you automatically add value to the relationship you are trying to establish.

Personality

Most of the research we found can be summarized by the quote attributed to Luecke (2004), which notes that “mentors should have compatible temperaments or styles” with their coachee. After a paper match is done we suggest using the “meet and greet” event outlined below as a way to validate this personality match. This “meet and greet” allows for a low risk meeting, and gives all participants the ability to express any concerns prior to beginning the career coaching period.

Hold a Meet and Greet Kickoff Event

We are recommending this for two main reasons. First, as noted above, having a kickoff event allows for participants to meet and validate the matching process, providing time for any necessary calibrations

prior to the career coaching period. Secondly, a kickoff event provides a ritual for the start of the process. In the Harvard Business Review article “The Art of Saying a Professional Goodbye,” Ed Batista points out that have formal beginnings and ends helps establish firm boundaries around a coaching relationship, and leads to more meaningful endings (2014). The kick off provides the necessary opening guidepost as the career coaching process begins. This event also provides a venue to establish the ethics and boundaries related to coaching relationships.

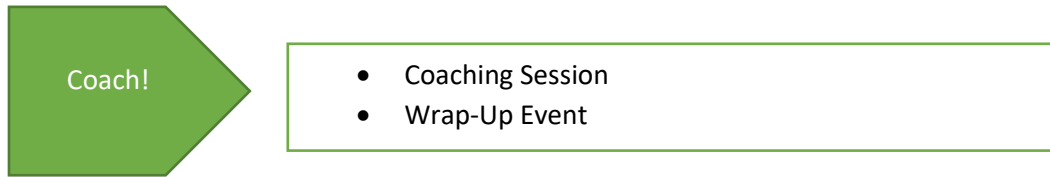
An important note about ethics

The hope when establishing a career coaching relationship is that the experience should be rewarding, and engaging, leading both participants feeling that they have grown professionally. This type of collaborative and sharing space can be a powerful place for personal growth, or can lead to boundaries being crossed.

It is important for all coaches and coachees to understand that the relationship should be entered into with a high regard for ethics and maintaining a professional relationship. We recommend at the kickoff session the facilitating team provide all participants with a copy of Clackamas County EPP 2, addressing harassment in the workplace, and the guidelines below, developed by the International Coaching Federation (ICF). (These guidelines were developed by the ICF, and were revised as needed to reflect the program being developed in this guide. The full guidelines, in their original format, can be seen [here](#).)

C⁴ Coaching Ethical Guidelines

1. The coach and coachee shall both be responsible for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise.
2. The coach and the coachee shall avoid any sexual or romantic relationships.
3. Both parties shall maintain the right to terminate the coaching relationship at any point during the process, and shall remain alert to indications that there is a shift in the value received from the coaching relationship.
4. The coach is encouraged to make a change if they believe the coachee would be better served by another coach or by another resource.
5. Both parties shall maintain confidentiality over the subject matter discussed during the coaching sessions.



Step 5: Coach

In an additional effort to provide structure to the program, we are recommending that the career coaching occur in an eight week “coaching period.” By establishing a set period of time for coaching, there is a structure for the beginning and end of the coaching relationships, and hopefully opens doors to participants who may be too busy for an ongoing coaching experience but who can commit to a time limited process.

During the eight-week career coaching period the participants meet weekly, or as established by the participants. (Minimum weekly meetings are suggested). During this time the coachees track performance of the goals they hoped to achieve during the session.

Step 6: Wrap-Up Event

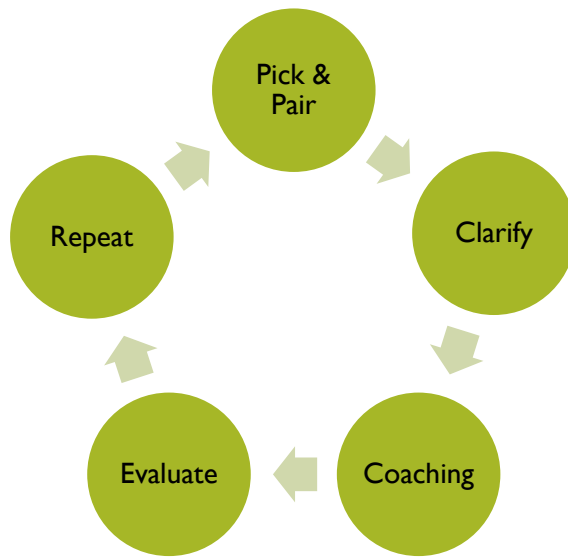
At the end of the career coaching session, another group event is held. This event provides the closing boundary of the coaching relationship, and a way for all participants to meaningfully end their time together. While the structure of the event will be determined by the career coaching coordination committee, it is recommended that both coaches and coachees write thank you notes to each other. We are suggesting the notes of appreciation serve as part of the ritual of saying goodbye. As Ed Batista notes in his HBR work, these rituals provide an “important way to acknowledge and deal with the emotions” of an ending (2014).

Data Collection

The final step for the career coaching coordination committee is to survey all participants on their experiences during the eight-week cycle. This data should focus on the quality of the experience, if goals were met, and suggestions for improvement. This data should be returned to HR for use in the next cycle of C⁴ career coaching.

Recommendation 2: Call to Action: Quick Start Model

So what if you want to start building a career coaching culture, but your department is not ready to start a workforce development plan? This is where quick start comes in. We pared down the Workforce Development Model as we believe small actions can lead to great changes in culture.



Pick and Pair

This model starts with each manager choosing two people who they feel are ready to be a part of this new career coaching culture. These candidates should have one of the coaching prerequisites, or be in the process of taking one of these courses. Then the manager should connect each of these coaches with staff members who want to be coached and who are looking to have dialogue on their professional development.

Clarify

To be ready for the career coaching process, it is important to clarify both the coaching model and expectations.

To be clear on coaching goals, the coachees should complete the application provided for the Workforce Development model, as this process helps participants work through their development goals, so they can be ready to fully participate in the process.

Then hold an informal kick-off session where the “profound listening” model can be reviewed, the code of ethics can be discussed, and as a celebration of this process.

Coach

Then coaches and coachees meet once a week for eight weeks, similar to the workforce planning model.

Evaluate

At the end of the eight weeks, hold a wrap-up event. This meeting provides a way to end and celebrate the career coaching relationship, for participants to share their experience, and to collect feedback for the next round of coaching.

Repeat!

With a process this simple it is easy to repeat as often as needed.

The quick start model provides an instant way to begin to make change, and develop a team of coaches and coachees who can share the vision of a career coaching culture here in the county.

Conclusion

With so many dynamic changes occurring within our workforce, and maintenance of talented and motivated staff key in achieving our mission of serving the public, we believe that implementation of a career coaching program provides an easy and effective way for staff to explore their development, lead from where they are, and become the CEOs of their careers. Regardless of which coaching recommendation is followed; the formal Workforce Development Model or the less formal quick start process, by implementing career coaching based upon the framework of profound listening can only strengthen employee engagement and development, leading to an emergence and adoption of a coaching culture here in Clackamas County.

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Appendix A Coachee Application



Request a Career Coach

Name:			
Email Address:		Phone number:	
Position/Title:		Department/Division:	
Preferred characteristics of a coach (e.g.: gender, background, style), or specific preferred coach:			
Professional goals:			
Goals and reason for desiring coaching:			
List any relevant assessments you have recently had that could be provided to the coach:			
Have you ever had a career coach before? If so, what was your experience?			
Are you willing to commit to an 8 week career coaching program?		<input type="checkbox"/>	Yes <input type="checkbox"/> No
Other considerations (e.g., type of coaching, availability, etc.):			
Supervisor's name:		Supervisor's email:	
Supervisor's signature:		Date:	
Applicant signature:		Date:	