


**Welcome**

ADDING VALUE TO COACHING WITH  
PSYCHOMETRICS

Mike Guttridge C.Psychol.  
Coaching Psychologist

---



---

---

---

---

---

---

---

---


**Coaching**

Coaching is unlocking a person's potential  
to maximise their performance.

It is helping them to learn rather than  
teaching them.

Timothy Gallwey  
Author: Inner game of tennis

---



---

---

---

---

---

---


---

---

**Coaching psychology (BPS)**

Is for enhancing well-being and performance in  
personal life and work domains underpinned  
by models of coaching grounded in  
established adult learning or psychological  
approaches eg behavioural, psychodynamic,  
cognitive, person-centred.

---



---

---

---

---

---


---

---

---

### Coaching by acronym!

- LIE
- GROW
- T-GROW
- ABCDE
- LASER
- SOLVE
- SPACE
- STEPPA
- ACHIEVE
- POSITIVE



Where are you now?  
Where do you want to be?  
How will you get there?

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

### To be regarded as a good executive coach

- Personal credibility
- Ability to give feedback constructively
- Core skills eg listening, summarising
- Understanding of individual TNAs
- Knowledge of training delivery methods
- Detachment from immediate work environment
- Respect for confidentiality
- Broad understanding of the organisation & how things get done
- Broad understanding of management context
- Alertness to culture & dynamics
- Chemistry or "fit" with the executive
- **Trained in range of diagnostic tools**



(IES 2001)

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

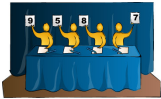
---

---

---

### Psychometrics

- Study of psychological measurement of knowledge, ability, attitude, and personality traits
- Concerned with **differences** between individuals
- Until recently psychometrics were only used by psychologists
- In 1950s and 1960s psychometrics was central to the role of psychologists and a core competency
- Statistical methods helped underpin psychology as a science



OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

### Diagnostics in coaching?

According to Peltier (2001) optimal evaluation should include 4 elements

- Multi-point (360° degree) feedback
- The interview
- Direct behavioural observation
- Objective assessment instruments

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

### Why use psychometrics in coaching?

- Clients/coachees don't always tell you the truth at the first meeting (Bayne 1995)
- Personality differences between the coach and the coachee can make it more difficult to establish rapport or empathy.
- Clients who score low on agreeableness may be sceptical about the process
- Clients low on conscientiousness may not do their homework or enjoy structure
- Extraverts will be less comfortable with reflection
- Introverts may need time to reflect before agreeing a course of action

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

### You and psychometrics?

- How many of you have been tested?
- How many of you use them?
- Level A or level B qualified?
- Which do you use?



OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**Coaching with psychometrics**

- Ability, aptitude and vocational tests
- Personality measures including emotional intelligence
- Team measures
- Interest inventories
- Values measures
- Measures of integrity, innovation, etc

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**Some personality measures**

- The Big 5 eg NEO
- 16PF5
- OPQ
- WAVE
- People-Mapper
- MBTI Step 1 & 2
- Hogan measures
- FIRO-B
- Emotional Intelligence measures

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**THE BIG 5 (Costa & McCrae)**

- What are they?  
Openness  
Conscientiousness  
Extraversion  
Agreeableness  
Neuroticism

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**16PF (Cattell 1949)**

- Measures Big 5 global factors
- Measures 16 primary factors
- Commonly used for recruitment & selection
- Originally more of a clinical instrument but now business-orientated ie no more Affectothymia (A) or Surgency (F)

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**16PFversion 5 (Cattell)**

Global Factors	Primary factors
Extraversion = AFHNQ2	A Warmth
Anxiety = CLOQ4	B Reasoning
Tough-mindedness = AIMQ1	C Emotional stability
Independence = EHLQ1	E Dominance
Self-control = FGMQ3	F Liveliness
	G Rule consciousness
	H Social boldness
	I Sensitivity
	L Vigilance
	M Abstractedness
	N Privatness
	O Apprehension
	Q1 Openness to change
	Q2 Self-reliance
	Q3 Perfectionism
	Q4 Tension

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**The MBTI**

**What does it measure?**

- Where you prefer to focus your attention  
EXTRAVERT OR INTROVERT
- What kind of information you pay attention to  
SENSING OR INTUITION
- How you prefer to make decisions  
THINKING OR FEELING
- Which lifestyle you prefer  
JUDGING OR PERCEIVING

Based on Jungian model operationalised by Katherine Cook Briggs & Isabel Briggs Myers. Form F published in 1958

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

MBTI TYPE TABLE			
UK population n = 1,634			
ISTJ 13.7%	ISFJ 12.7%	INFJ 1.7%	INTJ 1.4%
ISTP 6.4%	ISFP 6.1%	INFP 3.2%	INTP 2.4%
ESTP 5.8%	ESFP 8.7%	ENFP 6.3%	ENTP 2.8%
ESTJ 10.4%	ESFJ 12.6%	ENFJ 2.8%	ENTJ 2.9%

**OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

Summary of Step 2 facets			
<b>E</b>	Initiating Expressive Gregarious Active Enthusiastic	<b>I</b>	Receiving Contained Intimate Reflective Quiet
<b>S</b>	Concrete Realistic Practical Experiential Traditional	<b>N</b>	Abstract Imaginative Conceptual Theoretical Original
<b>T</b>	Logical Reasonable Questioning Critical Tough	<b>F</b>	Empathetic Compassionate Accommodating Accepting Tender
<b>J</b>	Systematic Planful Early-starting Scheduled Methodical	<b>P</b>	Casual Open-ended Pressure-prompted Spontaneous Emergent

**OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

- ### The Hogan Series
- The Bright Side
  - The Inside – Core Values:  
Aesthetics, Affiliation, Altruistic, Commerce, Hedonism, Power, Recognition, Science, Security, Tradition
  - The Dark Side
    - based on Studies of why CEOs fail & Karen Horney's theory ie moving towards, away from, or against
    - Relates to DSM personality disorders but on sub-clinical population
    - Useful to identify factors which might de-rail your career
- OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

### The Hogan Development Survey

**The Dark Side factors**

- Excitable – moody, hard to please
- Skeptical – mistrusts others' intentions
- Cautious – overly concerned about making mistakes
- Reserved – concerns seeming independent & aloof
- Leisurely – wants to work to own standards and pace
- Bold – over-evaluates own talent, won't admit mistakes
- Mischievous – concerns taking risks and testing limits
- Colorful – expects to be seen as talented and interesting
- Imaginative – concerns being eccentric acting and creative
- Diligent – having high standards of performance, critical
- Dutiful – concerns being cordial, agreeable, eager to please

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

---

---

### FIRO theory (William C Schultz, 1958)

- Every individual has 3 interpersonal needs:
  - Inclusion, Control and Affection
- Inclusion = in/out, Control = top/bottom, Affection = open/closed
- Drew on theories from Freud, Horney and Fromm
- FIRO-B = fundamental interpersonal relationships orientation: behaviour
- Distinguishes between initiating ie **expressed**, and receiving ie **wanted**

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

---

---

### The FIRO-B (Will Shultz 1925 - 2002)

	Inclusion	Control	Affection
Expressed	I make an effort to include people. I try to belong to social groups – to be with people as much as possible	I try to exert control and influence over things. I enjoy organising and directing	I make an effort to get close to people. I am comfortable expressing personal feelings. I try to be supportive of others
Wanted	I want other people to include me in their activities and to invite me along. I enjoy it when others notice me.	I feel most comfortable in well-defined situations. I try to get clear expectations and instructions.	I want others to act warmly towards me. I enjoy it when people share their feelings with me and when they encourage me.

Scored as High, Medium, or Low in each

OAKRIDGE  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

---


---

**EI: What is it?**

Emotional intelligence can be described as; "a set of skills, competencies and capabilities, which makes the difference in being successful in life and in work".

Goleman, the writer who popularised the term, said it was; "the capacity for recognising our own feelings and those of others, and for managing emotions in ourselves and in our relationships

www.eiconsortium.org



---

---

---

---

---


---

---

---

**Generic model of emotional intelligence**

<b>Self- awareness</b>	<b>Social awareness</b>
<b>Self-management</b>	<b>Social skills</b>



---

---

---

---

---

---


---

---

**EI research** Source: [www.eiconsortium.org](http://www.eiconsortium.org)

Research shows that Emotional Intelligence, or **EQ**, is:

- twice as important as any other factors in predicting outstanding employees, and better at predicting top performance than higher degrees or technical experience.
- in addition, top performers typically outperform those at the bottom by at least 10 times and are almost 100% more productive than the average.
- these results apply across a range of jobs and industries including sales, mechanics, perfume, beverages, furniture and manufacturing eg training manufacturing supervisors in EI has resulted in fewer accidents and lost time, a reduction in grievances and increased production.
- unlike **IQ** (which peaks before 21), it continues to develop into late middle-age. **EQ** can be developed!



---

---

---

---

---


---

---

---

**Not forgetting ...**

- Transactional Analysis Drivers
- Repertory Grids
- Enneagram
- Spiral Dynamics
- 360° or multi-rater information
- NLP Meta-Programmes
- Personal Values



**OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

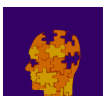
---

---

---

**Summary: So why use Psychometrics?**

- Shared understanding helps to establish rapport with coachee/client
- Accelerates coachee/client's self-awareness in early stages of coaching process
- Report provides a concrete take-away for coachee/client to reflect on and use
- On-line administration means more time can be spent face-2-face
- Good diagnostics are appreciated by coachees/clients and can be used by them for IDP/PDP/CPD



**OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

---

---

---

**OAKRIDGE**

**THANK YOU**

**[WWW.OAKRIDGECENTRE.CO.UK](http://WWW.OAKRIDGECENTRE.CO.UK)**



**OAKRIDGE**  
TRAINING AND COACHING

---

---

---

---

---

---

---

---