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# Professional Coaches Working in Branch Banking: Their Impact on Job Motivation and Sales Performance

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PROFESSIONAL COACHES WORKING IN BRANCH BANKING:
THEIR IMPACT ON JOB MOTIVATION AND SALES PERFORMANCE
BY

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Chapter I

INTRODUCTION

A customer's wallet is no longer controlled by just their neighborhood bank. In recent years, numerous financial services have come looking for a share of customer wallets. Rose Marie L. Bukies (1995), head of the department of economics and business at Lafayette College, describes the influx of competitors.

> Everybody is getting into banking: insurance companies, brokerage firms, corporations
>
> (GM credit cards) and credit unions .... Banks now operate in an intensively
>
> competitive environment where profits are more elusive (p.A07).

And not only are banks competing with non-traditional investment firms, they're competing with themselves. According to the Federal Deposit Insurance Corporation (cited in Cline, 1998), "Between 1984 and early 1998, banks and thrifts together boosted their branch outlets by 16.3%, or 10,162, to a record total of 72,340 sites" (p.1). This growth in outlets indicates banks agree that a branch network can be an effective distribution channel for products and services.

That said, many branch-banking organizations are focusing on the skills of branch personnel, to gain and retain market share. The belief is that when branch personnel are trained to respond proactively with branch customers, the employee can influence balance and revenue growth. Unfortunately, many branch employees have difficulty generating revenue, proactively, as bank environments have traditionally fostered a reactive sales approach. To address this performance issue, many organizations, including the banking industry, are turning to professional 'coaches'.

Coaching, as a profession, emerged in the 1990's due to significant corporate downsizing. With downsized managers looking to share their management expertise and companies looking

to enhance the skills of their remaining employees, coaching found its roots. Florence Stone (1999), presents a comprehensive definition of professional coaching:

> coaching is designed to boost performance levels by making clear to employees what they should do and how they should best do it (think "instruction"), positively reinforce good work (think "praise"), and find ways to redesign employees' jobs or increase contribution (think empowerment" or "shared leadership") and to clarify for the employee what's needed to enhance their performance. (p.11)

As Stone indicates, coaching maintains an emphasis on giving employees clarity on what's needed to enhance their performance. That said, it seems logical that organizations looking to enhance revenue would consider a coaching strategy.

However, while numerous independent professional coaches expound their success in this field, little research has been conducted on the impact professional coaches have in niche environments, such as branch-banking.

With this in mind, the author of this study has studied the impact of coaches in a branch-banking environment over a 6-month period. Specifically, the study examines a coach's impact on employee sales performance and job satisfaction. By examining several branch-based coaching relationships, the author has worked to define the components that go into a positive coaching relationship and potentially foster increased revenue and job motivation. Ultimately, it is hoped the study gives Chase management a perspective on the success of this business model, from a revenue and employee standpoint. In addition, the results of this study may provide other banks with insights on professional coaching in a branch environment and its potential compatibility for their organization.

As a point of reference, The Chase Manhattan Bank is a leading provider of financial services to individuals and small businesses. With over 365 billion in assets, Chase has

relationships with more than 30 million consumers, nationwide (1999, Business Wire). The organization's retail branch network extends throughout the states of New York, New Jersey, Connecticut and Texas.

Within each branch is a designated consumer "relationship manager". A relationship manager is responsible for managing a branch's most valuable consumer customers. In turn, each relationship manager is responsible for expanding a portfolio of approximately 250–350 clients.

## Research Question

How do professional coaches working in the banking industry impact performance and job motivation in that business environment? This study explores this question through a case analysis of relationship managers in Chase Manhattan Bank's branch network in New York and New Jersey.

## Subsidiary Question

To understand the impact of a business coach in Chase's retail branch network, this study will also seek answers to the following questions:

1.      What is the sales performance of an individual, prior to using a coach? Does this performance change after a coach is assigned to work with them?

2.      What is the employee job motivation prior to coaching? Does employee job motivation change after a coach is assigned to work with them?

3.      If sales performance and job motivation are impacted by a coach, are these changes consistent with each other? Do they increase or decrease simultaneously, or is there insignificant change?

4. What is the focus of coaching sessions – sales or service topics, technical training, personal issues?

## Need for the Study

If branch networks are to compete effectively, a closer look at how sales staff execute their role will be essential. Thomas Fisher (cited in Cline, 1998), senior vice-president, Comerica, Inc. concurs with this notion, "I would agree that the revenue-generating capacity of the branch has been underestimated and underutilized in the past. There's a lot of room for improvement there" (p.3). Acknowledging there is opportunity to enhance performance, there is also a need to measure a coach's influence on performance growth. Management needs to understand what coaching activities directly correlate to measurable change in employee revenue production.

As a coach in this organization, the author also knows that coaching is not solely responsible for employee revenue growth. The morale of the employee can also influence an individual's revenue growth behavior. As Paul Hersey, Kenneth H.Blanchard, and Dewey E. Johnson (1996) indicate, "if you want to influence another person's behavior, you must first understand what motives or needs are most important to that person at that time" (p. 33).

To this point, it is important for branch management and coaches to monitor job motivation prior to and after introducing a coaching strategy. Specifically, management and coaches need to evaluate the motives of employees and align their activities with employee motives. As an example, if a coach desires improved revenue from an employee, yet is unaware that the employee's primary motive is recognition, the coach may fail to change the employees revenue-generating behavior. The behavioral change is not likely to occur as the employee's motive was not recognized in their sessions. That said, this study attempts to educate

management and coaches on employee motives and needs, both prior to and after the introduction of coaches. The job motivation study conducted prior to the introduction offers coaches a look at common employee motives, allowing coaches to align their activities with these motives. In addition, research was conducted after several coaching sessions, to determine a possible shift in motives, requiring further adaptation of coaching style.

## Objectives

This study on the impact of professional coaches has two objectives. The first objective is to measure the change in job motivation and sales performance that occurs when a coach works with branch relationship managers. In reporting the changes in motivation (or lack of change) and performance, the author expects to offer other organizations a rationale for investing/not investing in this business strategy.

A second objective of this study is to provide other professional coaches in a sales niche with an overview of coaching activities that may influence employee performance and job motivation.

## Definition of Terms

1.  Branch: A stand-alone business site for consumers to transact their banking, in person.

2.  Coach: Helps people to clarify objectives and to discover more effective approaches for achieving those objectives (Crane, 1998, p.34)

3.  Coaching: a.) a healthy, positive, and enabling process that develops the capacity of people to solve today's business problems (Crane, 1998, p.12). b.) the act of meeting with a

coach meeting with a coaching partner to discuss their achievement of varying performance objectives

4.    Coaching partner: The individual who is being coached by a professional coach

5.    Job motivation: The degree/strength of a person's motives to do their job. (Hersey, Blanchard, Johnson, 1996, p. 27).

6.    Management: The individuals in management above the coaches and relationship managers.

7.    Relationship manager: Individual with responsibility for managing the branch portfolio of affluent clients (approximately 250 –350 clients).

8.    Relationship management coach: Coach specifically responsible for coaching relationship managers in a specific geographic territory.

## Limitations

Due to the excessive volumes of literature on business coaching and realizing that recent literature is more consistent with this study, this study is limited to literature from 1996 to 1999.

Another limitation of this study is the geographic location of the participants. Only relationship managers in New York City and New Jersey branches were asked to participate. Relationship managers in Long Island, Upstate New York, and Connecticut were not surveyed, knowing their demographics and environments are similar to either New York City or New Jersey. Texas branch relationship managers were not included, due to their proximity to the study.

An additional limitation to this study is the branch audience surveyed. As described earlier, a consumer relationship manager is responsible for managing a branch's most valuable

consumer customers. That said, a relationship manager is generally given a disparate proportion of the branch sales goal, versus other branch staff. Knowing a relationship manager is predominantly focused on sales activities, versus other branch activities - - such as servicing -- the author chose to limit the survey audience to consumer relationship managers.

Chapter II

REVIEW OF THE LITERATURE

Background

With banks striving to compete with a vast field of financial competitors, branch employees are being asked to deliver a higher level of performance than ever. As Dery (1998) indicates, "this is a difficult transition, requiring a different mindset than the one developed during the years when banks enjoyed a geographic monopoly . . . it also mandates the need for an energized sales force: enthusiastic, knowledgeable, and trained to think like a consumer" (p.4).

That said, the author's review of the relevant literature focuses on professional coaching as a means to enhance employee performance and morale, in a business environment. Dating from 1996 to 1999, the literature is divided into four sections to examine this subject. The first section describes the changing world of banking and several authors' commentary on how branch personnel should function in this new environment. The second section reviews the evolution of professional coaching. The third section compares and contrasts two theories on professional coaching. The final section reviews two varying theories on motivation.

Ultimately, the literature review supports the author's research question with external insights and theories on professional coaching. In addition, the review assisted the author in clarifying objectives for the study.

Changes in the Financial Industry and the Impact on Branch Personnel

In the 1990's, many changes have occurred in the financial industry, causing banks to rethink how they do business with their customers. Changes that have occurred include:

deregulation, competition, mergers and acquisitions, and technology advancements (Bukics, 1995). While deregulation opened up the field of banking to numerous competitors in the early nineties, the mid-to-late nineties found banks contending with mergers and acquisitions and technology advances. All of the factors mentioned are now forcing bank management to rethink how their branches do business with customers. To this point, Bukics (1995) notes, "to stay competitive, banks must find new sources of revenue or cut costs. Many banks spent much of the '80's and 90's cutting costs but still find it hard to maintain profits" (p. A07). Taylor (1998) adds, "advances in technology have resulted in changing administration of financial institutions. The telephone, personal computers and the Internet have become cost-effective distribution channels ... (the new channels) have also resulted in redundancy of branch bank employees" (p.1).

How to respond to these changes has become a topic of debate for many authors. However, in examining the literature, a common theme for responding to the aforementioned does arise; branch personnel need to change the way they do business. Robert Gabrielsen (1999), president of Strategic Connections Group of New York, a consulting firm that specializes in relationship-building strategies, refers to an American Bankers Association (ABA) Banking Journal to emphasize his point about bankers needing to change, "94% of community bankers said creating a sales culture is important to them. However, only 42% felt they had achieved a selling strategy in their banks" (p.1). Concurring with this concern, Gabrielsen (1999) suggests that banks should modify their organizational culture. He asserts that "what any true financial professional is selling is advice, and to do this requires having an "advisory culture" (p.1). Similarly, Charles Wendel (as cited in Mayer, 1999), a consultant for Financial Institutions

Consulting, suggests, "you have to change the cultural mind-set of the branch staff" (p.1), to increase branch employee contributions to revenue growth.

Gabrielsen (1999) however, goes beyond Wendel to define and recommend a process for instituting branch cultural change. He describes that an "advisory culture" differs from a sales culture, in that a sales culture specifically focuses on how to increase sales. Conversely, an advisory culture focuses on cultivating ongoing relationships that continually deliver value to the customer. To instill an advisory culture in a branch, Gabrielsen (1999) advocates a seven-step process. The seven steps are: (a) create a mission statement, (b) identify key relationship providers (KRP) in the organization structure, (c) devote time to hiring the right staff, (d) create products that add value and support consumer relationships, (e) delivery of services and products should provoke a customer interaction that is meaningful to the client, (f) create a customer information system to manage customer information and customer experience, whether manual or systemic, and (g) tie KRP compensation to assets under management, team performance, and deliver in a timely fashion. By establishing and reinforcing an advisory culture, Gabrielsen (1999) suggests that branch staff may assist a bank in differentiating itself from the competition.

Contrary to Gabrielsen's approach to changing culture, Dery (1998) suggests that educating branch staff and the consumer is critical to setting a branch apart from the competition. He perceives the benefits of educating customers to include: increased market share, customer retention, and heightened customer satisfaction.

The focus on education as an integral ingredient in a bank's retail strategy has the added benefit of differentiating the institution from its competitors. In the consumer's mind the bank is seen as delivering better value by helping me understand what is best for me (p.3)

Dery (1998) continues to explain that by educating customers, branch personnel may establish a perceived value for the customer, which can influence branches retaining, expanding and acquiring customer relationships. Reiterating this point, Jerry Chevassus, Director of Retailing at Recreational Equipment Inc, a Seattle-based mountain gear company, comments in Dery's article, "There is no conflict between making customers smarter and making the sales curve steeper" (p. 4).

In addition to educating branch personnel and consumers, Dery (1998) also expresses the need for branch personnel to transition from their traditional role. To his point, Dery (1998) cites Kevin Kelley, vice president of Willey Brothers, a Rochester (NH)-based retail financial solutions provider. Kelley (1998) describes the changes desired of branch sales personnel:

> it also mandates the need for an energized sales force: enthusiastic, knowledgeable, and trained to think like a consumer. It is imperative that those sales and service personnel be properly trained to anticipate customer interests and concerns ...who does the selling – the educating – is just as important as what is being sold (p.4)

Kelley (cited in Dery, 1998) expresses the need to educate, but with special attention placed on the branch personnel, as opposed to the customer. Kelley suggests that proper training of the sales representative is critical for the sales staff to educate clients.

## Evolution of Professional Coaching

Florence Stone (1999), author of Coaching, Counseling & Mentoring states, "Motivational research conducted by psychologist Abraham Maslow and others, describes that people generally have an genuine interest in bettering themselves" (p.12).

To that extent, bank branches are in an environment where employees need to change behavior and better their performance. As an alternative to the aforementioned strategies, many organizations, including banks, are turning to professional coaches to help better their employees.

That said, the author will examine the evolution of professional coaching and the premise for using it to change and improve employee behavior.

## History

Laura Whitworth, Henry Kimsey-House, and Phil Sandahl (1998), co-authors of the book Co-Active Coaching, suggest, "people come to coaching for lots of different reasons, but the bottom line is change" (p. X). According to Whitworth et al, (1998), the evolution of professional coaching can be traced back to mentoring and executive coaching in large organizations and incorporates elements of consulting and counseling (Whitworth et al.,1998).

To further describe the evolution of coaching, Robert Schwab (1999), a writer for the Denver Post, points out that the January/February 1999 British Journal of Administrative Management identifies coaching as, "Imported from the USA, . . . coaching is a very nineties innovation." (p.1).

Thomas Leonard (cited in Kitchen, 1998), considered the founder of personal coaching and the founder of Coach University, asserts that professional coaching "has just begun its acceleration" (p.1). Today, there are a reported 10,000 professional coaches working, and by the year 2005, the number is likely to grow to 25,000 to 50,000 (Kitchen, 1999). Other indicators of the growth in this industry include the International Coach Federation (ICF) membership. In the past year, the group has tripled its membership to 1400, according to a statistic in an article by

Sherwood Ross' (1998). Ross (1998) also cites in his article, "a survey (conducted) by Personnel Decisions International (PDI), a Minneapolis-based human resources firm, found that 90 percent of senior HR leaders expect the demand for executive coaches to continue" (p. 1). These indicators point to the dramatic increase in the usage of professional coaches and its expected future growth.

So just who is getting coached? A recent coach federation poll conducted amongst individuals using professional coaches revealed that 210 clients showed an average income of $63,000 and 82 percent having college degrees. (McLeod, 1999). Of the clients responding, 69 percent were female, supporting a notion that women may be more open to coaching, as they have less issues with confronting self sufficiency (McLeod, 1999). Companies utilizing a coaching model include: Marriot Hotels, GTE, Eastman Kodak, IBM and Chase Manhattan Bank (Kitchen, 1999).

And just who is doing the coaching? Professional coaches have in their ranks numerous middle-managers from corporations that were downsized in the nineties. To these individuals, coaching has become an opportunity to turn their experience into a new career and help others focus on their goals. Also expected to join the field of coaching are 'specialty' coaches – coaches with specialization in areas such as children, parenting, and small business (Kitchen, 1999, p.H9). As to what a professional coach is likely to charge, monthly fees can range from $200 – 1000, for a telephone based coaching relationship (Ross, 1998, p. C02).

Premise for Coaching

Keith Rosen (1998), business coach and author of Attraction Selling, provides an analogy to illustrate the premise for coaches, "In the world of sports, often the best way to learn how to

improve your performance is by working with a professional coach" (p.1). Based on his experience as a business coach, Rosen outlines a rationale for using professional coaches. His article, like much of the literature reviewed, agrees with the premise for coaches in today's business environment.

Focusing on a manager's desire for a coach, Rosen (1998) found that business managers/professionals are tired of meeting the challenges of the business environment on their own. Challenges mentioned include increasing sales, improving communication, and creating business action plans. The manager can no longer do the job alone and in turn, must turn to an additional resource to help meet these objective. His recommendation to turn to professional coaches for assistance in navigating these business responsibilities.

According to John Sciffer (cited in Evans, 1998), current President of ICF, a key reason behind employees and managers seeking out professional coaches is due to the instability in careers today. He indicates, "executive coaching is 'skyrocketing' as more professionals feel the need to seek outside career help in a world where people change jobs, companies and careers much more frequently than they used to" (p.1). His statement supports Rosen's position about coaches serving as an additional resource to improve performance. Like their manager, employees are now running into situations where they have difficulty managing career changes and advancing skills, on their own. Similar to Seiffer, Rosen (1998) points out, "with the help of an outside partner, you develop new skills and perspectives, allowing you to reach personal and professional goals more quickly, with less effort and with greater enjoyment than you would on your won" (p.2).

Also similar to Rosen, Robert McGarvey (1999), a writer on business, psychology, and management for national publications, suggests another premise for coaching are the employees that remain behind in organizations. According to McGarvey (1999), "today's low unemployment rate means you have to do something to help your employees because you probably can't hire new ones ... if you want better workers, nowadays you've got to help make them yourself" (p.131). Rosen (1998) agrees with this point on improving existing personnel. He states, "the majority of business professionals were never trained in how to set up, operate, and manage a successful business practice" (p.2).

A final author that illustrates the premise for coaches is Thomas Crane, a consultant and professional coach who specializes in working with organizational leaders to transform their business teams. In his book, The Heart of Coaching, Crane (1998) asserts that "the business world is in the midst of just such a paradigm shift ... the rules have changed. The processes that people previously used to achieve their objectives are no longer valid, and the traditional roles and hierarchical working relationships are no longer effective (p.18). He points out that changes in technology, organization strategy, corporate culture, and leadership roles are causing organizational 'paradigm shifts'. Knowing a paradigm shift requires an organization to adapt, Crane suggests 'transformational' coaching as a way to respond.

## Theories on Professional Coaching

As described earlier, there is a sense of urgency for organizations to adapt to rapid changes in the business world. To this point, professional coaches are helping organizations adapt to the rapid change. To evaluate the effectiveness of coaching, it is also important to

evaluate various methods professional coaches use to provoke change. In this section, the author looks at two theories on professional coaching, including 'transformational coaching', as defined by Crane (1999) and 'co-active coaching', as defined by Whitworth et al. (1998).

In his book, The Heart of Coaching, Crane (1998) supports the concept that coaching can improve performance. He describes, "coaching helps people to clarify objectives and to discover more effective approaches for achieving those objectives" (p.34). As a professional coach, Crane uses his experience to support his theory on coaching, also know as transformational coaching. He defines the process of transformational coaching as:

> a comprehensive communication process in which the coach provides performance feedback to the coachee. Topics include broad, work-related dimensions of performance (personal, interpersonal, or technical) that affect the coachee's ability and willingness to contribute to meaningful personal and organization goals...the process is transformational because it creates egalitarian, mutually supportive partnerships between people that transcend the traditional boss/subordinate relationship. (p.31)

Here, Crane (1998) promotes the concept that managers can coach employees to improve performance by 'transforming' traditional employee-manager relationships into collaborative and communicative relationships.

In defining transformational coaching, Crane (1998) determines three critical phases to the process. Phase I is described as 'The Foundation Phase' and is the phase "in which you (the coach) create a relationship and the climate in which coaching can occur and in which you prepare for a particular coaching session" (p.45). Phase II is the 'The Learning Loop' and is the phase "in which you share your feedback, listen to your coachee, engage in dialogue to learn

from the exchange" (p.45). The final phase of transformational coaching is defined as the 'Forwarding–the–Action' phase, "in which you continue to build positive momentum and create a commitment for change" (p.45). All of the phases described suggest that coaching is a process and that coaching produces change over a period of time.

In their book, Co-Active Coaching, Whitworth et al. (1998) outline the key components of co-active coaching. Initially, they explain that the term 'co-active' is essential in their model, as it expresses the fundamental point of this coaching relationship – the coach and client function collaboratively. They describe, "in co-active coaching, this relationship is an alliance between two equals for the purpose of meeting the client's needs" (p. 3).

When describing their coaching model, Whitworth et al. (1998) point out four fundamental cornerstones that form its framework: (a) The client is naturally creative, resourceful, and whole, (b) co-active coaching addresses the client's whole life, (c) the agenda comes from the client, and (d) the relationship is a designed alliance. These cornerstones support Whitworth et al. (1998) notion that by coach and coachees working together produces action and learning, ultimately promoting change.

Specific components of co-active model include: listening, intuition, curiosity, action/learning, and self-management (Whitworth et al., 1998, p.xiii). As indicated by Whitworth et al, these components are brought into the coaching relationship by the coach. A coach employs these skills to build and enhance their relationship with the coachee.

Three principles for the co-active coaching relationship include, fulfillment, balance and process (Whitworth et al., p.xiii). As explained by Whitworth et al., these principles are the three "central aspects" of a coachee's life, and in turn, should be part of a coachee's agenda

(Whitworth et al., 1998). As an example, to incorporate fulfillment in an agenda, the coach will need to get into personal territory with the coachee. Finding out what coachees value in life and helping them connect those values to their decision-making can lead to valuable discussion on fulfillment.

With regard to balance, the coach should assess their coachee at their initial meeting to uncover where balance exists or doesn't exist in their life, including family, work, and health. In doing so, the coach can identify areas for the coachee to bring balance to their life (Whitworth et al., 1998).

The third principle of co-active coaching with coachee, is process. Whitworth et al. (1998) comment that all too often coaches and coachees get absorbed in obtaining results. Rather than worry about end results, Whitworth et al. advocate the coach and coachee focus on how the coachee will achieve their goal. To do so, the coach should observe the coachee's learning process and encourage and recognize them along the way.

While both models describe a consistent theme for helping others adapt to change, the models do diverge in a key area. A divergence arises over the focus for coaching discussions. Whitworth et al. stress that the coachee's needs come first in a coaching relationship, as opposed to the coach's needs (Whitworth et al., 1998). In a co-active coaching relationship, the coachee is directed to establish the agenda for discussion, as opposed to the coach (Whitworth et al., 1998).

Unlike Whitworth et al. (1998), Crane (1998) prioritizes the manager's agenda in his model. Crane advocates the manager to function as a coach and to align their coaching agenda with performance management activities. As described by Crane (1998), "a coach acts as a

guide by challenging and supporting people in achieving their performance objectives" (p.32).
As indicated, Crane suggests the manager focus coaching discussions on business performance,
versus the preferred agenda of the coachee.

The two models do bear a resemblance with regard to accountability in a coaching
relationship. The co-active coaching model suggests that coaching drives accountability
(Whitworth et al, 1998). Whitworth et al. describe the need for accountability in the following
citation, "accountability is essential to forwarding the action and deepening the learning in co-
active coaching because the coaching session is more than just conversation: it is conversation
that leads to some form of action" (pp.80-81). Here, Whitworth et al. suggest that a coaching
conversation does not end without responsibility. Rather, a coaching dialogue gives coachees
structure and accountability to action and change.

To build accountability into the coaching process, Whitworth et al. (1998) advocate the
use of three questions during a coaching session: (a) what will you do? (b) when will you do it?
(c) how will I know (p.83). In asking these questions, Whitworth et al. indicate these questions
foster a mutual understanding of what is expected in the relationship. Such questions eleviate
any misconceptions of a discussion and can hold the coachee accountable to actions that may
provoke change. Building this form of accountability into coaching may also help the coachee
measure their change and decide on action(s) to further their change.

Similar to the co-active model, the transformational theory supports the concept that
accountability may foster action and change. As evidence, Crane (1998) uses the final phase of
his theory, the "Forwarding-the-Action" phase, to advocate accountability with the coachee. He
explains the purpose of this phase is to ensure the "coachee's focus and momentum are great

enough to move on to success" (p.81). The five steps included in this phase are: (a) reinforce positives, (b) suggest possibilities, (c) request a specific behavior, (d) require behaviors and state consequences, and (e) obtain action commitment and offer support. Like Whitworth et al.(1998), Crane (1998) suggests these steps for building accountability, should not be rushed by the coach. If the coach becomes too focused on getting to the end results, resistance and opposition can arise from the coachee, inhibiting the coaching process. Crane (1998) advocates that coaches use these steps to learn and adjust their process, as the coachee moves toward action.

Ultimately, the author found great similarity in these theories, primarily with their assertions toward getting the coachee to move toward change. In defining their models, both cite a processes' to provoke "life-sustaining changed behavior" in a coachee's personal and professional life. Both theories advocate a partnership between coach and coachee and stress the importance of communication, particularly feedback. The most apparent variance between these coaching theories appears to be the audience for whom the theories are directed. Crane (1998) directs his model to the manager who also functions as coach. Conversely, Whitworth et al. (1998) prescribe their coaching model for professional coaches.

## Theories on Motivation

A review of motivation and its impact on individuals is of interest, as this study will examine the level of employee motivation that exists when a professional coach is utilized in a business environment. To do so, the author examines two theories on motivation in order to help the author assess the study results.

<u>Defining Motivation</u>

As professors and professionals in the field of leadership studies, Hersey et al. (1996) describe that motivation is a difference in people's ability to do and will to do. In simple terms, they define motivation as the "'whys' of behavior" (p.27). Furthering this point, they explain that needs or motives, move people toward their goals - "motives, or needs, are the reasons underlying behavior ... the need with the greatest strength at a particular moment leads to activity" (Hersey et al., 1996, p.28).

However, once the mentioned needs, or motives are fulfilled by our action or activities, we encounter the question of what happens to the need. Abraham Maslow (cited in Hersey et al., 1996) noted that after individual needs are satisfied through activity, the individual is no longer motivated toward further action. Once a motive or need is satisfied, the need is no longer a motivator of behavior.

To illustrate his viewpoint, Maslow (cited in Hersey et al., 1996) designed his 'Hierarchy of Needs' theory, which is represented by a pyramid. Maslow uses the pyramid to illustrate his point that "human needs arrange themselves into a hierarchy" (p.40). In the pyramid design, the lowest level represents the most fundamental human needs, such as food and water, whereas the top of the pyramid reflects a person's desire to become what they want to be, such as a doctor or a successful athlete. The specific levels of the hierarchy, starting from the lowest and most fundamental, are: physiological, safety, social, esteem, self-actualization (p.40). Once a level of need has been satisfied, the "other levels of needs become important, and these motivate and dominate the behavior of the individual ... and so on down the hierarchy" (Hersey et al., 1996, p.41). In describing his theory, Maslow is also careful to point out that not all needs in a level need to be met completely for another need to surface and take priority. A person may move on to the next hierarchical need level before satisfying a need level. As Hersey et al. (1996) point

out, "Maslow's hierarchy of needs is not intended to be an all-or-nothing framework, but rather one that may be useful in predicting behavior on the basis of a high or low probability" (p.43). This theory may prove useful for interpreting employee job motivation discussed in the author's study.

Another theory on motivation is defined by Clayton Alderfer (as cited in Hersey et al. 1996) of Yale University. Alderfer's theory varies from Maslow's theory when it comes to defining needs. Alderfer defines three core human needs in his theory, sometimes referred to as the ERG theory: Existence, Relatedness, and Growth. Although Alderfer identifies only three core needs to his model, they do correspond to Maslow's hierarchy of needs. Specifically, existence relates to physiological and safety needs, relatedness relates to social needs, and growth corresponds to esteem and self-actualization.

Alderfer's (as cited in Hersey et al., 1996) theory (ERG) varies from Maslow's (as cited in Hersey et al., 1996) theory in two ways, according to Stephen Robbins, who is cited in Hersey et al. Firstly, the ERG theory allows for the individual to have more than one hierarchical level to be in existence at the same time (Robbins as cited in Hersey et al., 1996, p. 45). As an example, Hersey et al. explain that relatedness and existence could coexist. This varys from Maslow's theory, in which he indicates that people move through levels of need according to the predominance of the need. Once a need has been partially or completely fulfilled, the next dominant need surfaces and moves the person into another need level.

Another variance Robbins (as cited in Hersey et al., 1996) points out between Alderfer and Maslow's theories is that Maslow indicates "a person needs to remain at a level until it is adequately satisfied. The ERG theory suggests that a person frustrated or blocked at a need level will regress to a lower level" (p. 45). Thus, in comparing the two theories, Robbins promotes the idea that the ERG theory "is more valid description of the need of hierarchy" (p.45).

Chapter III

DESIGN OF THE STUDY

Background

To assess the impact of professional coaches on employees in a bank environment, the author relied on a number of resources. Information and data used in this study were compiled from recent literature, employee surveys, and individual sales performance reports from within the Chase organization.

Literature

The literature used in this study was acquired from online research databases, multiple web-sites, books, and branch sales performance records. The literature gathered on professional coaching was quite extensive, thus forcing the author to narrow the literature used in the study to the years of 1996 to 1999. Noticeably missing from the literature collection were data from similar studies on the effectiveness of professional coaching. In reviewing various educational databases, the author failed to find formal research on the impact of professional coaches in a business environment. Such a finding further supported the need for this study.

Employee Survey

The purpose of this employee survey was to ascertain the level of impact professional coaches have on employee motivation and job satisfaction. The data were collected by surveying 120 New York and New Jersey Chase Manhattan Bank branch consumer relationship managers in November 1999 and March 2000.

The initial survey (see Appendix A) was administered to 70 relationship managers who had a professional coach assigned to work with them. The author asked the three associated professional coaches in New York City and New Jersey to distribute this survey to these 70 individuals on November 1, 1999. Forty surveys were given to the New York City coach, while 30 surveys were given to the two New Jersey coaches. All surveys were administered to relationship managers via group meetings.

Each survey contained a cover memo defining the purpose of the study, describing the confidentiality of responses, and requesting the completed surveys to be faxed or mailed (postage-paid envelopes provided) to the author, by November 17, 1999. As of November 17, 1999, the author had only received 15 surveys. To encourage a larger response, the author extended the submission date to November 24, 1999. Each coach was notified via email of the one-week deadline extension. The extension prompted an additional 6 surveys to be sent, bringing the responses to 21; a 30% response rate.

The second survey (see Appendix B) was administered 5-months later to allow the impact of coaching to take effect. Specifically, on March 30, 2000, the author sent a request for the same three relationship coaches to administer the second employee survey (see Appendix C). They administered the second survey to a total of 50 relationship managers, during the week of April 3, 2000. Thirty surveys were distributed to New Jersey relationship managers, while 20 surveys were distributed to New York relationship managers. Again, the focus of this survey was to ascertain the level of job satisfaction amongst this audience. The author received a total of 14 responses to this survey.

Individual Sales Performance Reports

Additional research data used in this study were individual sales performance reports, dating from July 1999 to December 1999 and January 2000 to March 31, 2000. The reports were used to validate a change in a relationship manager's sales performance. Specifically, the author used the period of July 1999 to December 1999 to derive a revenue trend. The resulting trend was then compared against the revenue performance trend of January 2000 to March 31, 2000, thus providing an indication of the coach's impact on a relationship manager's sales performance.

It should be noted that the author was able to access such reports due to her position at Chase.

Survey Questionnaire

As mentioned, the purpose of the employee surveys was to ascertain the level of impact professional coaches have on employee motivation and job satisfaction. The first survey was used to benchmark the employee's level of job motivation at the onset a coaching relationship. The second survey was used to contrast employee responses for change against the initial survey.

In both surveys, the author sought data that could be used to correlate a relationship between length of time on job and its impact on job motivation. To acquire this information, both surveys began with three demographic questions, including, job function, number of years in the position and location of workplace (see Appendix A and B).

The November 1999 survey was comprised of 13 questions, while the April 2000 survey was comprised of 10 questions. To organize the questions, the author segmented the survey into two sections entitled, About My Coach and About My Role. Each section directed the respondents to provide feedback on their coach and their current level of job motivation.

Specifically, the About My Coach section included questions on the length of time the coachee had known the coach and the focus of their discussions. Such data were important to gather for two reasons. Firstly, it provided the author with a benchmark for coachee interaction with a coach. Secondly, the section allowed the author to identify the similarities in coaching topics. Responses to these questions were also desired for cross-reference with the About My Role questions.

In the About My Role section, five questions were asked regarding current job motivation. The questions asked focused on the coachee's perceptions in their workplace, including: current role and responsibilities, level of feedback, and overall satisfaction in current role.

The second survey posed 10 questions to relationship managers, with regard to their interaction with their coach and current level of job motivation. Specifically, the author asked relationship managers about the frequency of coaching meetings and the level of satisfaction with their coach. Additionally, relationship managers were asked to indicate areas they perceived themselves to have improved over the past five months and to indicate current level of job motivation. These responses provided the author with key insights on the change in job motivation that occurred over the 5-month period.

## Sales Performance Measurement

To ascertain a change in employee sales performance, the author went back to the same coaches used to administer the job motivation survey. The author directed a New York City and New Jersey coach to select 10 individuals from their coaching assignments. Their selections created a sample of 20 individuals for measurement of sales performance.

In determining the names to submit, coaches were asked to select employees that encompass varying levels of coaching priority. Employee's designated 'high', 'medium', 'low' coaching status. Factors that influenced a coachee's designation as High, Medium, or Low, included their newness to the position and their historic performance against sales goal. A high performer is an individual who the coach is most concerned with about performance. In selecting these individuals, the author attempted to bring diversity to the sample population.

To measure the change in revenue performance, the author asked coaches to submit 'Revenue from New Sales' results from July 1, 1999 to December 31, 1999 for each of the 10 individuals. Revenue from New Sales is one of the current measures Chase uses to measure employee sales performance.

In April, the author asked the same coaches to provide Revenue from New Sales results for January 1, 2000 to March 31, 2000. Although the second group of data only reflects 3 months of data, compared to 6 months for the first group, the data was sufficient for the author to determine an increasing or decreasing trend in sales performance. This form of measurement was needed due to the limited time frame of the study.

A second indicator the author used to determine a change in sales performance was employee performance against sales goal. Again, the author had the same two coaches provide individual results for '% of Sales Goal Achieved' for each of their 10 coachees. Data collected included % of Sales Goal Achieved from July 1 1999 to December 31, 1999 and % of Sales Goal Achieved from January 1, 2000 to March 31, 2000. Again, while the time frames varied from a 6-month measure to a 3-month measure, the data supplied were sufficient for the author to determine if an individual performance was trending upward or downward.

Chapter IV

ANALYSISOFTHEDATA

The data collected in this study supports the author's assumption that professional coaches have a positive impact on employee job motivation. However, the data collected contradicts the author's assumption that coaches positively influence sales performance in a branch based-environment. The study's findings are derived from the 35 employee job motivation surveys and the sales performance records of 20 employees. The author acknowledges that this sample reflects less than 10% of those employees with coaches, as surveying all employees with coaches would have been timely and prohibitive.

## Demographics of Respondents

Overall, the employee survey generated 21 responses (30% response) in November and 14 responses (28% response) in April. Respondents were not asked for their names on either survey in order to establish confidentiality and candid responses. With that said, the author cannot confirm that the same people responded in November and in April.

Also, it should be noted that the author administered 20 fewer surveys in April, purely for administrative purposes.

As shown in Table 1, the majority (71% or 15) of the November responses came from Tri-State Region Relationship Managers, while the majority of the April responses (71% or 10) came from the Urban Region. The respondents from the Tri-State area are located in both New Jersey and Westchester County, New York, while Urban respondents are located in New York City.

In both November and April, the majority of respondents (81 %) identified themselves as Relationship Managers. In November, 81 % indicated they were Relationship Managers, while in April, 79% of respondents indicated they were Relationship Managers. As a point of reference, the only distinguishing factor between a Relationship Manager and a Relationship Representative is that the Manager has been granted an official bank title, such as Assistant Manager or Assistant Treasurer.

And finally, when asked about the time in their position, the majority of November respondents indicated they were in their position for greater than 1 year (81 %), whereas in April, only (50%) indicated they were in their position for greater than 1 year. The disproportion amongst November respondents with less than 1 year experience represents a significant variable to that group of responses.

Table I

Demographics of Survey Respondents

|  | November Survey | April Survey |
|---|---|---|
| Current Title | Relationship Manager: 81% <br> Relationship Representative: 19% | Relationship Manager: 79% <br> Relationship Representative: 21 % |
| Length of Time in Position | < than I year: 19% <br> 1 – 3 years: 48% <br> > than 3 years: 33% | < than I year: 36% <br> I – 3 years: 21% <br> > than 3 years: 29% <br> Did not indicate: 14% |
| Geography Located | Urban: 29% <br> Tri-State: 71% | Urban: 71% <br> Tri-State: 29% |

## About My Coach

This section was designed to confirm the level of employee satisfaction with the coaching process. By comparing the November and April data, the author confirms evidence of both Crane (1998) and Whitworth et al. (1998) theories on coaching.

<u>Initial Response to Coach</u>

Initially, respondents were asked about their 'comfort level with the new assignment of a professional coach'. As Table 2 illustrates, the majority of November respondents were very favorable (38%) and 'somewhat favorable' (29%) about receiving a coach. Interesting to note in November is the correlation between tenure and attitude. As the data reveals, those employees with greater than three years tenure were most optimistic (71% of this group) about getting a coach, whereas employees with tenure of 1-3 years were somewhat passive (50% of this group) toward the coach's arrival.

Conversely, in April, respondents were asked to indicate if their opinion of coaches had changed since first learning they would be get a coach. Fifty-seven percent of respondents indicated their 'opinion was greatly changed' or 'changed'. However, the remaining individuals (43%), indicated their 'opinion was neither changed nor unchanged' about coaches, over the 5-month period.

Table 2

<u>Response to Coach Arrival – November Survey</u>

| When I heard I would be getting a coach, my response was. . . | Very Favorable Nov | Somewhat Favorable Nov | No Opinion Nov | Not Favorable Nov |
|---|---|---|---|---|
| <than 1 year | 1 | 2 | 1 | |
| 1–3 years | 2 | 3 | 5 | |
| > than 3 years | 5 | 1 | 1 | |
| | 38% | 29% | 33% | |

<u>Items Discussed with Coach</u>

Another question asked of respondents was the 'items they discuss with their coach'. In November, respondents indicated that the leading topic of discussion was sales (90%). The second most talked about matter was their career (43%). The fact that these topics were the focus

of discussion supports Whitworth et al. theory that coaching requires the coach to focus on several areas of a person's life. Whitworth et al.(1998) explain, "co-active coaching approaches the whole of a person's life. It is no service to help the clients excel in one area of their lives without caring for the rest" (p. 7). Responses to this question indicate coaches have a diverse approach to employee discussion, rather than limiting to immediate business needs.

## Clarity of Objectives

To ascertain the level of how clearly a coach communicated their goal, the author asked employees to rate how effectively their coach had communicated the goal of their coaching relationship. In November, the majority of respondents (60%) 'strongly agreed' that their coach had clearly communicated the goal of their coaching relationship, while (35%) merely 'agreed'. One respondent did not respond to the question. In April, the majority (64%) of respondents indicated they 'strongly agreed' their coach had clearly defined the goal of their relationship while 36% percent 'agreed' with this statement. With both groups agreeing that goals were clearly communicated, we see evidence of an integral coaching component mentioned earlier. As Crane (1998) suggests, "Transformational Coaching requires a foundation of trust and shared expectations, laying the groundwork for what is to follow" (p.46).

## Listening

Knowing that listening skills are a fundamental component of both Crane (1998) and Whitworth et al. (1998) coaching theories, the author was interested in gaining employee feedback on coach listening skills. As Whitworth et al. (1998) indicate, "everything in coaching hinges on listening...especially listening with the client's agenda in mind" (p. 39).

Knowing the importance of this skill, the author was somewhat surprise to learn that only 55% of the November respondents indicated they 'strongly agreed' their coach had good listening skills. However, when asked the same question in April, respondents had changed their opinion. In April, 71% of respondents indicated they 'strongly agreed' their coach had good listening skills. This positive change of opinion supports an alignment with Crane (1998) and Whitworth et al. (1998) theories. However, the dramatic change in opinion could represent an area of future volatility. Management may want to monitor performance in this area based on its role in a successful coaching relationship.

Confidence In Coach Impacting Performance

And finally, in November, the author asked respondents to indicate the level of confidence they had with their coach impacting their performance. As indicated in Table 3, the majority of respondents concur that working with a coach can enhance their performance. Eighty-six percent of respondents indicated they 'strongly agree', or 'agree' their coach can impact their performance.

With such a high degree of optimism, the author decided to rephrase this question in the April to reveal the specific areas that the employees felt their performance had changed. Responses to this question are reviewed in the following section entitled About My Role.

Table 3

Level of Confidence Employee Has That Coach Can Improve Their Performance

|  | Strongly Agreed | Agree | Neither Agree/Disagree | Disagree |
|---|---|---|---|---|
| < than 1 year | 2 | 2 |  |  |
| 1 – 3 years | 5 | 3 | 3 |  |
| > than 3 years | 3 | 3 |  |  |
|  | 48% | 38% | 14% |  |

About My Role

Questions in this section were designed to reveal the potential changes of job motivation over the 5-month period. The data compiled were intended to confirm the author's assumption that job motivation would increase with the implementation of coaches. The findings in this area would be of particular interest to the author, as earlier research failed to confirm this theory.

Level of Feedback

Both Crane (1998) and Whitworth et al. (1998) state the importance of feedback in a coaching relationship. To gauge the initial level of feedback respondents received, the author asked respondents to indicate their level of satisfaction with job performance feedback. As indicated in Table 4, November respondents highly agreed with the level of feedback they received at the time. Specifically, 81% stated the level of feedback they received was 'very good' or 'good'. With the majority of respondents providing such responses, the author was curious to see if a 5-month period would alter these responses.

In April, the author asked respondents to rate the level of feedback they received. Additionally, the author asked respondents to delineate the level of feedback received from their supervisor and their coach. Such information was intended to determine a variance between feedback levels from these sources.

As indicated in Table 5, respondents did feel there was a difference in the level of feedback received from these parties. The majority (86%) indicated the level of feedback they receive from their coach was 'excellent' or 'very good', and 85% indicated the level of feedback from their supervisor was excellent or very good.

When comparing April data to November data, the author found a positive trend. As described, in April, 86% of respondents indicated that the level of feedback received from their

coach was 'excellent or 'very good' and 85% responded similarly about their supervisor. This represents an increase over November, where just 81 % of respondents indicated the overall level of feedback they receive is 'very good' or 'good'.

The increase in levels of feedback from coaches and supervisors compliments earlier research on affecting behavioral change. As Crane (1998) indicates, "the Transformational Coach's intention is to help people enhance their effectiveness. The coach does this by delivering performance feedback respectfully, with permission, and in a way that the coachee finds helpful" (p.31). As reflected in this survey, coaches and supervisors are moving in the right direction to increase coachee effectiveness.

Table 4

Level of Satisfaction with Feedback – November

|  | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|
| <than 1 year |  | 3 |  |  |  |
| 1 – 3 years | 4 | 3 | 3 |  |  |
| > than 3 years | 4 | 2 | 1 |  |  |
| Did not indicate time in position |  | 1 |  |  |  |
|  | 38% | 43% | 19% |  |  |

Table 5

Level of Satisfaction with Feedback – April

|  | Excellent | | Very Good | | Good | | Fair | | Poor | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Spvsr | Coach | Spvsr | Coach | Spvsr | Coach | Spvsr | Coach | Spvsr | Coach |
| <than 1 year |  | 1 | 4 | 3 | 1 | 1 |  |  |  |  |
| 1 – 3 years | 2 | 2 |  |  |  |  | 1 |  |  |  |
| > than 3 years | 1 | 2 | 2 | 2 | 1 |  |  |  |  |  |
| Did not indicate time in position |  |  | 2 | 2 |  |  |  |  |  |  |
| Totals: | 3 or 11% | 5 or 18% | 8 or 30% | 7 or 25% | 2 or 8% | 1 or 4% | 1 or 4% |  |  |  |
| *Note: 1 respondent didn't rate supervisor | | | | | | | | | | |

## Recognition

To determine a baseline for employee satisfaction with individual recognition, the author asked employees in November to indicate if they felt they received the right amount of recognition for doing a good job. A minority (19%) indicated they 'strongly agree' with this statement, while the majority (43%) indicated they 'agree' with the statement. Thirty-three percent of respondents answered they 'neither agree nor disagree' that they receive the right amount of recognition. Interestingly, of the 33 percent that indicated they neither agree nor disagree with the amount of recognition they receive, 86% had been in their position for more than 1 year. One percent of respondents 'disagree' they receive the right amount of recognition for doing a job.

When employees were asked to rate the level of satisfaction with recognition in April, only 7% of respondents indicated they 'strongly agree', a 12% decrease from November. However, 64% answered that they 'agree' with the level of recognition they receive; an increase over November respondents. Only 43% agreed with the level of recognition received in November. Twenty-one percent of respondents indicated they 'neither agree nor disagree' with the level of recognition they receive for doing a good job, a positive decrease from the 33% in November. Only one respondent indicated they 'disagree' with the level of recognition received, comparable to November respondents who disagree.

This 5-month increase in agreement on recognition received supports Crane's theory (1998) of effective coaching relationships. Crane suggests "coaches can develop individual esteem if they seize every opportunity to acknowledge, cheer and underscore people's successes. In this area, do more, not less" (p.175).

## Perception of Change in Performance

In April, the author asked respondents to comment on the progress they had made since the introduction of coaches. As shown in Table 6, the majority of respondents felt their performance had 'greatly changed' or 'changed to some extent' in several areas. However, when contrasting the results of those who said they felt their performance had changed greatly to those who answered that their performance changed to some extent, there is a substantial variance. As an example, 36% of respondents indicated their 'Sales Performance' had changed greatly, while the majority (57%) indicated it had changed to some extent. The variance in confidence level could indicate an area for further work for coaches. A similar pattern occurs in the categories of 'Servicing the Client', 'Organizational Skills', 'Understanding Sales Reports', and 'Ability to Navigate the Organization'.

The areas in which respondents felt they experienced 'no change in performance' were 'Servicing the Client'(21%) and 'The Chase Values'(21%). Interestingly, the majority of respondents who indicated their performance 'had not changed' in one or more areas, had greater than 1 to 3 years of experience.

## Overall Job Satisfaction

In terms of morale, the author wanted to confirm if the presence of a professional coach would influence overall job satisfaction over a 5-month period. Respondents were asked in both November and April to comment on their overall level of job satisfaction. According to November responses, the majority of respondents were satisfied with their current role. Specifically, 14% of respondents replied they were 'very satisfied' with their current position, while 57% replied they were 'satisfied'. Twenty-nine percent (29%) responded they were

Table 6

<u>Self Assessment of Change in Performance</u>

| Opinion of How Performance Has Changed | To a Great Extent | | | | | To Some Extent | | | | | To No Extent | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | < 1yr | 1-3 yr | >3yr | No Yr | % | < 1yr | 1-3 yr | >3yr | No Yr | % | < 1yr | 1-3 yr | >3yr | No Yr | % |
| Sales process | 2 | 1 | 2 | | 36% | 3 | 1 | 2 | 2 | 57% | | 1 | | | 7% |
| Servicing the client | 2 | 1 | 1 | | 29% | 3 | | 2 | 2 | 50% | | 2 | 1 | | 21% |
| Organizational habits | 2 | | 1 | 2 | 36% | 3 | 2 | 3 | | 57% | | 1 | | | 7% |
| Interpersonal skills (ie. listening, communicating) | 3 | | 2 | 2 | 50% | 2 | 1 | 2 | | 36% | | 2 | | | 14% |
| Understanding and usage of sales reports | 3 | | 1 | | 29% | 2 | 2 | 2 | 2 | 57% | | 1 | 1 | | 14% |
| Ability to navigate Chase organization | 3 | | 1 | 2 | 43% | 2 | 3 | 2 | | 50% | | | 1 | | 7% |
| Application of the Chase Values | 2 | | 2 | 2 | 43% | 2 | 2 | 1 | | 36% | 1 | 1 | 1 | | 21% |

'neither satisfied nor dissatisfied', of which the majority of respondents had greater than 1-year of experience.

In April, the author discovered an increase of those satisfied with their current role. Of the 14 respondents, the majority (79%), indicated they were either 'very satisfied' or 'satisfied' with their current role. These responses reflect a 10% increase over those that responded they were very satisfied or satisfied in November (71%).

In the breakdown of April responses, 29% of respondents indicated they were 'very satisfied' with their role. This represents a 100% increase over those indicating very satisfied on the November survey. Of the remaining April respondents, 50% indicated they were 'satisfied' with their current role, 2 respondents indicated they were neither satisfied nor dissatisfied (14%), and one person indicated they were dissatisfied (7%).

## Additional Comments

The author also gave respondents the opportunity to provide open-ended comments in both November and April surveys. No respondents provided feedback in November, however, in April, two individuals commented. The comments received offered feedback on two existing coaching relationships in existence. Surprisingly, both statements begin with the same first sentence. One respondent commented, "My coach is excellent. Through my coach, I have learned the correct way to do my job". The second individual commented, "My coach is excellent. In the past, I would always let the stress of my job get to me. Thanks to my coach, I have learned new techniques that help me develop more sales, but without the stress." Such comments suggest that coachees are beginning to perceive an intrinsic value in their coach.

## Sales Performance Measurement

The data collected in this section was intended to validate the author's assumption that professional coaching have a positive impact on employee sales performance. Data used to measure sales performance consisted of sales performance records for 20 Relationship managers in the Tri-State and Urban Regions.

To measure a change in revenue performance, the author chose three distinct approaches. The first approach was to compare 'Revenue from New Sales' results from July 1, 1999 to December 31, 1999 for 20 individuals. The same 20 individuals were measured again for Revenue from New Sales during the time period of January 1, 2000 to March 31, 2000. Although the second group of data reflects only 3-months of data, compared to 6-months for the first group, the data was sufficient for the author to determine an increase or decrease in sales performance.

As indicated in Table 7, the majority of individuals did not increase their sales revenue production. Only 9 out of the 20 individuals (45%) trended upward in revenue production during the first 3-months of 2000. Of the individuals labeled A-J, only 40% demonstrated an increase in revenue, while 50% of individuals labeled K-T showed an increase in revenue.

Table 7

Change in Sales Performance

| RM | Monthly RevAvg 7/99-12/99 ($M) | % of Goal Achieved 7/99-12/99 | Monthly RevAvg 1/00-3/00 ($M) | % of Goal Achieved 1/00-3/00 | Rev Trend (+/-) | RM | Monthly RevAvg 7/99-12/99 ($M) | % of Goal Achieved 7/99-12/99 | Monthly Rev Avg 1/00-3/00 ($M) | % of Goal Achieved 1/00-3/00 | Rev Trend (+/-) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 21.6 | 130 | 25.7 | | 4.1 | K | 5.5 | 135 | 15.3 | | 9.8 |
| B | 24.8 | 115 | 8.1 | | -16.7 | L | 5.5 | 51 | 3.8 | | -1.7 |
| C | 150.5 | 296 | 57.3 | | -93.2 | M | 2.9 | 39 | 2.7 | | -0.2 |
| D | 9.4 | 55 | 19.6 | | 10.2 | N | 10.1 | 71 | 9.9 | | -0.2 |
| E | 28.3 | 90 | 50.7 | | 22.4 | O | 16.7 | 72 | 15.9 | | -0.8 |
| F | 17.9 | 57 | 20.9 | | 3 | P | 9.3 | 70 | 10.9 | | 1.6 |
| G | 37.5 | 177 | 26.5 | | -11 | Q | 8.3 | 72 | 18.8 | | 10.5 |
| H | 21.5 | 89 | 15.6 | | -5.9 | R | 13.4 | 86 | 15.1 | | 1.7 |
| I | 93.4 | 212 | 80.2 | | -13.2 | S | 40 | 167 | 44.7 | | 4.7 |
| J | 10.3 | 104 | 10.1 | | -0.2 | T | 35 | 197 | 19.9 | | -15.1 |
| Overall | | | | | 60% below previous trend | | | | | | 50% below previous trend |

A second method the author used to determine a change in sales performance was to compare the number of individuals who made goal in December to those in March. In December, 45% of the Relationship Managers achieved their sales goal. In March, 60% of relationship managers were on track to achieve their 6-month sales goal. This change represents a 33% increase over those who achieved goal in December.

The final method the author used to reveal a change in sales performance was to compare the change in monthly average revenue production amongst high, medium, and low performers. As mentioned earlier, factors that determine a coachee's designation as high, medium, or low,

include their newness to the position and their historic performance against sales goal. Individuals designated as high represent those coachees whom a coach is most concerned with about performance. In this setting, the coach is likely to spend a great deal of time with this person.

When reviewing the performance of high performers (12), the author discovered that 5 employees (41%) increased their average monthly revenue production from December to March, while the majority (59% or 7 employees) decreased their production. This finding is surprising, as the author had the assumption that more frequent coaching sessions would greatly influence performance.

When comparing the performance of those rated medium, all three (100%) Relationship Managers increased their revenue production. Conversely, only 1 of 5 (20%) low rated individuals increased their average monthly revenue.

Based on the fact that only nine individuals increased their monthly average performance, the author finds it difficult to conclude that a coach had a distinguishable impact on Relationship Managers performance. In addition, because there are so many other variables that could have also impacted employee performance, including: seasonality of sales production; financial markets; sales person down-time (ie. vacation, illness); sales windfalls and irregularity of coaching sessions, the author suggests this segment of the study be deemed inconclusive.

ChapterV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Over the past decade, competition has forced branch bankers to refocus their efforts on increasing employee revenue generation. As the literature review indicates, experts are recommending the following changes to bank branch management: change culture (Wendel as cited in Mayer, 1999); create an advisory culture (Gabrielsen, 1999); or educate staff and consumers (Dery, 1998). With such an emphasis on educating and retraining staff, many organizations have turned to professional coaches to improve employee performance. The primary and secondary data illustrates the moderate capacity coaches have to impact employee motivation and performance in a branch environment.

Literature Review

The primary data supplied in the literature review indicates that professional coaching is a widely accepted practice for improving the performance of individuals. As Stone (1999) indicates, coaching is intended to increase the effectiveness of individuals and increase their contributions to an organization.

The literature review delineates two current theories on how professional coaches can help individuals improve themselves and adapt to change. Crane (1998) offers the notion of 'transformational coaching', whereas Whitworth et al. (1998) suggests 'co-active coaching'. The theories seem logical and when contrasted against survey responses, are validated.

As an example, Phase I of Crane's (1998) theory, the Foundation Phase, encourages coaches to create a "climate for coaching to occur" (Crane, 1998, p.45). Initially, the survey responses contradicted this principle. When asked to indicate their opinion on getting a coach in

November, only a minority (38%) of survey respondents indicated they had a 'very favorable' opinion. The mediocre response from employees suggests the climate was not right for coaching, inconsistent with Crane's (1998) recommendation.

However, when resurveyed in April, the majority of respondents (57%) did indicate their opinion of coaches had 'greatly changed' or 'changed'. The positive change in attitude reflects the significant amount of time needed to create a positive climate for coaching. Survey responses to the April question, "since instituting the coaching process, I feel employee morale is ..." also support this finding. Here, the author learned that 43% of respondents felt morale was 'much better', while 29% indicated that morale was better. Only 28% indicated morale was the 'same'. Such receptivity supports Crane's (1998) principle on having the right climate for coaching to succeed.

Like Crane's (1998) theory, the Whitworth et al. (1998) theory is supported by the survey responses. As an example, Whitworth et al. (1998) indicate, "co-active coaching addresses the client's whole life" (p.3). When asked about the focus of their discussions, the majority (90%) of respondents indicated 'Sales' was a leading topic of discussion, and 'Career' took second place (43%). The survey responses are aligned with one of Hersey's et al. (1998) premises for successful coaching relationships.

The literature review also describes Crane (1998) and Whitworth et al.'s (1998) premise that coaching requires feedback, listening and an exchange of information to drive learning. Survey responses on feedback and listening questions support this premise.

In November, 81 % of respondents indicated feedback levels are 'very good' and 'good', while in April, respondents commented that feedback from their supervisors (85%) and coaches (86%) was 'very good' or 'good'. The increasing level of satisfaction supports Crane's (1998) premise.

Responses to coach listening skills question echo respondent feelings about feedback. From November to April, respondents indicating they 'strongly agree' their coach possess' good listening skills increased from 55 to 71%. This finding is consistent with both Crane (1998) and Whitworth et al. (1998) theories that demand good listening skills. The increase over the 5-month period also indicates that coaches continue to increase their effectiveness with listening.

For now, the theories presented in the literature review support the implementation of professional coaches. The study findings confirm there is a correlation between coaching and job motivation, most notably with job satisfaction. With 29% of April respondents indicating they were 'very satisfied' with their role, a 100% increase from November, the data suggests professional coaches working in the banking industry can have a positive impact on job motivation.

In making this statement, the author also extends one point of caution. The theorists assume that coachees will self-select into a coaching arrangement. However, this may not always be the case. As described earlier, respondents in this study did not initiate their coaching relationships. Rather, coaches were deployed to all Relationship Managers, regardless of employee desire. This contradicts Whitworth et al. (1998) recommendation, "[co-active coaching] is an 'alliance' because both players are intimately involved in making it work...they are committing themselves to an ongoing relationship" (p.13). Should employees have a low desire for a coach from the beginning, coaches may be limited in their ability to impact employee performance. The data indicating that after 5-months of coaching, 21% of employees were still 'less than satisfied with their role' may support this notion.

## Performance

Improving individual performance should be an integral component of a bank's competitive strategy. Several authors corroborate this sentiment and propose diverse approaches for responding. Similar to Gabrielsen's (1999) suggestion that branches implement 'advisory cultures', this study examined the strategy of positioning coaches in branches could impact performance. Unfortunately, the author found inconclusive data for determining the effectiveness of this strategy.

As the research indicates, only 45% of the sample population increased their monthly sales revenue production over a 5-month period. Similarly, when comparing high, medium, and low performers to each other, there was no consistency with improvement. The only area that did reflect improvement were those tracking to goal (from 45% to 60% in March).

The author would surmise these inconsistent and inconclusive findings to be a result of the extensive variables that influence branch sales production. In addition, the author would conjecture 5-months was too short a period to confirm the impact of a professional coach on performance. This time frame may not have been sufficient for developing a productive coaching relationship.

## Recommendations for Additional Research

As Crane (1998) indicates, "A performance-based, feedback rich organization that is supported by coaching as a predominant cultural practice creates a sustainable competitive advantage over its competitors" (p.12). The literature in this study establishes the history of professional coaching and its ability to impact individuals and organizations. Conversely, the secondary data establishes the moderate impact professional coaches may have on branch employees.

As this organization and others continue to use professional coaches to enhance employee performance and morale, organizations should endeavor to study the impact coaches have on employees.

As banks look to make their branch employees more effective, comparative research of other banks using this strategy would benefit others contemplating this strategy. The diversity of insights would offer banks the opportunity to learn and adjust their coaching strategy.

Based on this study, the author also recommends further study on employee desire for a coach. Specifically, how employee desire for a coach impacts the evolution of a successful coaching relationship. This research would clarify the likelihood of success for those who hire coaches independently, versus organizations who hire coaches for their entire workforce, regardless of employee desire.

Lastly, as performance becomes a key measure of employee behavioral change, further studies on developing an effective means for measuring change in performance would be valuable. These measures would prove helpful for banks and other organizations who are looking to make (or have made) a substantial investment in coaches, yet also need to validate the investment.

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Appendix A
Survey

November 1999

Dear Employee:

As a Chase Manhattan Bank employee and as a graduate student, I am conducting research on the effectiveness of coaching and its impact on employee performance and motivation. Over the next six months, my research objective is to determine a correlation between a coaching business model and individual performance.

To assist me in this process, I am asking you to assess your current relationship with your coach and to rate your current level of job satisfaction. This survey is being distributed to a select group of Relationship Managers in New York and New Jersey. After the survey data is compiled, all participants will be eligible to review.

Your participation is fully voluntary and your responses are anonymous and will be held in the strictest confidence. Keeping this in mind, your complete and honest feedback is requested to ensure the collection of effective data.

**Please complete the attached two-page survey and return to me in the enclosed envelope or fax to (732) 432-5475, ATTN: C. Gegelys, by November 17.** Should you have questions, feel free to contact me at 973-783-8263.

Thank you for your cooperation and I anticipate your response.

Sincerely,


Ann K. Gegelys

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# Survey

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All responses are anonymous and results will be solely used for research purposes. Completed surveys should be mailed in the enclosed envelope or faxed to: (732)432-5475, Attn: Coach Survey, no later than November 17.

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Participant Profile (please complete)

Please indicate your current title: _____ Relationship Rep _____ Small Business Relationship Manager
(check one) _____ Relationship Manager _____ Other

Region (check one): Urban _____ TriState _____ Suburban _____

I have been in my current position: Less than 1 year _____ 1 – 3 years _____ More than 3 years _____
(check one)

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## Please respond to the listed questions by circling an answer.

*About My Coach:*

1. **As of today, I know my coach.**
   a. Yes
   b. No - - - -    *If you answered no, immediately return this survey to sender

2. **When I heard I would be getting a coach, my response was:**
   a. Very Favorable
   b. Favorable
   c. Not Favorable

3. **I have had _____ coaching session(s) to date.**
   a. One
   b. Two
   c. Three
   d. Three or more

4. **I expect to meet t with my coach:**
   a. Daily
   b. Weekly
   c. Monthly
   d. Sporadically

5. **Items I discuss with my coach are related to:** (you may circle more than one):
   a. Sales
   b. My career
   c. Recognition
   d. Issues in the workplace
   e. Other: _____

| | Strong Agree | Agree | Partly Agree/ Partly Disagree | Disagree |
|---|---|---|---|---|

**6. Please rate your coach on each of the following:**
Clearly communicated the goal of your coaching relationship
Listening skills
Ability to give good direction
Follows through on unanswered questions/unresolved items

**7. Overall, my coach provides me with feedback that can help me improve my performance.**
a. Strongly Agree
b. Agree
c. Neither Agree or Disagree
d. Disagree
e. Strongly Disagree

**8. I am confident my coach and I can enhance my current job performance:**
a. Strongly Agree
b. Agree
c. Neither Agree or Disagree
d. Disagree
e. Strongly Disagree

*About My Role:*
**1. I have a clear understanding of my current role and responsibilities:**
a. Strongly Agree
b. Agree
c. Neither Agree or Disagree
d. Disagree
e. Strongly Disagree

**2. I am encouraged to generate and implement new ideas in my role:**
a. Strongly Agree
b. Agree
c. Neither Agree or Disagree
d. Disagree
e. Strongly Disagree

**3. Overall, the level of feedback I currently receive about my job performance is:**
a. Very Good
b. Good
c. Fair
d. Poor
e. Very Poor

**4. I receive the right amount of recognition for doing a good job.**
a. Strongly Agree
b. Agree
c. Neither Agree nor Disagree
d. Disagree
e. Strongly Disagree

**5. I would describe my overall level of satisfaction with my current role as:**
a. Very Satisfied
b. Satisfied
c. Neither Satisfied or Dissatisfied
d. Dissatisfied
e. Very Dissatisfied

Appendix B
Survey

March 2000

Dear Employee:

As a Chase Manhattan Bank employee and as a graduate student, I am conducting research on the effectiveness of coaching and its impact on employee performance and motivation. The research used in this study will help determine a correlation between Chase's coaching business model and individual performance.

To assist me in this process, I am asking you to assess your current relationship with your coach and to rate your current level of job satisfaction. This survey is being distributed to a select group of Relationship Managers in New York and New Jersey. After the survey data is compiled, all participants will be eligible to review.

Your participation is fully voluntary and your responses are anonymous and will be held in the strictest confidence. Keeping this in mind, your complete and honest feedback is requested to ensure the collection of effective data.

Please complete the attached two-page survey and return to me in the enclosed envelope or fax to 732-432-5475, ATTN: C. Gegelys, by April 14. Should you have questions, feel free to contact me at 973-701-8239 or write to me at CAGEGS@AOL.COM.

Thank you for your cooperation and participation.

Sincerely,


Ann K. Gegelys

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**Survey**

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All responses are anonymous and results will be solely used for research purposes. Completed surveys should be mailed in the enclosed envelope <u>or</u> faxed to: (732)432-5475, <u>Attn</u>: Coach Survey, <u>no later than April 14</u>

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<u>Participant Profile</u> (please complete)

| | | |
|---|---|---|
| Please indicate your current title:<br>*(check one)* | \_\_\_\_\_<br>\_\_\_\_\_ | Relationship Representative<br>Relationship Manager |
| Region *(check one)*: | \_\_\_\_\_<br>\_\_\_\_\_ | Urban<br>Tri-State |

I have been in my current position (check one):
Less than 1 year\_\_\_\_        1 – 3 years\_\_\_\_        More than 3 years\_\_\_\_

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## Please respond to the listed questions by <u>circling</u> an answer.

**About My Coach**

1.  **My coach and I have been working together for:**
    a   1-3 months
    b.  4-6 months
    c.  longer than 6 months

2.  **On average, my coach and I meet:**
    a   Weekly
    b.  Every 2 Weeks
    c.  Once a Month
    d.  Other : (indicate) _____

3.  **Since I first learned that I would be getting a coach, my opinion of coaches has:**
    d.  Greatly Changed
    e.  Changed
    f.  Neither Changed/Unchanged
    g.  Remained Unchanged

4.  **Since we instituted the role of coaches in branches, I feel employee morale is . . .**
    a   Much Better
    b.  Better
    c.  Same
    d.  Worse
    e.  Much Worse

### About My Role

5) Indicate how you feel your performance has changed in the following areas:



| | Strongly | Agree | Neither Agree/Disagree | Disagree |
|---|---|---|---|---|
| Sales Process | | | | |
| Servicing the Client | | | | |
| Organizational Habits | | | | |
| Interpersonal Skills   (ie. listening, communication, etc) | | | | |
| Understanding and usage of sales reports | | | | |
| Ability to navigate Chase organization | | | | |
| Application of the Chase Values | | | | |

6. Please rate your coach on each of the following:

| | Strongly | Agree | Neither Disagree | Agree/ Disagree |
|---|---|---|---|---|
| Has communicated the goal of your coaching relationship | | | | |
| Listens and responds | | | | |
| Encourages me to think creatively and provides good direction | | | | |
| Shares honest and valuable feedback on my role & performance | | | | |
| Follows through on unanswered questions/unresolved items | | | | |

7. The level of feedback you receive about your job performance from your supervisor is ...
   a. Excellent
   b. Very Good
   c. Good
   d. Fair
   e. Poor

8. The level of feedback you receive about your job performance from your coach is ...
   a. Excellent
   b. Very Good
   c. Good
   d. Fair
   e. Poor

9. I receive the right amount of recognition for doing a good job.
   a. Strongly Agree
   b. Agree
   c. Neither Agree nor Disagree
   d. Disagree
   e. Strongly Disagree

10. How would you describe your overall level of job satisfaction, in your current role?
   a. Very Satisfied
   b. Satisfied
   c. Neither Satisfied or Dissatisfied
   d. Dissatisfied
   e. Very Dissatisfied

**Additional Comments:**