

The banner features a dark orange vertical bar on the left and a yellow background on the right. The text is centered in the yellow area. There are faint, stylized geometric shapes in the background of the yellow section.

*International Coach Federation  
Annual Conference*

*St. Louis, Missouri • USA • November 1–4, 2006*

# **Corporate Coaching for Accelerated Management Development & ROI**

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**Informatica Corporation**

# A little context...

- 2003 – I designed a 1:1 coach-based management development model and used this for doctoral research
- 2004 – I presented findings to ICF Research Forum
- 2006 – Now I am presenting findings on applied research at **Informatica** Corporation

# Informatica Corporation

## “The Data Integration Company”

### Corporate

- Founded (1993); Nasdaq: INFA (1999)
  - Over 1100 employees worldwide
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### Products

- Data Integration
  - Connectivity
  - Data Quality
  - Metadata Management
- 

### Customers

- Over 2500 companies worldwide, 750+ through OEMs
  - 83 of the Fortune 100 and 80%+ of Dow Jones
- 

### Partners

- Over 300 sales, marketing and implementation partners
- Developers network 28000+ strong

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**Programs:**

- New Employee Orientation
- Performance Management Tools
- eLearning curriculum
- Open Enrollment Workshops
- University Programs (Tuition Reimbursement)
- Career Development Curriculum
- Leadership & Management Development

# Employee & Management Development

## Kirkpatrick Model for Training Evaluation

<b>Level 1 –</b>	<b>Reaction</b>	<b>Evaluation forms immediately after trng</b>
<b>Level 2 –</b>	<b>Comprehension</b>	<b>Tests, case studies, role plays, small group</b>
<b>Level 3 –</b>	<b>Transfer to workplace</b>	<b>Interviews 2-6 months after trng.</b>
<b>Level 4 –</b>	<b>R.O.I. / Impact</b>	<b>Time savings, productivity, quality, etc.</b>

# Audience Quick Check

- Backgrounds, professions?
- External vs. Internal?
- Management development?
- *Challenges* with coach-based management development?

# Session Objectives

- Success criteria for long-term coach-based mgmt. development
- Job Aids for ROI (Return on Investment)
- Conditions for Coach-based model presented at this workshop (Pfeifer, 2004)
- Corporate Readiness for external vs. internal coach resources
- Articulate the pro's and con's of current delivery methods for management development

**\*\*\* Your Expectations?**

# Challenges in Delivery Methods

Element of training	Skill acquisition	Transfer to work place
Presentation	10-20%	5-10%
Demonstration	35%	5-10%
Practice	70%	5-10%
Feedback (with practice)	80%	5-10%
Coaching (after training)	90%	90%

*Showers, 1987*



# Challenges in Delivery Methods

- 60% of employees who registered for elearning at Motorola never started their training (Croft-Baker , 2001)
- 75-80% of people who began elearning never finished it (Zielinski, 2000)
- Some training moved to elearning not because web was superior to other deliveries, but because it was cheaper (Gartner Group, 2000)

# Informatica Case Study

## “2003 Business Need”

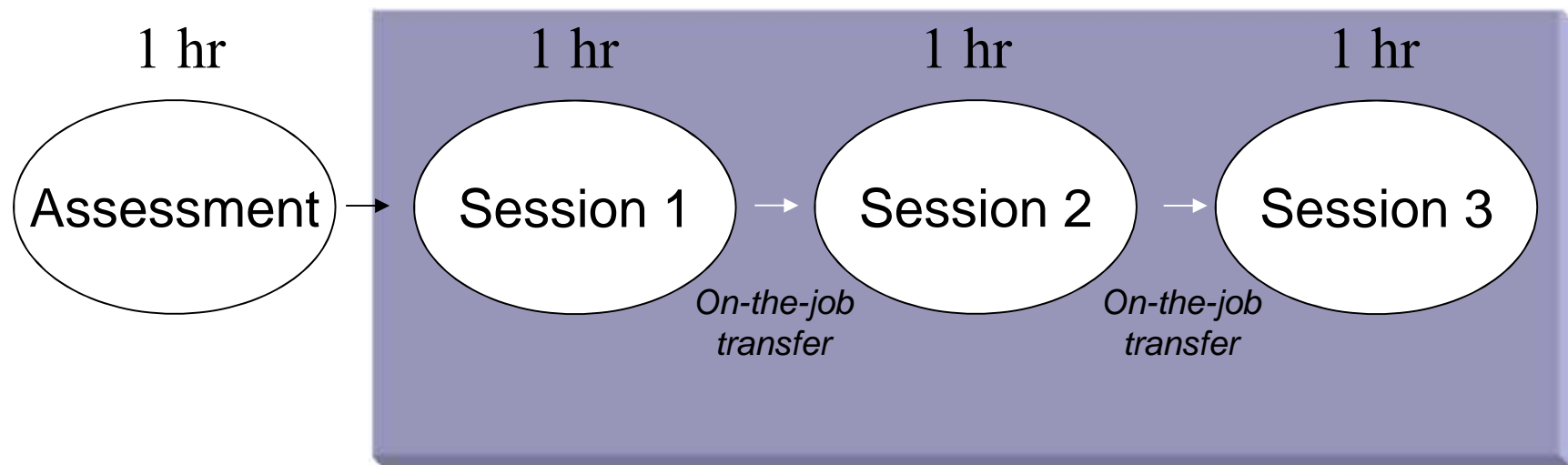
- Consistent world class manager best practices
- Global outreach (opportunity for all)
- Cost effectiveness
- Strong Skill transfer
- Across levels, departments, geographies = a common management language, culture

# Informatica Case Study

## ~ Core Manager Focus ~

- Developing Direct Reports
- Confronting Direct Reports (Coaching)
- Building Effective Teams
- Hiring and Staffing
- Managing for Results
- Motivating Others

# Coaching Model - Pfeifer, 2004



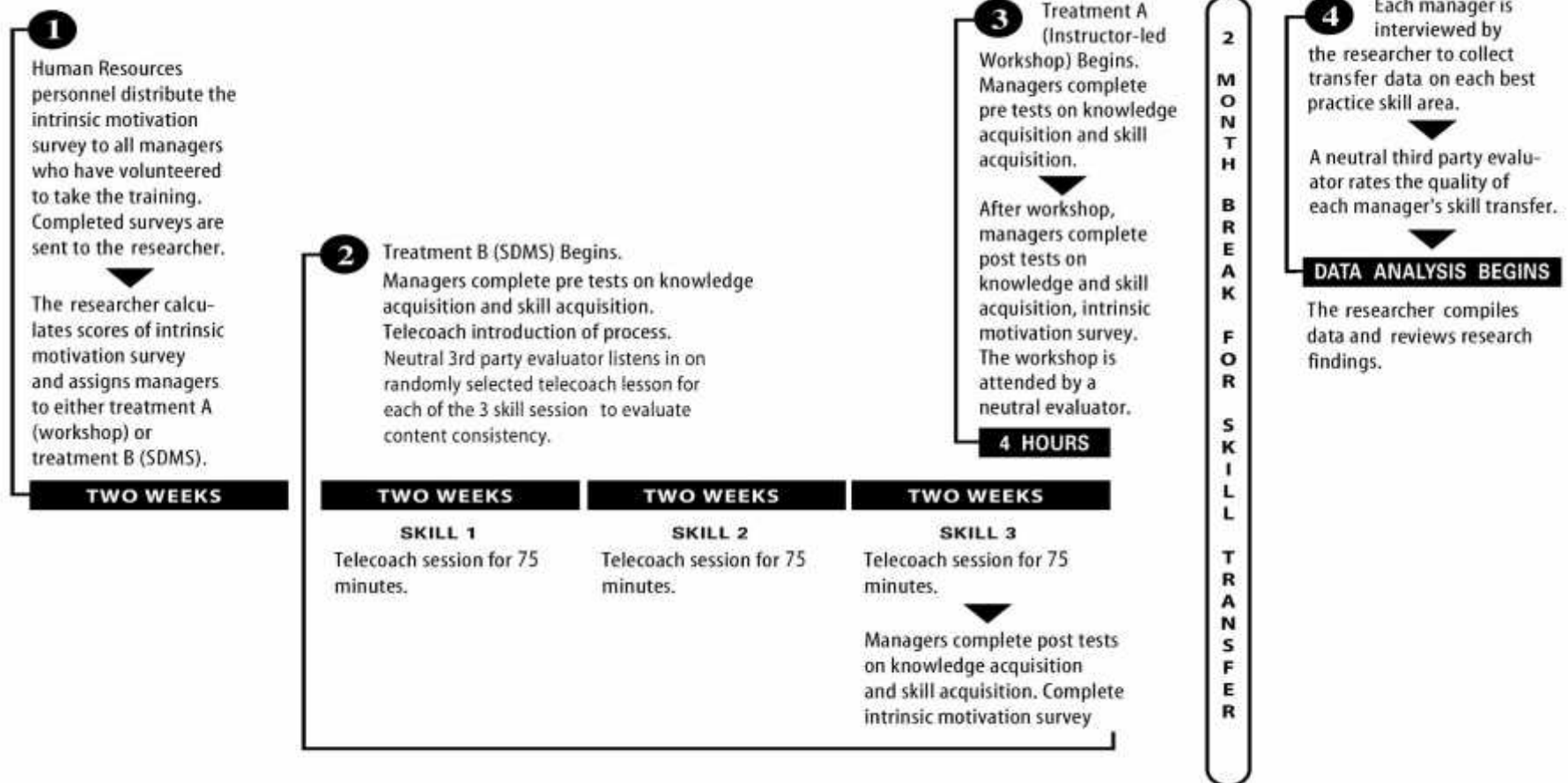
Pfeifer, 2004

# Coaching Model, Pfeifer, 2004

Kirkpatrick Applied to this model...

<b>Level 1 –</b>	<b>Intrinsic Motivation</b>	<b>Based on intrinsic motivation inventory</b>
<b>Level 2 –</b>	<b>Comprehension</b>	<b>Skill gap &amp; knowledge acquisition built into model</b>
<b>Level 3 –</b>	<b>Transfer to workplace</b>	<b>Interviews 2-6 months after trng.</b>
<b>Level 4 –</b>	<b>R.O.I. / Impact</b>	<b>Effectiveness, Opportunity costs</b>

# Coaching Model – Pfeifer, 2004



# Coaching Model – Pfeifer, 2004

## Results

- Transfer for the most complex skill was higher in the experimental coach-based group.
- Intrinsic motivation levels increased in the experimental coach-based group over the control workshop group.
- There was no motivation / transfer correlation found with the experimental coach-based group, but there was a correlation between motivation/transfer in the workshop control group.

# Why These Results?

➤ **Using a COACH:** One study found that productivity increased by 88 percent when managers received personal coaching after they completed a workshop, and that follow-up coaching could “facilitate the transfer of learning, especially if the coaching fosters the development and use of knowledge imparted during training” (*Olivero et al., 1997, p. 1*).

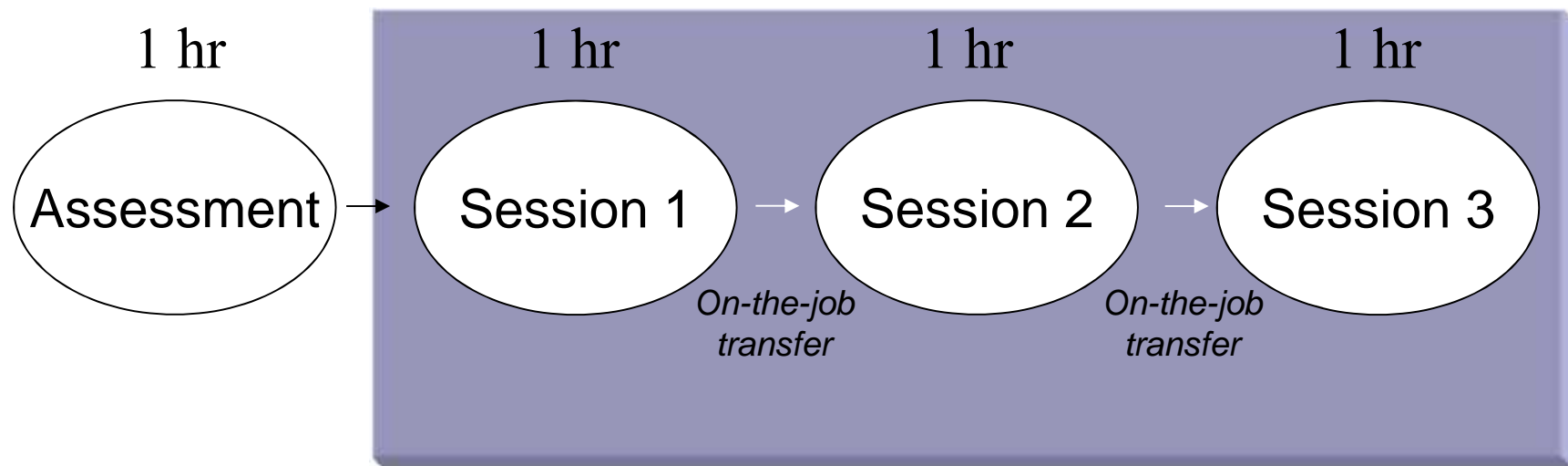
➤ **Transfer:** *According to Robinson and Robinson (1985), skills may be transferred only when the learning experience and the learner’s work environment are in alignment and working towards common goals.* Research by Noe and Schmitt (1986) has also stressed the importance of work environment alignment with new skills to facilitate the transfer of training.

➤ **PRAISE:** Research on intrinsic motivation has found that positive verbal feedback ... increases intrinsic motivation (*Cameron & Pierce, 1994; Harackiewicz, 1979; Vallerand, 1983*).

➤ **SPACED INSTRUCTION:** Another reason that may explain the greater transfer of skill 3 by SDMS managers can be found in the theory of massed versus spaced practice (*Druckman & Bjork, 2003*).



# Informatica Case Study



Coaching Model - Pfeifer, 2004

# Informatica Case Study

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# Research Applied: Informatica Case Study

- \$2040/mgr. in savings over traditional classroom training (\$1840 opportunity costs savings, \$200 logistics costs savings)
- 91% of managers said their program resulted in new behavior change (s) in their management style.
- 94% of managers said employee (s) benefited from the program.
- 97% of managers said their program increased their confidence as a manager.
- On average, managers estimated each program provided a 9% increase in their effectiveness as a manager, and a 9% increase in their employees' effectiveness.
- Statistical rise in intrinsic motivation.

# Corporate Readiness Checklist

- Executive sponsorship (e-mail announcement, success metrics established, accountability tracked, 2 programs/year?)
- Proactive vs. Reactive (culture shift)
- Small beta test group
- Communication of benefits to sponsors and internal stakeholders that includes cost benefit analysis

# Internal vs. External Coaches

## **Internal Coach value....**

Context, industry, products, politics, organizational structures, strategic direction, more accountability

## **External Coach value...**

Confidentiality, no history (Pygmalion effect), new culture, perception of new thinking

# 3 Best Scenarios for this model

- Executive management determines it is strategically critical for all managers to learn and apply a set of new best practices on the job.
- A geographically dispersed management group must master a set of best practices consistently in the same time frame.
- Executive management wants to capture and disseminate intellectual capital of top performers in case someone leaves their job (e.g., promoted to another level, leaves the company, retires, etc.)

# Thank you!

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