Meyler Campbell

Meyler Campbell Business Coach Programme
Client Care Report 2015

Executive Summary

Everyone who takes part in the Business Coach Programme is given the option of having a client care call after T4 and after T8. Last year we redesigned the questions so that there was difference between the two calls. In the post-T4 call the main aim is to detect any problems and resolve them early on, whereas in the post-T8 call we look to get a general overview of the participant's experience. Each month the new report sheets are sent to Catherine Devitt and Professor Mary Watts for review and to decide on any action points. In addition they are sent to the client's individual tutor. This year we recorded 66 Client Care calls, 35 of which were post-T4 and the remaining 31 were post-T8. If we receive no response after three emails we stop contacting them. This happened on 6 occasions in 2015.

On each questionnaire, the client is asked what they are enjoying the most about the programme. The most common responses given are listed below, beginning with the most popular:

1. The syndicate meetings
2. The practice coaching
3. The Meyler Campbell Community
4. The interaction with their Tutor
5. The Programme content

As always, the feedback was overwhelmingly positive, and a selection of some of the feedback has been listed below to demonstrate this:

- "I'm very pleased to be associated with MC, and I'm very happy to have spent my money on the programme" (D Aldred T8)
- "The programme is never really over; it is kept alive through the networking with the community." (L Regano T8)
- "It continues to fulfil my aspirations of networking with good industry professionals. I'm very pleased with my tutorial group, and very impressed with the quality of coaches on the programme." (B Kendall T4)
- "What stood out for me was that you had to start swimming straight away, which is very different to any other programme. " (L Regano T8)
- "I have been really impressed by the level of rigor and the focus on the reading." (E Bannister T4)

We are committed to our coaches and to our programme and want to ensure continuous learning and improvement. Therefore where specific areas for improvement have been identified, we have suggested how they will be addressed in the coming year.

Managing expectations prior to the Programme

In the T8 questionnaire, clients are asked how well the Programme met their expectations on a scale of 1 -10. The collective results of that question are shown in the graph below:

On a scale of 1-10, how well did the Programme meet your expectations?
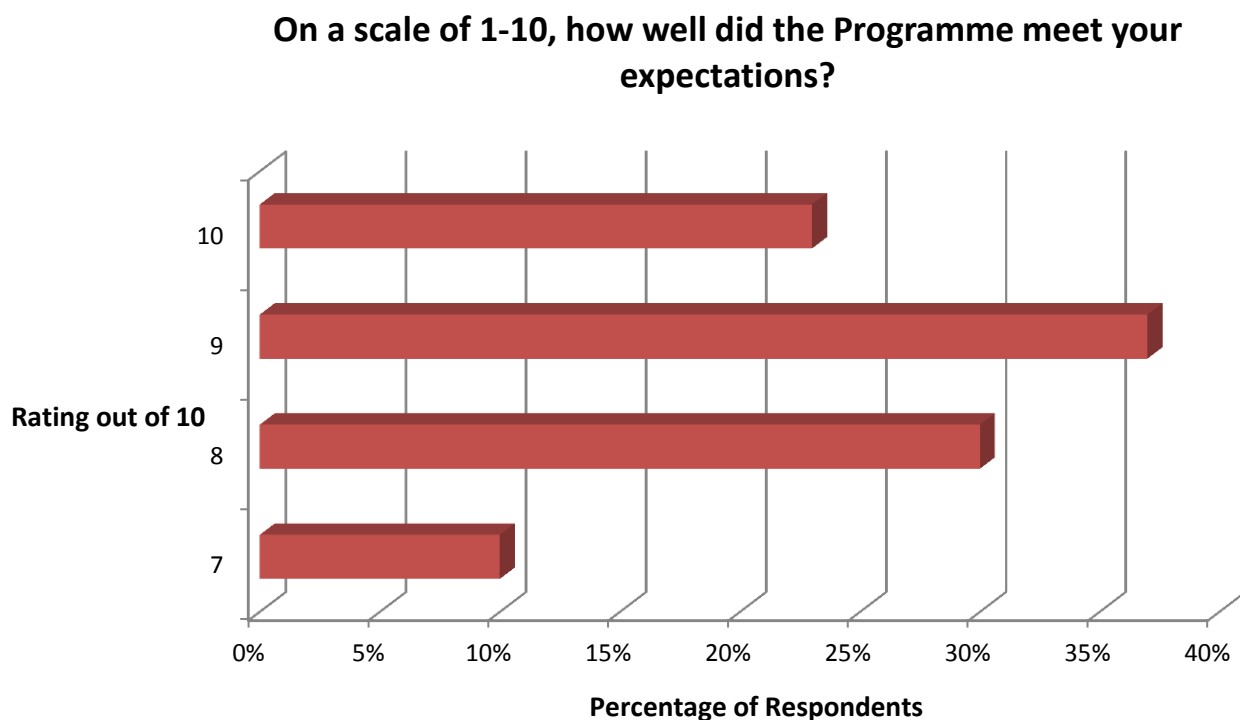
As you can see, these are very positive results, with the largest proportion of coaches scoring the Programme's ability to meet their expectations with a 9/10. However, there were a few coaches who highlighted a disparity between the time commitment that they were told before the programme and the reality of the work load. One coach claimed "initially I was told something like 1 or 2 days a month, but I think this is a massive underestimate. I find that I need to do one day a week to keep up with all the admin round the practice clients and I'm only just keeping my head above water" (K Jones T4). Another explained that she was given different answers by different members of the faculty saying, "when I started the programme X told me that it would only require 100 hours of work and Y told me that it would require 300, so it might be good to make sure that the information is consistent" (M Taylor T8).

Going forward to resolve this issue, Professor Mary Watts has created a sheet which estimates the hours that it takes to complete the programme. We will then discuss this, as well as other information required before starting the course, at the Faculty meeting in February.

Another issue that I would like to address is the fact that some coaches did not have set expectations for the programme, whilst others felt that the programme didn't meet their pre-conceived expectations but did not view this as a negative. In light of this, I would suggest that we consider asking them to give the Programme itself a rating out of 10, instead of, or in addition to,

asking about their expectations. This additional question would give us a greater overall understanding of people's experience on the programme.

Continuing Professional Development Programme

Psychology Distilled

In the 2014 Client Care Report it was evident that Psychology Distilled had been sorely missed, and this year people were thrilled that it had returned. However, it was clear that a large amount of participants weren't happy with the format of the event.

Several coaches mentioned that they didn't feel the coaching portion of the session was very effective. One said, "I think that the coaching half of the workshop is too artificial...It's great for networking, but I am paying for a lecture, and I don't want to spend money doing the practice coaching that we already do more effectively in tutorials" (F Meric T4). Another explained that she thought the coaching didn't fit with the session, saying "people just say 'I don't want to do this, can we talk about something else' – I don't think everyone is in the coaching mind set" (N Dar T4).

Another issue that came up was the fact that the topics being covered were very broad, and therefore it was difficult to get into any depth in the three hour sessions. One said "I love the idea of PD, but sometimes it's a little disappointing as it doesn't even begin to scratch the surface of the topic… The topics are quite large and I'm not sure I always know that much more than I did when I started" (S Dyson T4).

This year, Dr Eyal Pavell has redesigned the Psychology Distilled Programme. I have made sure that Eyal has received any feedback that relates to PD in order to keep him aware of the current issues. I will continue to monitor the response to the programme through Client Care and CPD feedback forms, but we hope that the new refreshed programme will reinvigorate the community's excitement for this series.

I would add that a large proportion of people still felt positive about PD. For example, one coach said "I wasn't initially attracted to PD because I have a Psychology degree, however I ended up going along to one. I still found it valuable – the content was a reminder and the discussion surrounding it was very useful" (B Salmon T8).

Encouragement to attend events

Several coaches expressed a desire for their tutors to help to engage them with the CPD Programme. One said, "I think it might have been helpful to have the tutor encouraging us to attend CPD events, and showing us the link between them and BCP" (D Aldred T8), while another added "I think it would be good to encourage people to attend more of the CPD events. It would be helpful if this came from the Tutors but perhaps also from the office i.e. a reminder at T4 to book on to some events" (M Stafford T8). This raises the question of not only the tutor's involvement in CPD, but whether the office should do more to remind those currently on the programme about CPD more regularly. This was echoed by one coach who said, "I might benefit from being continually reminded" (S Cochrane T4) and another who suggested that we "send through all the events that are happening monthly and add the new ones on as they arise" (J Hall T4) in order to help those with very busy and changing diaries.

One solution to this would be to incorporate a feature in the newsletter outlining the following month's events, thereby reminding people, not creating any additional email traffic and encouraging people to engage with the newsletter at the same time.

Team Coaching

Coaches often have suggestions of areas they would like to learn more about on the Programme, but this year Team Coaching came up repeatedly. Some identified it as something that should be covered in seminars, for example one said, "it's more realistic that you would be hired by a firm to coach a number of people and would have to meet specific criteria. This course doesn't allow us to practice that" (B Salmon T8). Another agreed, saying "I would have liked more work to be done on coaching teams/boards as that is a very common scenario." (G Ashton T8). One coach simply said, "It would have been good to have an example of team coaching" (C Scott T8) which suggests that it could be covered in an additional event rather than in the seminars. I would recommend that this is something that we consider incorporating into the 2016 CPD Programme, and could potentially consider for the syllabus in the future.

Programme Resources

The BCP Manual

When discussing the materials that are provided at the beginning of the course, coaches were generally very impressed, particularly by the aesthetics of the binder. However, some felt that the initial paper work was somewhat confusing. One said, "I think the early stages need to be improved; the large document is a bit overwhelming. Perhaps you could incorporate graphics to show the input and output at each stage of the programme more clearly" (A Potter T4), whilst another added "It took a while for me to get my head around the way that the course works, in particular the forms – and I'm used to forms!" (M Coltman T4) going on to say that a lot of the forms felt dated. One coach said that it would be particularly helpful to have "a toolkit to use to understand the process of recording if you don't have a lot of time" (R Van Der Schyf T4). Given that the Business Coach Programme is up for review this year, I would like to suggest that we consider the possibility of assessing the paper work that coaches complete during the course.

Online Resources

One topic that was raised continually was the quality of the Alumni section of the website. Coaches suggested that the website should provide "more documents and a forum for discussion" (G Tompsett T8), "some sort of online community where we could share, for example, Ted talks that were helpful and be more collaborative" (L Tuthill T4) and "an online library for Meyler Campbell students of reading and resources" (D Guile T4). With the creation of the new website, we plan to redesign the Alumni section of the website to create a useful information-rich resource. To address issues of needing a communication channel we will be encouraging the community to use the LinkedIn group, which already has 230 of our graduates as members, and provides a forum for sharing and discussing information.

In addition, there was a lot of discussion around the idea of a pack with support and templates. One coach said, "I feel like I should have more practical support and tools, for example templates of a 360 survey and of contracts" (F Meric T8) while another added "it would brilliant if we had an online resource that had different fact sheets of topics that you might come across in coaching." (M Taylor T8). In 2016 we will address this with the online factsheet initiative. Across the year we aim to create a bank of fact sheets and templates that will be available to our coaches on the alumni section of the website.

Lastly, there was mention of hearing from alumni and how they made the programme work for them. Perhaps this is something we could make work in a blog post or as a document on the alumni section.

Improvements for the Client Care Process

As we move into 2016 we are looking in to the possibility of moving Client Care online, using a service such as Survey Monkey. There are several benefits of using an online service: it allows people time to consider their answers, it cuts down admin time, and Survey Monkey (for example) will collate the data and produce reports, making it easier to identify trends.

One disadvantage of digitalising this process is that it removes the feeling of connection with the office. Client care calls are a great time for people with concerns to feel like they are being heard, and for me to talk through any issues with them. To combat this issue we plan to offer a follow up call after the form is completed, for anyone who wishes to discuss something further. This way we hope to cater to everyone's preferences for methods of giving feedback.

An additional benefit to carrying out client care in this way is that we would have the opportunity to collect data about the graduates as they finish the programme. We recently sent an email out to the whole community asking them to confirm their contact details and give additional information such as languages spoken and other expertise. This information is currently being transferred into salesforce in preparation for MC^2. If the form was completed online then we could add a section at the end of the T8 form to continue to collect this information from our graduates. In addition, if we had a subscription for Survey Monkey, we could use it to collect feedback from CPD events more efficiently.

Conclusion

The positive feedback that we have received this year reaffirms the fact that the Business Coach Programme continues to be seen as an incredibly high quality and rewarding offering. This year we received responses from 92% of the candidates who we contacted for feedback, meaning that we have been able to be vigilant of issues as they arise and continue to improve and refine our programme and processes. We have already made strides to improve our CPD Programme with the introduction of the new PD, and to provide better online resources for our alumni and community. This will be an ongoing project alongside the design of the new website. We will now take action to resolve issues such as inconsistent information at the outset of the programme, and ways in which

we can continue to engage coaches with the CPD programme alongside their busy schedules. Lastly, we will review the way in which we conduct Client Care and aim to produce an even better rate of response for 2017.