Coaching – Does it play a strategic role in today's organisation?

By

Anne Marie Coleman

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Department of Business, School of Business and Humanities

Research Supervisor – Dr. Richard Thorn

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Declaration:

This dissertation is a product of my own work and is not the result of anything done in collaboration.

I have included explicit references to the citation of the work of others.

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Anne Marie Coleman

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Abstract:

Title: Coaching – Does it play a strategic role in today's organisation?

Author: Anne Marie Coleman

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The author researches the current activity levels of coaching in ten organisations. The findings demonstrate that levels of coaching are taking place in organisations however, methods of evaluation are scarce. Recent literature highlighting the business benefits of coaching is analysed and discussed. The literature also suggests that coaching is relatively new and not fully embedded yet in organisations. It also suggests that there are a large number of benefits both to individuals and oragnisations. Additionally, the challenges involved in coaching are discussed.

As part of the research, representatives from ten companies were interviewed about their knowledge of coaching and the levels at which it is taking place. It was found that 80% of organisations have coaching as part of their HR/Training Strategy. In addition, most organisations struggle to evaluate the effectiveness of coaching.

The author discusses the implications and relevance of these findings as well as the challenges and future trends in coaching .

Table of Contents

List of Tables

List of Figures

List of Abbreviations

AI   Appreciative Inquiry

CEO   Chief Executive Officer

CIPD   Chartered Institute of Personnel and Development

DDI   Data Dimensions International

GROW   Goal, Reality, Options, Will

HR   Human Resources

ICBE   Irish Centre for Business Excellence

L&D   Learning and Development

MD   Managing Director

NLP   Neuro Linguistic Programming

ROI   Return on Investment

SFC   Solution Focused Coaching

SME's   Small and Medium Entreprises

T&D   Training and Development

Chapter 1: Introduction

One of the most colourful definitions of coaching is proposed by Myles

Downey (1999, p 41)

> *Coaching is an art in the sense that when practiced with*
> *excellence, there is no attention on the technique but instead the*
> *coach is fully engaged with the coachee and the process of*
> *coaching becomes a dance between two people moving in*
> *harmony and partnership*

The popularity of coaching has exploded in recent years CIPD (2007)

There are a plethora of coaching books, advertisements for coaches

including life coaches, executive coaches, and personal coaches

Conferences, courses, discussions and websites dedicated to coaching

are growing at a phenomenal rate as business professionals aim to get

the full potential from their people resources   The Chartered Institute of

Personnel and Development (CIPD) (2006) state "that the coaching

industry is very young and there is a lack of understanding about how

best to use coaching and in what specific situations it will be most

effective" (CIPD, 2006)

The Chartered Instituted of Personnel and Development (CIPD) launched

a "Coaching at Work" publication in 2005 which is available to all its

members   There are 6,000 members in Ireland alone comprising mostly

Human Resources Professionals and Training and Development

Managers   Coaching is an increasingly popular tool for supporting

personal development Almost eight out of ten respondents in the CIPD

Learning and Development Survey 2006 reported that they now use

1

coaching in their organisations Of these, four fifths state that their organisation is seeking to develop a coaching culture (CIPD, 2006)

As organisations strive to be leading edge, introduce best practices and maintain their competitive advantage new programmes and initiatives are regularly being introduced, including coaching and mentoring programmes

The concept and principles of coaching are not new Indeed, the origins of coaching lie in sport and coaching has always been a vital part of sports psychology Whitmore (2004, p 8) defines coaching as "unlocking a person's potential to maximise their own performance It is helping them to learn rather than teaching them "

Whilst organisations are keen to latch on to this new trend and see coaching as an important initiative to introduce, many are failing to evaluate the benefits of coaching or struggle to implement a tool/metric to measure it's effectiveness Sherman & Freas (2007) note that

> *It is not just individuals who benefit from coaching, their employers can gain immensely too But in an industry without universally accepted standards, all the parties need to be clear about their goals and how to reach them*

1.1 Definitions of Coaching

There is some confusion regarding what exactly coaching is, and how it differs from other "helping behaviours" such as counselling and mentoring The CIPD (2006) defines coaching as "developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives " In contrast to this somewhat remedial approach, the Gallup Organisation, see coaching as "a unique opportunity to build on the strengths of talented individuals to bring their performance from great to excellent" Rowlands (2007)

Weafer (2001, p 8) defines business coaching as

> *A collaborative partnership between a business coach/manager and their client/team member and a system which identifies perceived obstacles, generates new solutions, sets objectives and implements agreed actions based on holding the client/team member accountable to themselves*

Parsloe and Wray (2005) define coaching as

> *a process that enables learning and development to occur and thus performance to improve To be a successful coach requires a knowledge and understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place*

1.2 Research Objectives

The research objectives of this dissertation are as follows

- To capture when coaching is used in organisations and at what level.

- To ascertain if coaching is part of the organisations Human Resources/Training and Development Strategy.

- To identify the benefits of coaching in organisations.

- To understand how organisations evaluate coaching.

- To analyse results against existing research and findings.

In summary, the aim of this dissertation is to understand the role coaching plays in practice in organisations, as reported to the researcher by the companies themselves. The scope of this dissertation is to conduct telephone interviews with ten organisations including both multinationals and private sector companies as well as a small group of experts in the field of coaching at senior levels within organisations. The research questions posed by the researcher is "coaching – does it play a strategic role in today's organisation?".

1.3   Author's Involvement in Coaching

The author of this dissertation is a Human Resources Services Manager in *Ballina Beverages*. *Ballina Beverages* is a highly automated soft-drink concentrate manufacturing business unit of *The Coca-Cola Company*, with 300 employees, located in the west of Ireland. The author has participated in a coaching programme called "coaching for excellence" along with the Management Team at the business unit. In addition, the author uses coaching skills in working with colleagues and in particular

4

when integrating newly appointed managers into the business   The coaching community of practice set up by the Irish Centre of Business Excellence provides a discussion forum regarding coaching of which the author is a member

1.4   Structure of Dissertation

The following chapter, Chapter 2 (the *Literature Review)*, reviews the trends in coaching over the last decade, and the extent to which coaching is used in organisations   In addition, the challenges organisations face in their attempts to evaluate coaching and its impact on the overall strategy in the organisation are noted

The *Research Methodology* chapter, Chapter 3, justifies the approach taken in performing telephone interviews with ten companies on the subject of coaching including a small group of experts in the field of coaching at senior levels in organisations

The *Findings* and *Discussion* chapters (Chapters 4 and 5 respectively) present the findings from the research undertaken and discuss the implications and relevance of these findings, which are then summarised in Chapter 6 for the *Summary and Conclusions*

Chapter 2: Literature Review

2.1   Introduction

This chapter investigates published information regarding the theory and practice of coaching in organisations   It does this by initially defining coaching and then looking at various types of coaching and models relevant to the discussion   In addition, the chapter reviews the published literature and information regarding the benefits of coaching and how organisations currently evaluate coaching   Finally, future trends in coaching are investigated

In many organisations, coaching is seen as a benefit of position, alongside the BMW and private office[1] Not only is having a coach seen as trendy – many executives see it as recognition that their employers regard them highly according to Cottell (2006)   Many of the world's most admired corporations from GE to Goldman Sachs, invest in coaching   Indeed, annual spending on coaching in the USA is estimated at $1 billion   Organisations are now appreciating better the need for a subtler set of competencies such as richer communication, engaging and energising employees, adapting to rapid change and demonstrating respect for people from a wide range of diverse backgrounds   In light of this a number of key drivers which may be attributed to the rise in coaching are noted below

2.2   Drivers of the Rise in Coaching

One can ask a useful question, which is "What are the main drivers of coaching?"   Coaching is shaking off its image of being just another HR fad label and is viewed as an essential part of the HR and organisational development toolbox   Jarvis (2005) presents the major drivers of coaching as follows

Figure I - Divers in the Rise of Coaching
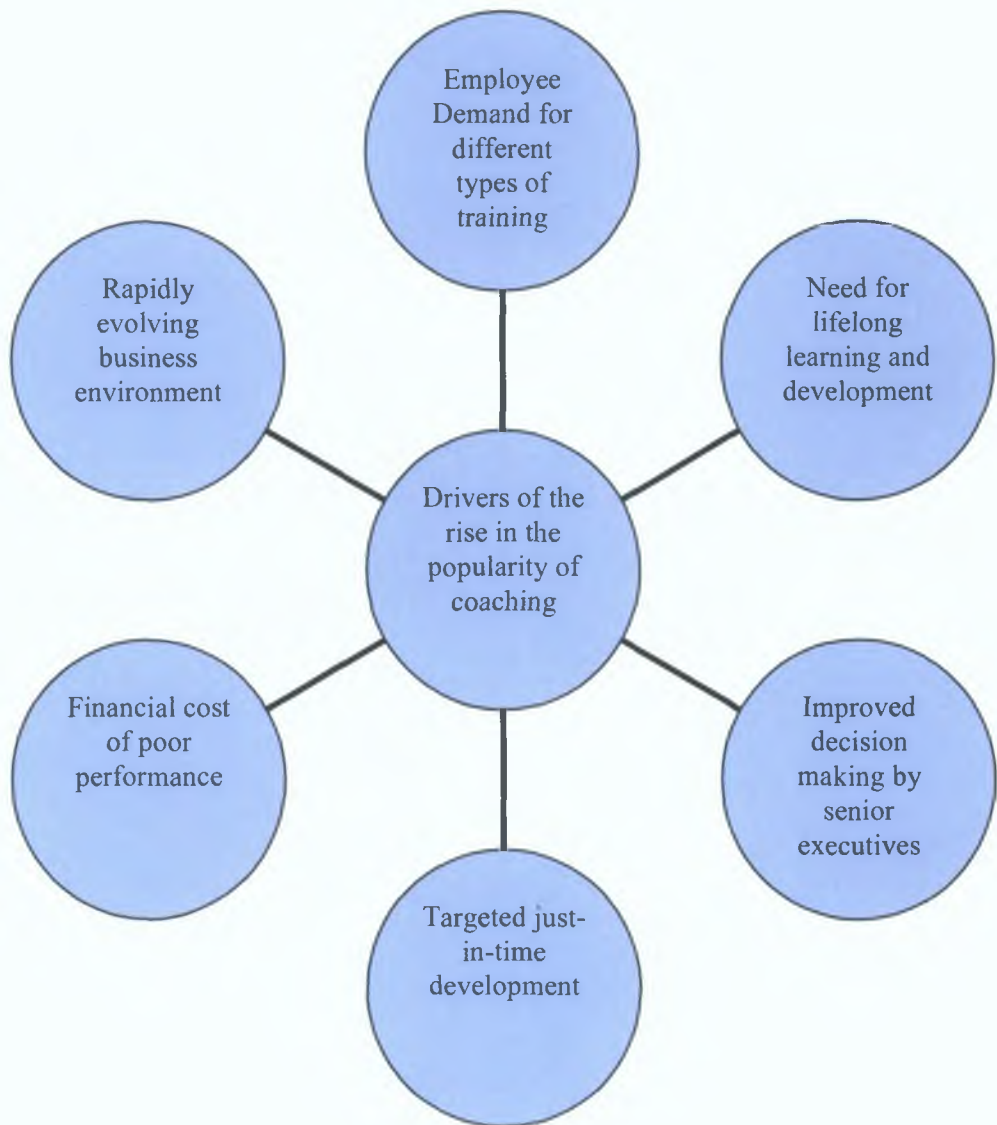
Jarvis (2005)

As organisations are going through more and more change at greater speeds, the need for more development, better and faster decision making and improved relationships with peers, employees and external

stakeholders has never been greater   Other drivers that may account for the rise in coaching activities include

2 2 1   Changes in Management Style

The traditional form of controlling and dictating in management has now been replaced with a more collaborative style of management built around relationships, partnerships, networking and collaboration   In very few industries do people just want to be dictated to   Words like autonomy and empowerment are now part of the cultures within organisations   There has become a more challenging attitude towards authority   In the past, people would have rarely questioned the role or authority of a teacher, policeman, lawyer or accountant   However, now the role of the manager in the workplace has changed from that of directing and controlling to facilitating and coaching change   As Weafer (2001) succinctly puts it, "The age of the corporate coach has arrived"   Athletes and actors have known for years about the value of coaching in improving performance according to King & Eaton (1999)   Now more and more organisations and individuals are turning to coaches to help them both in their day-to-day life and in business   Coaching is recognised as an activity designed to increase performance both at an individual level and at an organisational level

9

2.3 Definitions of Coaching

There is some confusion about what exactly coaching is and how it differs from other "helping behaviours" such as counselling and mentoring. One of the most colourful definitions of coaching is proposed by Downey (1999, p.41) as:

> *Coaching is an art in the sense that when practiced with excellence, there is no attention on the technique but instead the coach is fully engaged with the coachee and the process of coaching becomes a dance between two people moving in harmony and partnership!*

Lehman Brothers, a successful US investment bank use coaching to drive their business strategy and describe coaching simply as "a developmental opportunity for people to examine how to improve on their capabilities". It is these capabilities that are helping Lehman Brothers drive their performance and business results year on year.

Weafer (2001 p.8) defines coaching as:

> *A collaborative partnership between a business coach/manager and their client/team member and a system which identifies perceived obstacles, generates new solutions, sets objectives and implements agreed actions based on holding the client/team ember accountable to themselves.*

Parsloe and Wray (2005) define coaching as "a process that enables learning and development to occur and thus performance to improve". To

be a successful coach requires a knowledge and understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place King and Eaton (1999) describe coaching as "a structured two-way process which develops and harnesses a person's talents in the pursuit of specific goals"

Redshaw (2000) describes coaching as

> *systematically increasing the capability and work performance of someone by exposing him or her to work-based tasks or experiences that will provide the relevant learning opportunities, and giving guidance and feedback to help him or her to learn from them*

Despite the growth in popularity, a succinct definition of coaching remains an enigma accordingly to Du Toit (2007), who argues that practioners and theorists alike use the term coaching interchangeably with mentoring

According to Chapman et al (2003), coaching is both a science and an art because it can be described as a craft[1] Furthermore, it was also perceived as "the most powerful strategic and tactical weapons open to business today" (O'Shaughnessy, 2001, p 195)

Landsberg (2002) is quiet clear on what is involved in coaching and also what coaching is not The table I below outline his thoughts as follows

Table I – What coaching is and is not

Coaching is	Coaching is not
• Making observations • Conducting an analysis • Giving feedback • Engaging in inquiry • Setting goals • Planning action steps • Recognizing improvements	• Searching for psychological problems which 'might exist' • Tying to 'be nice' • Making assumptions • Dictating the outcomes • Agreement is the key • Rushing to the first solution • Providing all the answers

Landsberg (2002)

For coaching to work well it needs a particular type of environment Traditional, directive, dictatorial management styles tend to impede good coaching practice, whereas, a more open, collaborative management style is more conductive to fostering a coaching culture

Coaching has become the largest growth area in HR development activity CIPD (2006) and sceptics are still waiting for it to falter Whatever views or definitions people have of coaching, one thing is certain, it is now seen as an essential skill for getting the best out of people One of the sceptics is Cunningham (2007) and he warns HR professionals and managers that coaches (managers) cannot be everything to their staff He states that

Coaching is a valuable tactic as part of an overall strategy for developing people in organisations It is not a universal panacea for all learning needs – and this needs recognizing by learning and development professionals

12

2.4   Differences between Coaching and Mentoring

The terms coaching and mentoring are used interchangeably, however, many authors and literature offer distinct differences between the two Given the frequent confusion between the two terms, Clutterbuck (2004) contrasts coaching and mentoring as outlined in the Table II below

Table II – Differences between Coaching and Mentoring

Coaching	Mentoring
Concerned with the task	Concerned with implications beyond the task
Focuses on skills and performance	Focuses on capability and potential
Primarily a line manager role	Works best off-line
Agenda set by or with the coach	Agenda set by the learner
Emphasises feedback to the learner	Emphasises feedback and reflection by the learner
Typically addresses a short-term need	Typically a longer-term relationship, often "for life"
Feedback and discussion primarily explicit	Feedback and discussion primarily about implicit, intuitive issues and behaviours

Clutterbuck (2004)

Whereas the coach concentrates on technique and motivation, the mentor provides a very different kind of support, which is reflective learning and something akin to pastoral care   Veale (1996) describes the differences as

> *Coaching is an intervention that has the purpose of enhancing performance whereas, mentoring, on the other hand, achieves its purposes primarily through building a relationship*

Landsberg (2002), echoes these sentiments and believes coaching focuses on building the coachee's ability to accomplish specific tasks, whereas, the mentor has a wider perspective   The mentor typically has a

longer-term relationship with the mentee, or is a counsellor on a broader range of issues.

Zeus and Skiffington (2002) describe mentoring as follows:

> *Sometimes confused with coaching. Mentors tend to be recognised experts within a particular field or industry. They assist the individual on the career ladder, advise and draw heavily upon their own experiences and tend to represent the standards, values and vision of the organisation.*

Following a review of the literature the table below captures many of the key differences management gurus see between coaching and mentoring:

Table III – Management Gurus – Coaching and Mentoring

Differences

Category	Coaching	Mentoring
Goal	Typically, results focussed e.g. performance, success or goal orientated with emphasis on taking action and sustains changes over time.	Most often orientated towards an exchange of wisdom, support, learning, or guidance for the purpose of personal, spiritual, career or life growth.
Individuals involved	Employees, co-worker, client	Protégé, mentoree, mentor
Contact	On an as-needed basis	Can occur naturally, formally or informally
Form of Contact	One to one basis sometimes provided over telephone or email.	One to one basis
Life and Skills Experience	Often previously associated in the same career area as the client or employee	Life stories of mentor often shared and influential
Learning and Feedback	Typically client-orientated with focus on the client learning, coaches often solicit feedback to improve practice	Relies on development of relationship, learning increases over time.

The author feels that there are clear differences between coaching, mentoring, but distinguishing between the two may be a challenge for some organisations

2.5 Types of Coaching

2.5.1 Similarities and Differences between Sports and Business Coaching

The concept and principles of coaching are not new. Indeed, some experts argue that the origins of coaching lie in sport and coaching has always been a vital part of sports psychology. Whitmore (2004) defines coaching as "unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them". Whitmore a former champion racing driver turned management coach uses his previous career in sports to benefit his current role as a coach. Higginbottom, (2006), states "The sports and business worlds have much in common, the drive to succeed, the ability to perform under pressure and a thin line between success and failure "

According to Hatter (2006)

> *Technical skills are taught in the corporate arena but people aren't taught how to think in order to perform well. Sports coaching have much to teach the corporate world. The sports arena understands there are a number of component parts to human performance to perform at the required level. These are mental, physical, technical and tactical*

Frank Dick (2006), a former Great Britain athletic coach also concurs with Hatter's views. He believes the same principles apply whether you are developing a business or an athlete. "There is a strong case for using coaching in whatever field you are in". Dick (2006).

McNutt & Wright (1995) believe "the parallels between sport and business are numerous". The similarities described include:

- Presidents of companies or managers are acting as coaches of a team and their players are employees.
- The timeframe in which the game is played (weekly, monthly or year-end).
- The playing field could be the office or sales area.

Other common threads, which seem to link sports and business in terms of coaching, are:

- Open communication (clear and honest)
- Team unity
- Employee/Player Recognition

In contrast to the above views held by Hatter and Dick (2006), some industry experts believe sports principles cannot be directly applied to business world. Jarvis (2005) a CIPD advisor urges caution as follows: "Things could go wrong if it was a simple transfer of sports coaching, since an employer is providing very different coaching from a professional

athlete working in a team." McMahon (2007) vice-president of the Association of Coaching is in agreement with Jarvis and "thinks a lot of sports coaching psychology is focused predominantly on the individual rather than the needs of the organisation".

Berglas (2002) argues that contrary to popular belief, sports coaches and business coaches do not have the same objectives. Sports coaches are content experts hired by the system to help someone win within the system. They know the game and the skills necessary to optimize performance within these parameters whereas executive coaches are process experts who should be hired outside the system to help someone define what they think is winning behaviour, regardless of the system. He also points out that some coaches with sports backgrounds sell themselves as purveyors of simple answers and quick results. His view can be justified, in particular if one visits a bookshop or library these days. The modern craze seems to be for quick answers and capability to change and re-invent ourselves as quickly and painlessly as possible.

The role of the sports coach is to support, cajole, pressurise and push athletes to the limit. We have all witnessed a football match, basketball game or athletics event, where coaches are often shouting and screaming at their team to drive them to success!

If you look up "coach" in the New Oxford Dictionary you find it defined as "A single decker bus", "A railway carriage" and an instructor or trainer in

sports" Perhaps in the very near future this could be amended to include the business element of coaching!

2.5.2 Types of Coaching

For the purpose of this dissertation the author has reviewed three types of coaching and these are briefly explained and summarised below as, business coaching, executive coaching and solution focused coaching (SFC)

Hall (2006) outlines that five years ago, "coaching was used to get people "fixed" in a scenario where you knew you would have a problem with someone" This view of coaching has greatly changed over the years from a remedial approach to one of the organisation investing confidence in individuals Smith (2006) concurs with this view as he states "coaching should be an intervention to make the great even better and not be seen just as a performance improvement tool"

Uberoy (2006) outlines how coaching is helping organisations achieve their strategic aims He examines who needs to be engaged in the organisation and at what level This ranges from the Executive Team to line managers In addition, he examines a number of factors including, communications, the returns which engagement brings as well as the down sides of lack of engagement Uberoy (2006) uses the following model

18

Table IV - Coaching for Strategic Change: Engagement Roadmap

Who needs to be engaged?	Communications should include	Engagement brings returns	Lack of engagement brings
Executive team/board	- The business case for coaching - How coaching is aligned with an organisation's vision, values and strategy - Strategy for measuring the impact and return on investment of coaching	- Builds credibility for coaching - Establishes link between coaching and strategic aims - Gains top-level commitment and buy-in - Respected leaders act as positive role models	- Pockets of good coaching practice but coaching impact remains at individual level - Little noticeable impact on business results - Worst case resistance at senior level "de-rails" coaching
HR, learning and development, other people professionals	All of the above and - How coaching fits with wider people processes - Roles, responsibilities and communications strategy - Method of coach selection, quality assessment and supervision process	- Sets clear contracting and communications strategy - Allows access to performance data and other evaluation metrics - Internal coaching can help sustain and build a coaching culture	- Coaching and communications become mixed, ad hoc and value lost - Evaluation (if conducted) is academic and irrelevant to the business - Creation of coaching culture almost impossible
Line Managers	- How coaching fits with wider people processes - - Roles, responsibilities and communications strategy - Commitment, feedback and confidentiality requirements	- Coaches regularly supported with positive changes reinforced via feedback - Live learning opportunities often spotted - Technical and on-the-job training complements coaching	- Coaches reluctant to take risks or change - Little transfer of changes into day-to-day work - Benefits of coaching remain at personal level with little business impact
Individuals being coached	- Introduction and how to get the most from coaching - Case studies highlighting individual and business benefits - Commitment, feedback and confidentiality requirements	- Prepares and gains maximum coachee commitment - Aligns individual and organisational objectives - Enables coaches to see the value of coaching individually and for organisation	Individuals ill prepared and unclear about purpose - Lack of commitment and ownership or sole focus on personal agenda - Negative myths around coaching created

Uberoy (2006)

In addition, Uberoy (2006) outlines six tactics for making coaching strategic These factors are

1 Link coaching to the overall business/organisational strategy

19

2   Champion coaching by a sponsor at board or senior executive
    level

3   Develop coaching alongside an integrated communications plan

4   Integrate coaching into leadership development programmes

5   Ensure coaching is outcome-focused with the benefits evaluated

6   Offer coaching right at the top of the management chain

2.5.3 Business Coaching

Business coaching differs from life coaching or executive coaching in that
the focus is on developing skills to help the client achieve business
outcomes   Coaching of this nature is designed to be non-directive and it
is the use of skilful questioning that most aids the person being coached
to find the solutions themselves to the issues or goals that need to be
achieved   Business coaching generally takes place from middle
management to senior management level   Parsloe (2006) believes that
coaching at the middle level in an organisation is where most impact is
felt   The reasons for this are that middle managers have most interfaces
and therefore most conversations in the workplace   Gaffney (2006)
states that "business coaching is now a business necessity as managers
look to reach their potential and optimise their company's performance"
In addition Gaffney believes that just as Irish businesses have an
accountant and solicitor, it is essential that they have a business coach

2.5.4 Executive Coaching

Executive coaching in business is distinct from other types of coaching e g career counselling, life planning The role of executive coaching in business is about coachees (the people being coached) producing business results for their employers Whereas, in the past coaching may have been viewed as remedial and would have had a stigma attached to it, it now appears that this is no longer the case Executive coaching is coming out of hiding Many employees now see coaching as recognition that their employers regard them highly The term executive coaching may refer to an external coach working with a CEO or MD in a one-to-one capacity, or alternatively it may also refer to an in-house coach grooming a junior manager for a senior management position in the organisation Some professionals may be surprised to learn that an MD or CEO of an organisation would actually need a coach These senior managers are often high achievers, corporate warriors and typically accomplished and confident individuals What more can they learn? Executives may have blind spots and be unaware of some of their behaviours particularly if they work with a team of managers who are afraid to openly give feedback and share Executives may often reach the top ranks of business without addressing their limitations They may rarely pause to assess and reflect on their own behaviours It is quite rare for employees to tell their boss what they really think of them! In light of this, an external, independent coach may be better placed to give candid feedback to the senior executive The role of the coach in executive coaching is to help

21

accentuate the positive or reduce the negative behaviours of executives

By achieving this, it could be the difference between someone becoming

CEO or suffering career derailment Goffee (2006)

Cunningham (2007), outlines that

> *There has been a sensible development of the use of coaching in organisations   The focus on the individual as opposed to sheep-dip training can be a welcome development   Each person is different and demands a response to their learning and development needs that respects individual differences – and coaching may be one good option*

2.5.5 Solution Focused Coaching (SFC)

Founded in the 1980's by a team of family therapists, at the Brief Therapy

Centre in Milwaukee in the USA, Solution Focused Coaching (SFC) is

one of the most popular models used by coaches and organisations

today SFC helps clients to achieve their goals by raising awareness of

their skills, strengths and pre-existing solutions This method of coaching

uses "appreciative inquiry" and skilful questioning   SFC assumes that

clients can do a number of things including,

- Come up with solutions with minimal analysis of their problems

- Have plenty of resources and competencies, many of which they are unaware,

- Achieve their goals by raising their awareness of their skills and strengths

22

The SFC approach is one that both the practitioner and client may find user-friendly. Fans of SFC say that it boosts the coachee's energy and enthusiasm, it gives them hope and optimism and it aids engagement.

2.5.6 What does the coach do in a SFC session?

The coach's main interview in SFC session is to ask questions to which only the client knows the answers. Typically, the coach will do the following

- Acknowledge any difficulties the client is experiencing

- Use plenty of "how, when, and what questions" but very few "why" questions (why questions can be seen as intimidating)

- Give positive feedback about the client's skills and qualities

Critics of SFC

The critics of SFC make the point that this form of coaching tries to bypass "problem talk". This may not allow clients or the coachee to move on and achieve their goals. Other criticisms of this form of coaching include,

- It's a quick-fix that fails to bring about long-term change

- It does not help people who are unable to access their skills and resources (example – when people are highly stressed)

- If SFC coaches are not highly skilled, that they could do more damage than good, by pushing clients to hard and ultimately, de-motivate them

The SFC model uses the following four distinct stages

1   Listen for solutions

2   Probe for solutions

3   Talk about solutions

4   Plan for solutions

This coaching model was developed by Anthony Grant The four principles echo the facilitation of human change, by fostering responsibility, raising self-awareness and eliciting commitment with a clear focus on solutions   For the purpose of this work, other forms of coaching include, Skills Coaching, Career coaching, and Life Coaching The author will not be discussing these in any depth as these are outside the remit of the research

2.6   What makes a good coach?

There is much debate amongst HR professionals and coaching experts regarding the skills and qualities of a good coach   A recent poll in the USA by Salinger and Feld (in Zeus & Skiffington, 2006) suggests that the majority of coaches are female, belong to the baby boomers generation and come from a variety of backgrounds including psychology, HR,

teaching and health care   Although curiosity and challenge may be motivators for aspiring coaches, Zeus & Skiffington (2006) suggest ten personal qualities that characterise a successful coach   These are outlined below as follows

1   A capacity for self-awareness

2   A capacity to inspire others

3   A capacity to build relationships

4   A capacity to be flexible

5   A capacity to communicate

6   A capacity to be forward looking

7   A capacity for discipline

8   A capacity to manage professional boundaries

9   A capacity to diagnose issues and find solutions

10 A capacity for business

As a coach some or all of the above skills will be required in coaching situations

2.6 1 Rapport/Communication

A study conducted by Wasylyshyn (2003) outlined the following three characteristics of an effective coach as

1   The ability to form a strong connection with the executive

2 Professionalism

3 The use of a clear and sound methodology

Achieving the fine balance between supporting and challenging may be one of the most important factors in building effective coaching relationships This may be particularly difficult for coaches working with colleagues, whom they know very well in an organisation In order to mitigate this risk, many organisations are therefore, bringing in external organisations in order to provide coaching One of the great benefits of having a coach is the experience the coach can bring to the relationship, by encouraging the client to believe in him or herself and achieve their goals Some positive, successful coaching relationships have left a deep impression on individuals   Note, that it is not the tools, techniques or frameworks that the clients remember, but rather the coach as a person

King and Eaton (1999) outline the key skills of coaching as

- Listening skills,

- Effective questioning,

- Building and maintaining rapport,

- Re-framing,

- Reading non-verbal behaviours,

- Goal setting and establishing commitments

There are numerous guidelines for how a coach will work with clients; however, communication is a skill that is rarely valued high enough.

2.6.2 Relationships

The secret of successful coaching seems to be the relationship that develops between the coach and the client. A successful coaching relationship can have such a huge positive impact, in particular on the client or coachee. To quote Carl Jung from Landsberg (2000), "The meeting of two individuals is like the contact of two chemical substances: if there is a reaction, both are transformed"!. It is not only the coachee who is learning and gaining something in the coaching relationship, the coach should also be learning. Minashi (2006) agrees with Jung and thinks, "Coaching provides a place where people can be honest if they are feeling concerned or nervous".

2.6.3 Skills and Techniques

Coaches often use ideas and models drawn from areas such as neuro-linguistic programming (NLP) and inner game thinking. Neuro-linguistic programming (NLP) is an interpersonal communication model and an alternative approach to psychotherapy based on the subjective study of language, communication and personal change. It is being used significantly in the areas of HR and in particular coaching. The four pillars of NLP are; rapport, sensory awareness, outcome thinking and behavioural flexibility. Over the past 30 years, NLP has taken a number of directions and is used by a variety of professions from doctors to

accountants, coaches and animal trainers Fans of NLP believe it is a powerful tool that helps build rapport, gets quick results and works well with other coaching disciplines However, NLP is not without its critics David Megginson, professor of HRD at Sheffield Hallam University (2007) has concerns about the use of NLP in business coaching "A major disadvantage of NLP is that it encourages coaches to do too much of the work themselves" he comments In contrast to this Martyn Thornton (in Megginson 2007) an executive coach himself disagrees and states, "NLP is a win-win way of working in coaching" He contrasts NLP with the GROW model (Goal, Reality, Options, Will) and believes coachees often do not know what their goal is! Therefore, the jury is still out on NLP and it's effectiveness in coaching

2 6.4 Standard of Training

There is much concern in the literature regarding the standard of training of coaches It appears that anyone can take a two-day crash course in coaching and put up a gold plate outside their office with the word "coach" highlighted A coaching community of practice has been set up in Ireland with many organisations from Small and Medium Entreprises (SME's) to multinationals being members Following a survey by the Irish Centre for Business Excellence in 2006 of 22 companies, their number one concern was the standard of training for coaches Many coaches come from sporting backgrounds and have little business experience There are also coaches from business who have little work experience and see

coaching as a way to make a fast buck! In order for coaching to remain, a credible profession there needs to be significant improvements in the areas of training and accreditation for coaches.

2.7   Coaching Models

Coaching focuses on future possibilities, not past mistakes according to Whitmore (2004).   In light of these future possibilities, Whitmore's favourite model for coaching which is renowned worldwide is the GROW model. The four distinct headings this model uses are:

2.7.1 GROW Model:

1. **Goal** – setting both short and long term goals, depending on the coaching situation.
2. **Reality** – this analyses what the current situation or reality is.
3. **Options** – this stage in the model looks at alternative strategies and courses of action.
4. **Will** – this is all about having the will to achieve the goal.

Critics of the GROW model argue that it is difficult to set goals, when you do not know the current reality and that coachees often may not have the actual will to achieve their goals. The two other components that are repeated often in Whitmore books are "awareness and responsibility".

Landsberg (2002) in his work on coaching outlines a number of coaching models, which HR professionals use and find particularly effective These include

2.7.2 Skill/Will Matrix

The skill/will matrix allows a coach to do a number of things,

- Diagnose the coachee's skill and will to accomplish a task
- Allows the coach to identify the appropriate style of interaction
- Match tasks at work with the most appropriate people on the team

Skill – depends on experience, training, understanding or role perception

Will – depends on desire to achieve, incentives, security and confidence

This is a simple and effective coaching model   It does not require too much theoretical knowledge or indeed is not complicated

2.7.3 AI – Appreciative Inquiry

This is a relatively new approach to coaching   It's fundamental premise is that coaching should focus on an individual's strengths, resources and competencies as opposed to issues and problems   It focuses on the coachee's ability to reflect on and solve his or her own issues   AI was developed by David Cooperrider and according to this approach learning cannot occur in the absence of affirming and reinforcing the individual's strengths and achievements

2.7.4 Instant Pay off Coaching

Sometimes one does not have sufficient time or knowledge to conduct a full in-depth coaching conversation. This model can achieve results in as little as five minutes! It will help someone who finds themselves "stuck" to understand and brainstorm the "blocks" in order to move forward

There are four key steps in the model as follows

1 **Problem Identification** – the coach will ask the coachee to describe the issue or problem

2 **Ideal Outcome** – The coach will ask the coachee to describe the ideal outcome or solution to the issue or problem

3 **Blocks** – The coach will ask the coachee to list all the blocks that are stopping them from achieving their ideal outcome. These are sorted into three groups

    a Blocks that exist in the coachee (lack of skill/knowledge/low motivation)

    b Blocks that exist in others (Manager, stress, organisational issues)

    c Blocks in the situation (inadequate resources, over-ambitious deadlines)

4 **Brainstorm** – The coach will ask the coachee to identify solutions to these blocks and agree an approach and actions with timelines to overcome them

This approach seems very simple however, it may appeal to managers or coaches, due to its simplicity and speed.

2.7.5 The Ask/Tell Repertoire

This model of coaching acknowledges that different people respond to different styles of coaching. It allows the coach to adapt their style of questioning depending on the style of the coachee.

Table V - The Ask/Tell Repertoire

More Empowering More controlling				
Ask questions	Make suggestions	Demonstrate	Give advice	Tell what and how
Higher, if coachee has reasonable skills and at least one creative idea to bring		**Quality of task completion**		Lower, unless the coachee's role is to repeat a relatively simple task that has little scope for being redesigned
Deeper understanding		**Learning by coachee**		Deep understanding
Higher in most cases		**Motivation of coachee**		Lower, unless coachee feels completely lost
Slightly more, depending on speed of coachee's learning		**Initial time from coachee**		Slightly less
Potentially high		**Learning by coach**		Very little
Tasks which the coachee will probably need to repeat in some form		**When to use**		Tasks where failure would lead to disaster very simple tasks

Landsberg (2002) – Tao of Coaching

2.8 Benefits and Challenges of Coaching

2.8.1 Benefits of Coaching

Mel Leedham, Director of Research and Programme design at the Oxford School of Coaching and Mentoring (in Hall 2006) describes one of the benefits of coaching as "inner benefits" These inner benefits include clarity, focus and confidence to help improve performance He believes effective evaluation of coaching should not be a one off exercise at the end of a coaching relationship or contract Instead, it "should be a continual process designed to help the organisation better understand the relationship – how it has had an impact on the participants, colleagues, peers and customers as well as on the business results, and how it has been affected by other internal and external factors"

In a survey carried out in August 2007 by Hall (2006) of 36 executives receiving coaching in South Africa, 97% of respondents said they believed coaching delivered ROI to their employer 18% felt coaching had increased bottom-line profitability The respondents perceived that coaching had improved relationships at work and ability to handle conflicts Hall (2006)

CIPD (2007) report on coaching in organisations highlight that all organisations surveyed as part of their research recognise coaching as an important part of the learning and development portfolio for their

organisation Redshaw (2000) makes the point that "when good coaching is widespread, the whole organisation can learn new things more quickly and therefore can adapt to change more effectively" In addition, he cites many benefits for organisation including,

- Long lasting learning

- High levels of motivation

- Good working relationships

- Coaching as part of an informed strategy

Whilst organisations are keen to latch on to the coaching phenomenon and see coaching as an in important initiative to introduce many are failing to evaluate the benefits of coaching or struggle to implement a tool/metric to measure it's effectiveness Sherman & Freas (2007) note that "it's not just individuals who benefit from coaching, their employers can gain immensely, too However, in an industry without universally accepted standards, all the parties need to be clear about their goals and how to reach them " A crucial benefit of coaching is that it provides the coachee with the opportunity to learn through action Coaching often involves a triangular relationship between the coach, coachee and the client who is paying the coaching bills¹

Landsberg (2002), outlines that coaching does not just help someone develop, but, people who coach may also reap many unexpected rewards such as

- Create more time for themselves,

- Enjoy the fun of coaching,

- Achieve better results,

- Build their interpersonal skills

Coaching would not be top of the agenda for HR professionals unless it was working There are thousands of people who live in a constant sate of dissatisfaction and are seeking help from coaches to transform their lives As Sherman & Freas (2007) point out

> *When you create a culture of coaching, the results may not be directly measurable in dollars But we have yet to find a company that can't benefit from more candour, less denial, richer communications, conscious development of talent, and disciplined leaders who show compassion for people*

The Irish Centre for Business Excellence (2007) recently conducted a survey on coaching of 22 companies in Ireland and some of the most common benefits of coaching mentioned were

- coaching improved staff quality and productivity

- it greatly assisted managers to resolve workplace difficulties

- increased morale

- improved conversations between line managers and staff

- lessoned the HR workload as it creased a more open and inclusive work environment

In summary according to the survey, the benefits of coaching include,

- Increased self-awareness

- Increased self-confidence

- Improved relationships

- Improved motivation

- Better business and personal results

- Positive impact on bottom line

Smyth (2006) highlights the benefits of coaching as follows:

- It reduces executive turnover,

- Contributes to employee morale and retention,

- Safeguards investment in executive recruiting and development.

2.9   Challenges of Coaching

2.9.1 Perception

There is no denying that there are sceptics who fear that coaching is just another trendy HR fad!   There is much confusion about what exactly coaching is, who it benefits, who is qualified to coach and how to measure the success of coaching. Other issues include boundary issues, the coaching process being open to abuse, limits to confidentiality, limited supervision of coaches, coaches not being members of professional bodies and therefore not abiding by relevant codes of practice. According to the CIPD (2007), "the single most important determinant of success in coaching is the quality of the coaching relationship". In light of this, organisations face significant challenges in assigning and determining the

appropriate support in the form of systems, structures, and process that is so critical to the coaching relationship

2.9 2 Time

Time is increasingly a precious commodity One will often hear people complain about the lack of time or their inability to manage the time they have   Coaching does not have to take up inordinate amounts of time Landsberg (2002) has cited a number of reasons why people do not coach as much as they could   These reasons include

- Not having enough time
- Fearing the coachee will not respond anyway
- Fear of upsetting the coachee

Other pitfalls coaches may face include, searching for psychological problems they think might exist, trying to be nice, or indeed biting off more than they can chew   Data Dimensions International (DDI) and a panel of coaching experts recently convened in London to have a round table discussion on coaching   (in Whitmore 2006)   They agreed that managers were often "stressed, over-tasked and time-starved and with the best will in the world do not have the time to do valued coaching"

2.9.3 Accreditation

Barriers to entry are non-existent in the coaching world and many coaches know little about business. It is possible for anyone to call him or herself a "coach" and set up a consultancy business. Due to the unregulated nature of coaching there have been no real barriers to those wanting to call themselves a coach. Bluckert (2004) points out "concerns exist about the growing number of poorly trained and relatively inexperienced coaches some of whom are rolling off two-to-five day courses". Historically, coaches have been able to work and do their own thing without anyone interfering. However, as organisations increase their spending in the area of coaching the question of accreditation will come under greater scrutiny. Another pitfall faced by organisations and indeed those receiving coaching is that it is not always clear on whether the client is being coached, counselled or receiving psychotherapy. One key difference is that coaching promises quick results and can have gains in the short term.

2.9.4 Failure to establish rapport

Generally, if two people do not "click" within the first three meetings, then it may prove extremely different for the coach and coachee to develop a relationship of trust and mutual confidence that will work. This is where the skills of a coach will be tested and required patience and determination.

2.10   Summary of Challenges

The Irish Centre for Business Excellence (2007) recently conducted a survey of 22 companies in Ireland and some of the most common challenges of coaching mentioned were

- A strain on resources (in particular line manager's time)
- Busy workloads leading to reduced time spent on coaching
- Linking coaches with coachees
- Lack of consistency between coaches
- Employees lack of understanding and fear around coaching
- Difficult to justify the cost of coaching vs measuring the benefits

2 11   Evaluate Effectiveness of Coaching

If you ask any HR professional if they think coaching has an impact on the organisation odds are they will say yes! However, having to come up with facts regarding the impacts achieved fills many practioners with dread   The CIPD, Advisor for Training, Learning and Development (CIPD, 2006) says

> *There is not much out there on evaluation, and companies are struggling   People understand that evaluation is important, but the word seems to strike fear into practioners as they think it is hard CIPD (2006)*

39

Evaluation needs to be approached with care according to the London School of Coaching. The School of Coaching symposium, recently warned against over-complicating the coaching evaluation process, searching for too scientific a tool, or creating an expectation of instant value. One often hears the term "what gets measured, gets done". As with financial, customer, service, quality and other aspects of the business, learning, development and indeed coaching need to have clear metrics and measures in place to evaluate their effectiveness. If this is not the case, it may prove difficult to sell the benefits of coaching to an organisation.

Clutterbuck & Megginson (2006) have developed a tool to measure the overall progress for organisations towards developing a coaching culture. The four stages along the journey are nascent, tactical, strategic and embedded. These stages are described below:

1. **Nascent Stage** – an organisation shows very little commitment or interest in creating a coaching culture. Although coaching may happen in the organisation, it is inconsistent in terms of frequency and quality. Managers may be poor role models for coaching and tend to avoid addressing difficult behavioural issues out of embarrassment, ineptitude or fear.

2. **Tactical Stage** – at this stage the organisation recognises the value of establishing a coaching culture and top management may

40

see the area as an issue for Human Resources. There may be systems in place to train coaches and the need to address difficult behavioural issues is recognised, however, commitment to coaching behaviours as an integral part of the management style is low.

3. **Strategic Stage** – when an organisation reaches this stage along the journey to creating a coaching culture, the following will be in evidence. Considerable expense will have been invested in order to educate managers and employee in the value of coaching. In addition, managers are rewarded or punished for the delivery or non-delivery of coaching. Top management have accepted the need to demonstrate good practice and are setting a good example by coaching others.

4. **Embedded Stage** - at this stage, people at all levels are engaged in coaching, both formal and informal with colleagues and across functions. There is widespread use of 360° feedback at all levels. In addition to these features, coaching and mentoring are seamlessly built into the HR structure and systems. People across the organisation are well equipped to raise difficult or controversial issues, knowing that their motivations will be respected and that colleagues will see it as either an opportunity to improve, personally, organisationally or both.

Hall (2006) offers a number of areas that can be measured in relation to evaluation of coaching within organisations including;

- Improved appraisal and performance

- Impact on business performance indicators

- 360 degree feedback ratings

- Feedback from coach and coachee

- Staff turnover

- Employee attitude surveys

- Customer satisfaction levels

There is broad agreement that current evaluation practices for coaching are simply not good enough and leave plenty of room to be improved. Professional bodies are becoming increasingly demanding and proper evaluation is no longer an optional extra for coaching. Improved evaluation of coaching can only enhance the credibility and quality of the coaching profession for all stakeholders concerned.

2.12 The Future of Coaching

Looking to the future it is likely that coaching will play a major role in leadership development according the CIPD's Training and Development 2006 survey. One of the prime factors behind the success of coaching is its promise of a win-win solution to workforce development, by offering

employees the scope to help them reach their potential, whilst improving competitiveness and productivity for the organisation as a whole

Coaching is an emerging profession The demand for coaches continues to rise and HR/Training Journals are packed with advertisements for all types of coaches, from business, executive, life and performance coaches Networking of coaches and coaching communities of practice are emerging (even in Ireland) where coaching is new However, coaching should not be the only form of career or personal development within an organisation, and there are many training and development options available

According to the Kemmy Business School at the University of Limerick, coaching is mentioned a number of times in the latest report on "What's new in Learning and Development in Ireland" – Evidence from Employers and Employees" The report cites the following points

- Employers rate on-the-job training, coaching and mentoring and shadowing to be most effective
- The line manager is a key stakeholder in the Learning and Development (L&D) process in organisations
- Line Managers increasingly have responsibility for induction activities, coaching and guidance etc
- Line Managers were a significant barrier to effective L&D due to poor coaching and feedback skills

- Best practice organisations implement a blended learning approach which includes internal executive coaching

- One of the most effective leadership development strategies is internal executive coaching

Eric Parsloe, of the Oxford Total Learning Group (2005) recently said coaching was revolutionary - "It is about having very different kinds of conversations   the simple thing is that you are giving two hours for people to stop and think, it's no more than that"

Cunningham (2007) warns HR professionals and managers that coaches (managers) cannot be everything to their staff   He states that

> *Coaching is a valuable tactic as part of an overall strategy for developing people in organisations   It is not a universal panacea for all learning needs – and this needs recognizing by learning and development professionals*

As the knowledge and practice of coaching grows, it is highly likely that organisations will have coaches on their senior management team, with the same status and responsibility as say a finance manager or engineering manager   Research suggests that as organisations struggle with the changes inherent in a more diverse, demanding working world, coaching will increasingly become the vehicle to assist individuals in dealing with these demands and realising their full potential

Sir John Whitmore (2006) believes the role of coaching is bigger than any of us realise and states

We are at a very exciting transformational time Coaches are the midwives of the transformation which will be so important for the planet over the next decade

Coaching is in the early stages of development for many organisations and according to Clegg et al (2005), the three key challenges that need to be addressed in order for business coaching to develop further are

1 the challenge of defining standards of service and performance that do not inhibit the flexible and personal orientation of the coaching process

2 the challenge of developing a more coherent and well understood perception of the nature and benefits of business coaching amongst industry more generally

3 The challenge of establishing robust and durable coaching businesses that can take leadership in growing and developing the industry

As Sherman & Freas (2007) remind us that "Coaching is as much art as science, best practiced by individuals with acute perception, diplomacy, sound judgment, and the ability to navigate conflicts with integrity"

2 13   Literature Review Conclusions

Not many organisations would claim they have already successfully embedded coaching, although many are investing heavily with that aim in mind   Stokes (2007) advises organisations "It is tempting for those of us who are fans of coaching to make strong claims about its usefulness"

McGovern et al (2001), "maximising the impact of executive coaching behaviour change, organisational outcomes and return on investment The authors talk about coaching being "underutilised", despite its popularity

Wynne (2002) says, "If more organisations developed coaching as a key element of their management strategy or approach then there would be more thriving, highly effective and well motivated teams in organisations of all kinds"   Bluckert (2004) states that

> *Client organisations want to see a single professional lead body recognised by the field whom they can contact for advice, benchmarking, quality control and, in the case of problems, address their complaints   Moreover they want to see it now*

Berglas (2002) argues, "Coaching can be a powerful developmental tool but it can also be a shallow, manipulative device that can create or worsen deep-rooted problems for your employees for the sake of quick, cheap bottom line improvements " Clutterbuck & Megginson (2006) see developing a coaching culture as "a lengthy and gradual process"

According to the literature, it is hard to quantify results and generate metrics on the effectiveness of coaching and if it is positively impacting on the bottom line

Overall, coaching is emerging as a potentially valuable form of organisational intervention, even though it is yet in its infancy According to the CIPD (2007), the introduction of coaching is most effective when introduced as part of a "bigger picture" of organisational or cultural change CIPD (2007) It is with this in mind that we now move on to review the research methodology used in this dissertation

Chapter 3: Research Methodology

3.1 Introduction

The aim of this dissertation, as outlined in Chapter 1, is to understand the extent to which coaching is used in organisations and how organisations evaluate coaching. This chapter justifies the research approach adopted, how and why data were collected and highlights challenges in the research process.

According to Yin (2003, p. 10) there are five different strategies to use when collecting and analysing empirical evidence. The data collection methods the researcher can select from are: an experiment, a survey, history, an analysis of archival records and a case study. The approach used depends on the characteristics of the research being undertaken. Rabianski (1992) defines primary data as the facts and information collected specifically for the purpose of the investigation at hand, whereas secondary data is the facts and information gathered not for the immediate study at hand but for some other purpose.

Churchill and Lacobucci (2005, p. 167) state that the researcher should always start with secondary data. This represents time and cost economies as the researcher only needs to access the internet or visit a library to look up appropriate sources, then extract and record desired information. Through this method the researcher can obtain information regarding research already undertaken on their topic. Stewart and

Kamins (1993) also indicate that users of secondary data are at an advantage over users of primary data since the data already exists, it can be evaluated prior to use. Primary data needs to be collected and sorted first, which can take time and money, before evaluation of its usefulness can occur.

The main source of primary data was from semi-structured telephone interviews with a range of interested parties involved in coaching activities in the companies selected. Saunders et al (2003, p. 489) define a semi-structured interview as "one where the interviewer commences with a set of interview themes but is prepared to vary the order in which questions are asked and to ask new questions in context of the research agenda".

One of the advantages of semi-structured interviewing is that the interviewer can urge subjects to "participate, clarify unclear answers with probes, and establish a rapport that brings out sensitive information" (Fortado, 1990). Given these characteristics, the researcher deemed the semi-structured interview as the most appropriate approach. A survey or structured interview as deemed unsuitable as the researcher was trying to find out new and general information, and did not want to be limited by a rigid set of closed questions. The researcher's initial aim was to involve at least ten companies located in Ireland, with representatives from each company being interviewed face-to-face. However, it transpired that face-to-face interviews were not possible (due to time limitations and geographical distance) and the majority were interviewed by telephone.

The sample of the companies involved was a cross sector of multinationals, private sector, and Experts in the area of coaching The questionnaire templates and responses can be found in **Appendix I**

Secondary data used throughout this dissertation was available mainly from two sources The first source was the Irish Centre for Business Excellence, which has a "Coaching Community of Practice" The researcher made contact with their Client Services Manager and was given access to all relevant information published by ICBE

The second source was by conducting a detailed literature review including published work from the Chartered Institute of Personnel and Development Secondary data was further augmented by research from management, human resources and training journals and by the use of internet search engines

3.2 Positivism and Phenomenology

When considering the methodology to be employed in carrying out research it is important to investigate the two main paradigms within which research can fall into, Positivist or Phenomenological

A positivistic approach can be defined as an approach where the researcher believes that only phenomena which are observable and

measurable can be validly regarded as knowledge (Hussey and Hussey, 1997, as cited in OIIF, 2005), whereas with a phenomenological approach, the researcher believes that these observations need to be taken into context, based on other factors such as personal experience (OIIF, 2005).

This research that is being carried out in this dissertation is concerned with the role coaching plays in organisations today and testing to see if it contributes to the overall organisation HR or Training and Development strategy. It is concerned with human behaviour, activity and opinions which are subjective.

Table VI – Positivism, Relativism and Social Constructionism

Easterby-Smith, Thorpe and Lowe (1991) outline the elements of methods in the table below:

Elements of Methods	Positivism	Relativism	Social Constructionism
Aims	Discovery	Exposure	Invention
Starting Points	Hypothese	Suppositions	Meanings
Designs	Experiment	Triangulation	Reflexivity
Techniques	Measurement	Survey	Conversation
Analysis	Verification	Probability	Sense-making
Outcomes	Causality	Correlation	Understanding

Easterby-Smith, Thorpe and Lowe (1991)

Van Maanen (1983) defines qualitative techniques as an

> *Array of interpretative techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world*

3.3   Quantitative and Qualitative Evaluation

Rossi (1993) notes that "Qualitative methods permit the evaluator to study selected issues in depth and detail"   Quantitative methods on the other hand, require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned Qualitative data is described as detailed, thick description, inquiry in depth, direct quotations capturing people's personal perspectives and experiences

3.4   Validity, Reliability and Generalisation

There is an underlying anxiety amongst researchers that research will not stand up to outside scrutiny   Easterby-Smith, Thorpe and Lowe (1991) note that "Validity is a question of how far we can be sure that a test or instrument measures the attribute that it is supposed to measure"   Patton (1990) outlines that in qualitative inquiry the researcher is the instrument Validity in qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork   Reliability is primarily a matter of stability, if an instrument is administered to the same individual on two different occasions will it yield the same result?

Rossi (1993) defines generalizability as the extent to which an impact assessment's findings can be extrapolated to similar programs or from the program as tests to the program as implemented and that it refers to the applicability of the findings to the program as it actually operates or to similar programs in comparable settings.

Table VII - validity, reliability and generalizability

	Positivist	**Relativist**	**Constructionist**
Validity	Do the measures correspond closely to reality?	Have a sufficient number of perspectives been included?	Does the study clearly gain access to the experiences of those in the research setting.
Reliability	Will the measures yield the same results on other occasions?	Will similar observations be researched by other observers?	Is there transparency in how sense was made from the raw data?
Generalizability	To what extent does the study confirm or contradict existing findings in the same field?	What is the probability that patterns observed in the sample will be repeated in the general population?	Do the concepts and constructs derived from this study have any relevance to other settings?

Easterby-Smith, Thorpe and Lowe (1991)

3.5   Triangulation

The use of multiple, but independent, measures is known as triangulation Easterby-Smith, Thorpe and Lowe (1991).   This term is borrowed from navigation and surveying where a minimum of three reference points are taken to check an object's location Smith (1975).   There are four categories of triangulation as follows:

53

1. **Theoretical Triangulation** – involves borrowing models from one discipline and using them to explain situations in another discipline.

2. **Data Triangulation** – refers to research where data are collected over different time frames or from different sources. This is the category used by the researcher for the purpose of this research question.

3. **Triangulation by investigators** – is where different people collect data on the same situation and data, and the result are then compared.

4. **Methodological triangulation** – is using both quantitative and qualitative methods of data collection.

Todd (1979) points out that triangulation is not an end in itself, but an imaginative way of maximizing the amount of data collected. Patton (1980) notes "The logic of triangulation is based on the premise that "no single method very adequately solves the problem of rival causal factors... Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation".

Triangulation is ideal and a way to strengthen a study design. For this reason three experts were interviewed as part of the ten organisations.

Triangulation of data sources will seldom lead to a single, totally consistent picture. It is best not to expect everything to turn out the same. The point is to study and understand when and why there are differences.

3.6   Evaluation Methodology

Collis & Hussey (2003) define Methodology as "An explanation of why you collected certain data, what data you collected, from where you collected it, when you collected it, how you collected it and how you analysed it".   The following is a critical analysis of the research methodology that will be used in carrying out this research and shows why these are appropriate choices given the subject matter.   The researcher reports why survey methods, in the format of semi-structured interviews were chosen and why other methods were rejected.

Gill and Johnson (1997) suggest that "Research Methodology should be tailored to a given problem or situation, emphasizing there is not one that fits best, but always a compromise between different options".   In completing research it is necessary to critically evaluate the research methodology methods that are available before deciding and justifying the approach adopted.

There are three reasons why an understanding of philosophical issues is important.

1. It brings clarity on evidence to be gathered and interpreted.

2. It will help the researcher to recognise what designs will work and what won't and avoid going up a blind alley.

3. Can help researcher identify and create designs that are outside his/her past experiences.

Easterby-Smith, Thorpe and Lowe (1991).

3.7   Interviews

Research can be quantitative, qualitative or a form of triangulation. The most appropriate method with which to gather the suitable data and subsequently answer the research question should be determined by the nature and type of the research question.

Saunders, Lewis and Thornhill, (2003) state that "semi-structured interviews provide the researcher with the opportunity to probe answers, where you want interviewees to explain or build on their responses". This is important when adopting a phenomenological approach. It can also lead the interview into areas that were not previously considered but are important to the overall understanding and addressing of the research question. Given the exploratory nature of the research a qualitative methodology was chosen for this study using telephone interviews as the primary method for collecting required data.

Questionnaire's were also considered as a method for surveying but these were then rejected based on the grounds that it is mostly people at

management level who are to be surveyed and Saunders, Lewis and Thornhill, (2003) have

> *Found that managers are more likely to agree to be interviewed, rather than complete a questionnaire where the interview is seen to be interesting and relevant to their current work An interview provides them with an opportunity to reflect on events without needing to write anything down*

Easterby-Smith, Thorpe and Lowe (1991) outline that interviews are appropriate methods when

1   It is necessary to understand the constructs that the interviewee uses as a basis for her opinions and beliefs about a particular matter or situation, and

2   One aim of the interview is to develop an understanding of the respondent's "world" so that the researcher might influence it, either independently, or collaboratively as in the case with action research

Fortado (1990) defines a semi-structured research interview as "a pattern of open-ended questions that are designed to explore a body of knowledge that has somewhat hazy dimensions"

3.8   Piloting the Telephone Interview

The wording and phrasing of interview questions in order to gather the necessary information is vital   However tempting it is to go straight to the interviewing and data gathering stage, it is important to give the interview a trial run   This should be carried out on a similar group of interviewees to whom the interviews are to be carried out   Two pilot interviews were

carried out, one with a Senior Manager of The Coca-Cola Company and one with an employee who has been involved in Coaching in the Training Team of a major multinational. This helped to tackle the issues of validity and reliability, which can create different problems and biases.

3.9 Designing the Semi Structured Telephone Interviews

The primary rationale for including interviews is to obtain rich data, which will capture the correct human behaviour and perceptions behind the role coaching plays in organisations. Saunders, Lewis and Thornhill (2003) state that semi - structured interviews are non-standardised. Thus, sample open-ended questions were designed to carefully uncover themes that were identified in the Literature Review.

3.10 The Telephone Interview Process

The interviews commenced by outlining a simple overview of the subject matter and its purpose. The interviewer (researcher) started each question by emphasizing the confidential nature of the process. Ten interviews of approximately half an hour each were conducted. The number interviewed was determined by getting a cross section of sectors and time constraints. The interviewees selected comprise mostly of Human Resources Managers who are involved in leading the HR/Training and Development Function in organisations. The researcher also

interviewed a group of "Experts" in order to provide contrast and depth to the research

The researcher is an experienced recruitment interviewer and this is viewed as an advantage when posing open-ended questions and allowing the interviewee time to consider questions and answers All questions were asked with the same professionalism and tone of voice so as to eliminate any potential bias on the part of the interview

3.11 Recording the Data

No matter what style of interviewing is used, and no matter how carefully one words interview questions, the interviewer needs to capture the actual words of the person being interviewed The researcher used Pitman shorthand to capture the words of the interviewee Although, this was time-consuming it allows the interviewer to capture the data without the interviewee being conscious of a tape-recorded The skills of an interviewer centre on the ability to recognize what is relevant and remember it, capture it or tape it

3.12 Limitations of Telephone Interviews

All methodologies have a level of limitation and certain weaknesses

For practical reasons, the majority of the interviews were carried out by telephone Calvert and Pope (2004) suggest that during a telephone

interview it is hard to gauge the "mood and the demeanour of the respondent" as the person being questioned can only respond with audible signals. Dutka (2003), as cited in Calvert and Pope (2004), states that telephone interviews "often generate quick responses, which seem to be an advantage, but speed does not allow the respondent an adequate time for in-depth thinking".

Conversely, Rogers (1976) asserts that "the quality of the data obtained by telephone on complex attitudinal and knowledge items as well as on personal items is comparable to that collected in person". To reduce the possibility of a 'shallow' answer, the respondents were given time to think about their responses and their answers were read back to them for clarification. Indeed, most of the interviews took longer than the thirty minutes anticipated, possibly indicating that the answers given were comprehensive and well thought out.

3.13 Use of Expert Group

Triangulation is a powerful solution to the problem of relying too much on any single data source or method, thereby undermining the validity and credibility of findings because of the weaknesses of any single method. The researcher therefore interviewed a small of Experts in the field of Coaching. These experts are senior executives (mostly Directors) of organisations that interact with hundreds of other organisations at senior levels both nationally and globally. They have spent decades working in

senior management positions and are very involved in coaching senior executives in organisations

3.14 Group of Experts

1 Colin Ralph – Coach and Consultant at Right Management (outplacement specialists)

2 Sean Weafer – Coach and Founder of First Coach International

3 Leslie Rowlands – European Managing Partner at the Gallup Organisation

Chapter 4: Findings

4.1 Introduction

This chapter presents the findings from the research undertaken

Section 4 1 outlines some characterizing attributes of the sample companies involved, such as industry sector and company size Section 4 2 discusses the role coaching plays in these organisations including the benefits, costs and challenges Section 4 3 discusses the challenges faced by organisations in measuring and evaluating the effectiveness of coaching Section 4 4 outlines the part coaching plays in the overall business objectives

The data from the ten companies interviewed which forms the basis for these findings can be found in Appendix I

4.1.1 Sample company characteristics

Industry sector

In total, ten companies were included in the research. The industry sectors of those interviewed can be seen in Figure II.

Figure II: Industry Sector of Respondents
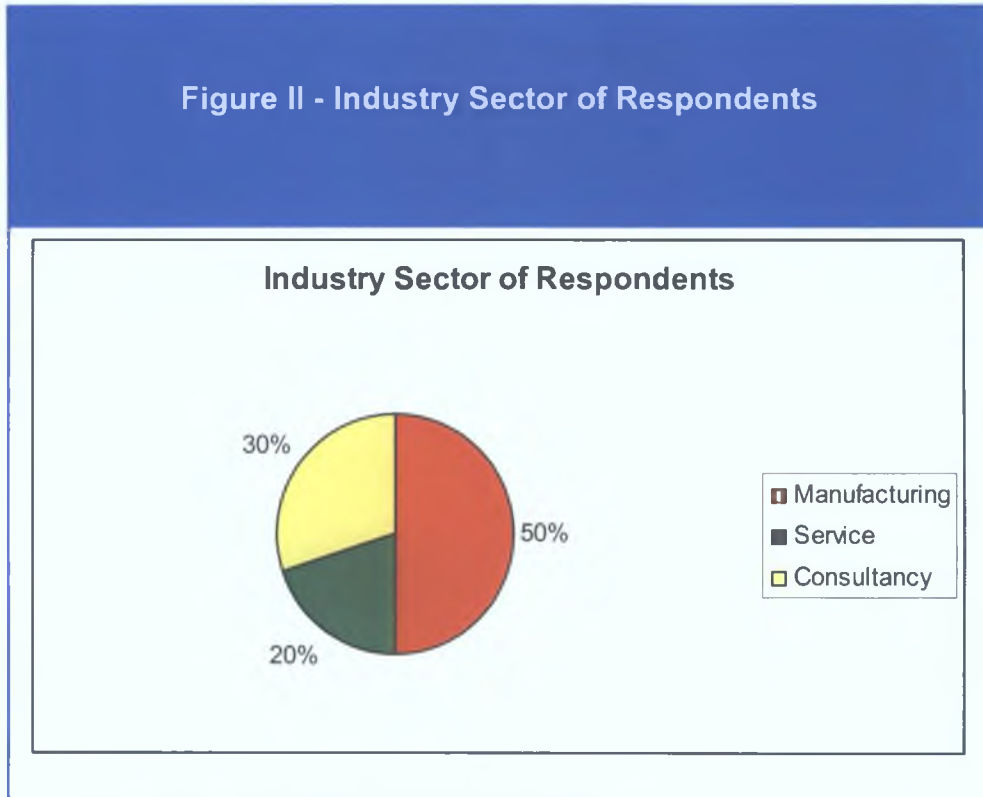
The breakdown by industry sector shows that the predominant industry is manufacturing. This is fairly typical in Ireland, and in particular in the West of Ireland as there are attractive tax incentives for manufacturing companies. Outlined below is the make up of the commercial sector in the west of Ireland and the sampling population by the researcher is representative of this mix.

**Persons aged 15 years and over in employment
(Thousand) by Sex,
Economic Sector, Quarter and Region**

West	2007Q3
All Persons	
A-B Agriculture, Forestry and Fishing	18 9
C-E Other Production Industries	32 1
F Construction	30 8
G Wholesale and Retail Trade	30 7
H Hotels and Restaurants	15 3
I Transport, Storage and Communication	6 9
J-K Financial and Other Business Services	17 4
L Public Administration and Defence	11 6
M Education	14 0
N Health	23 5
O-Q Other Services	9 7

Extracted from www cso ie

In addition The American Chamber of Commerce in their website cites

the following with regard to the industry mix

The Western Region has attracted some of the world's leading companies in sectors as diverse as pharmaceuticals, financial services and advanced manufacturing In spite of the recent challenges to traditional manufacturing operations the existence of a highly motivated and flexible workforce, an excellent quality of life together with residential property costs significantly lower than the national average are just some of the attractions bringing leading US companies to the region

4 1 2 Multinational Status

The tax incentives mentioned previously attract a lot of investment from

multinational companies to Ireland   As can be seen from the figure III,

eight out of ten of the companies researched are owned and run by

multinationals

Figure III - Multinational Status of Respondents

Multinational Status of Respondents

20%

80%

◻ Multinational
■ Irish
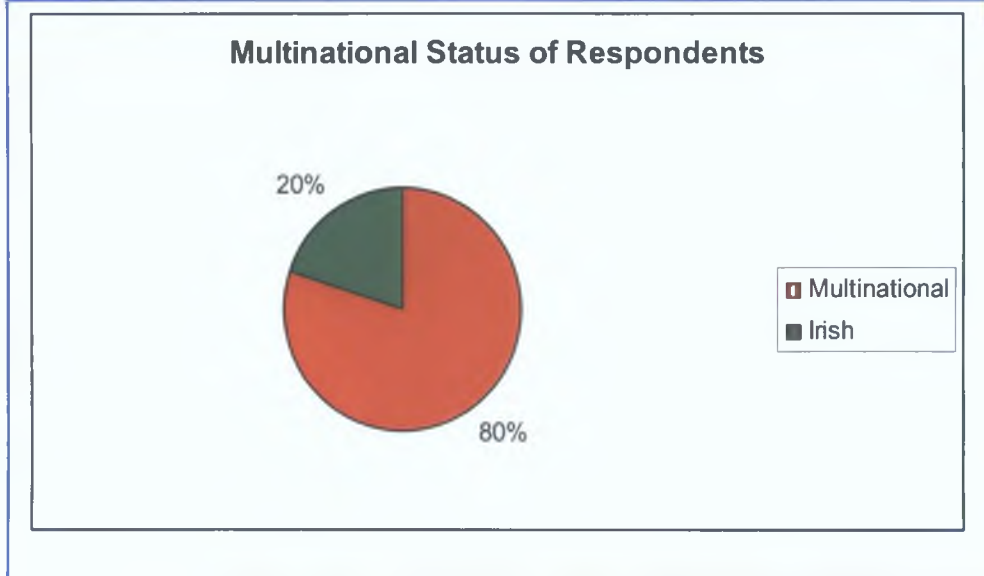
Figure III Multinational Status of Respondents

As the focus of this research was on coaching activities and the role of coaching in the organisation, the companies were asked what the local plant or business unit was doing regarding coaching, rather than the global entity.

4.1.3 Company Size

Multinational companies were not specifically sought out; rather the larger companies tend to be multinationals. 50% of the companies researched were multinationals. Figures IV and V demonstrate the size of the companies involved in the research, with reference to the number of local and global of employees respectively.

Figure IV - Number of local Employees

Number of Local Employees

Figure IV: Number of Local Employees

Figure V - Number of Global Employees

Number of Employees Globally

Figure V - Number of Global Employees

4.1.4 Coaching – How do you define it?

There were a number of different definitions of coaching offered ranging from training to maximising the potential of individual's. The word "encouragement" came up with two of the companies interviewed as did

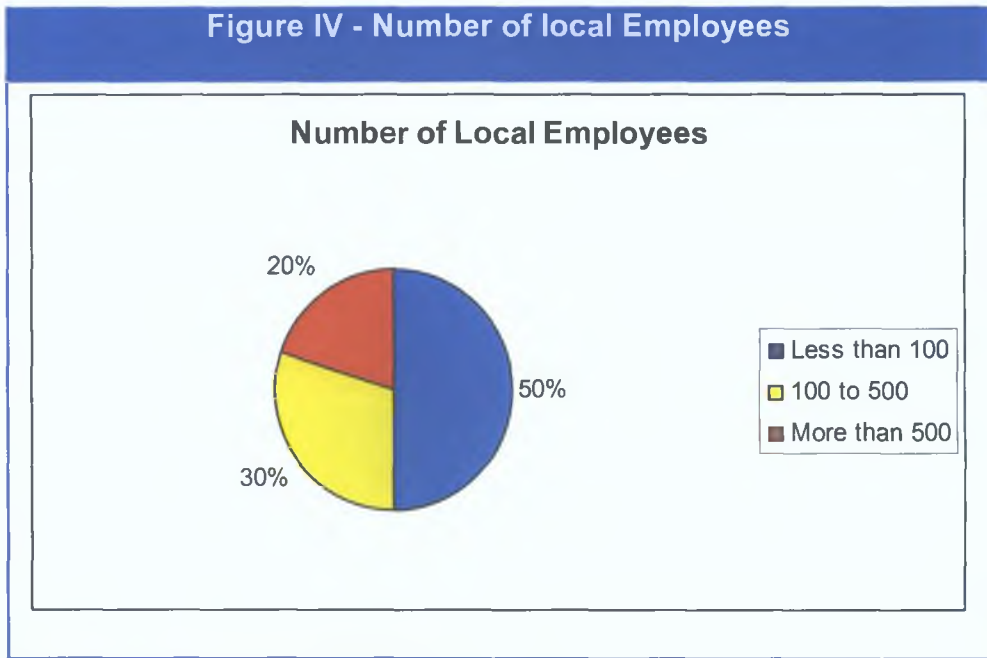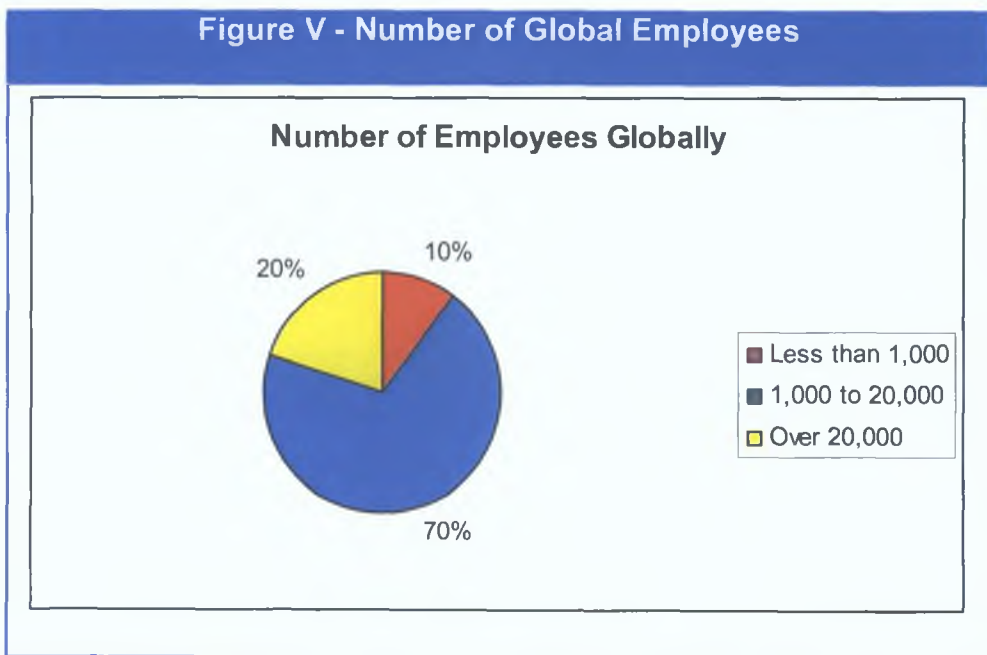helping individuals to maximise employee's performance. Developing an individual was also a key theme shared with a number of the individuals interviewed. This concurs with the views held by the professional body for HR Managers the CIPD and it defines coaching as "developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives". Company C talked about having a "structured system to undertake specific tasks" and this view is echoed by King and Eaton (1999) as they describe coaching as "a structured two-way process which develops and harnesses a person's talents in the pursuit of specific goals".

Table VIII – In your own words, how do you define coaching?	
Company	**Comment**
A	Coaching in my opinion is an **approach to development of people** through **questioning** and raising their own **self-awareness.**
B	Coaching is about **guiding a person** to help them **develop** to their **full professional potential**?
C	The **structured system** of providing individuals with a **support and advice** mechanism to undertake specific tasks, roles and projects.
D	Coaching is an **ongoing process** of **providing help, feedback, encouragement, being a role model and observing**.
E	**Focusing on an employee's potential in order to maximise their performance.**
F	**Training**, showing an employee how to do the job efficiently and given them **feedback**.
G	**Encouraging** my team to **develop** and get on.

67

H	Consultancy Experts – I did not ask this question
I	Consultancy Experts – I did not ask this question
J	Consultancy Experts – I did not ask this question

Table VIII - Definitions of Coaching

The data collated from the Companies has been kept anonymous in many of the tables in the dissertation. The reasons for this were as follows:

1. This was part of the commitment given by the researcher
2. Many of the organisations did not want to be identified

The three experts interviewed were agreeable to their comments and information being shared openly.

4.1.5 Is it part of your organisations (Organisation's) HR/Training and Development Strategy?

As outlined in Table IX below only two of the companies interviewed do not have coaching as part of their HR/T&D strategy. Both of these organisations mentioned the words "not formally". This would indicate that coaching may be happening informally in the organisation. The remaining eight organisations stated that coaching plays a key role in their strategy. According to the University of Limerick this is very much in line with leading edge Learning and Development practices in Ireland.

According to their recent report (2007) employers' rate coaching and mentoring as an effective practice.

Table IX - Coaching – Is it part of your HR/T&D Strategy											
Attribute	%	Company									
		A	B	C	D	E	F	G	H	.	.
Part of HR/T&D Strategy	80 %										
Not a formal part of HR/T&D Strategy	20 %										

Table IX Part of HR/T&D Strategy

4.1.6   What role does it play in your organisation?

Eight out of the ten organisations stated that coaching plays a key role in their strategy. Company A stated the following "We have employed a group of well educated employees and coaching is key to their development". Company B also shared their approach and strategy to Learning and Development. They use the 70/20/10 development model as outlined below:

Table X - How People Learn and Develop		
70% Experiences	20% Assessment/Feedback	10% Education
- Increased job scope - Increased budget responsibility - Lead project/taskforce - Cross functional move - Research recommendations - Full job change - Special assignment - Lead or teach others - Networking - Coaching/Mentoring - Community involvement	- Feedback from manager - Performance assessment 360 degree feedback - Growth planning	- Training classes - Seminars - Conferences - University programmes - Self study

Company D stated, "Coaching plays a vital role, because it supports individuals and the business" Another view brought to the fore by two of the Companies is that coaching is used as part of the Succession Planning Process (Companies C and E) Two companies indicated that coaching was used as part of on-the-job training and in particular in order to help new recruits perform their role (Companies F and G) Company I in their Workplace and Leadership Practices include executive performance coaching as one if their practices which boosts employee productivity and engagement Company J stated that it was "a significant part of the culture of the organisation"

4.1.7 What level does coaching take place in the organisation?

Five out of ten of the organisations surveyed stated that coaching takes place across all levels in the organisation, from management to employees Three of the organisations surveyed outlined that it takes place mostly at managerial level i e supervisors or managers Two of the organisations advised that it is an important part of their Management Development Programme and Succession Planning process

Table XI – Levels coaching takes place in the organisation?											
Attribute	%	Company									
		A	B	C	D	E	F	G	H	.	.
All Levels	50%										
Supervisor/Manager Level	30%										
Other e.g. Management Development/Succes s Planning	20%										

Table XI - Levels coaching takes place in the organisation

As well as focusing on coaching across all levels, Company A states that "In theory it (coaching) should take place at all levels, we have struggles with the concept of coaching and actually doing it". This is perhaps a view that coaching and introducing it in the organisation is an important part of a Managers role but some organisations are struggling with this.

4.1.8 Do Line Managers coach and what role does this play?

When asked about whether the line managers coach in organisations only 40% of the companies give a direct yes to this closed question. (See Figure VI below). A few of the companies used the terms development planning and succession planning when posed this question, suggesting that while they do not have a clear handle on whether Managers coach or not, it appears that for 20% of organisations it is related to development planning.

According to the 2007 report from the University of Limerick (UL) on "What's new in Learning and Development in Ireland", the line manager is

71

a key stakeholder in the L&D process in organisations. It also states that the devolvement of L&D to line managers for learning and development activities such as induction, coaching and guidance has been significant in the past 10 years. This does not correlate with the findings from the researcher.

Figure VI – Do Line Managers Coach?

Do Line Managers Coach?
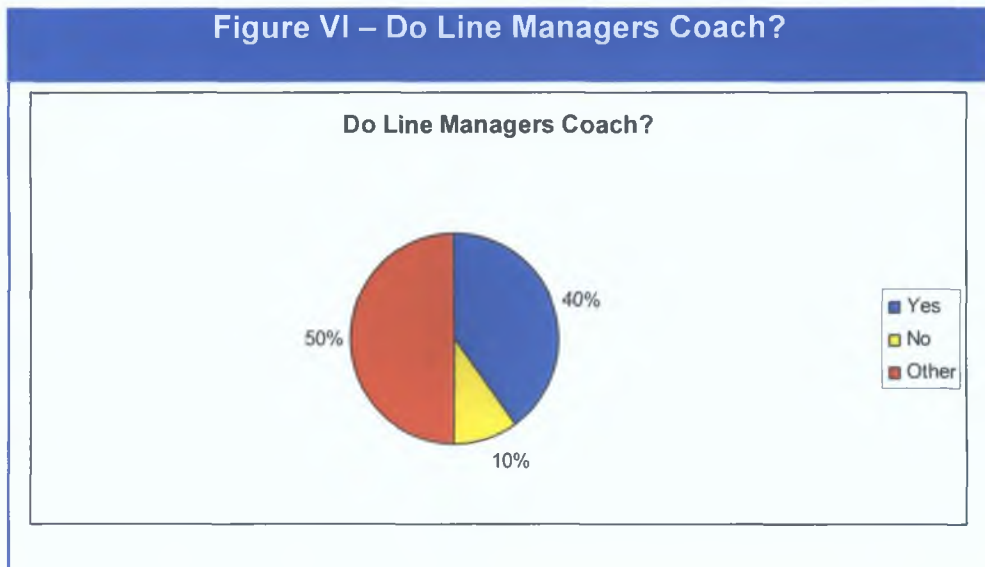
Figure VI – Do Line Managers Coach

The role coaching plays includes being part of their day to day role, part of the performance management and succession planning process. Company C stated: "The manager undertakes the role of coach to help the subordinate in an experiential project type setting". In addition, to the above Company D outlines: "It supports individuals and the business."

However, the UL report also cites that line managers were a significant barrier to effective L&D in organisations. One of the reasons for this is that they had "poor coaching and feedback skills".

4.2   Benefits of Coaching

The objective of this question was to find out what kind of benefits organisations believed were available from coaching activities   The information collated was wide-ranging   Some companies offered several benefits both to individuals and the organisations, whereas others were focused on the individual's specific tasks   Many respondents were able to offer up to six distinct benefits for organisations   This was one of the questions that the respondents were most positive and keen to share information on   Company A listed a whole range of benefits for individuals, Managers and the organisation   Company B was also very positive and stated that one of the benefits was

"It builds a pipeline of successors for the future as well as increased productivity"

Company D was as positive and enthusiastic as company A and shared a range of benefits including,

> *Improved communication, enhanced presentations, leadership and*
> *overall business and personal results*

One of the most effective leadership development strategies cited by UL is "internal executive coaching" in their 2007 report

73

The information from all respondents is summarised below:

Co	Table XII – What do you believe are the benefits of coaching in your organisation?
	Comment
A	There are a number of benefits: 1. More engaged workforce 2. People should feel challenged 3. Develop from self-learning and personal development 4. Helps with problem solving 5. Impact on the bottom line as organisations do things more effectively and efficiently 6. Gives managers a sense of achievement and fulfilment.
B	1. It maximises the full potential of employees 2. More motivated team 3. Builds a pipeline of successors for the future 4. Increased productivity
C	1. Assists in supporting experiential learning where an individual may not be able to take on a project with support.
D	1. Improved communications 2. Enhanced presentations 3. Leadership 4. Overall business and personal results
E	The main benefit is it is a positive conversation as you are developing a person for their own good and the good of the organisation.
F	1. Employee feels confident 2. Tasks are carried out efficiently and thoroughly
G	Most important benefit is that it is now essential for a well trained, well motivated workforce.
H	1. It is a more effective way of communicating 2. You get better feedback from the ground. 3. It facilitates ownership. 4. It improves engagement. 5. It provides better judgement. 6. Provides a platform for rapid accelerated learning.
I	The greatest benefit is understanding how it can move an individual's performance from good to great!
J	There are a range of benefits: 1. Better feedback 2. Faster development opportunities for managers and individuals 3. Enhanced communication 4. Increased business results

4.2 1 What are the costs involved in coaching?

It is interesting to note that not one of the companies shared actual monetary costs involved in coaching The most common costs mentioned were Managers time Company G stated "There are considerable financial costs and it is also time consuming However, I do not know the actual costs"

In contrast to this Company C stated that there we no costs, except for the time commitment from the coach The respondent from Company F stated that the costs were dependent on the level at which coaching took place in the organisation The respondent advised that at an operational level the costs are minimal as most of the coaching takes place on site by the manager Whereas, at senior level the respondent stated "The manager may attend a course on coaching and there may be significant costs involved" Additionally, Company B noted that there may be costs involved as a follow-up to coaching ι e the costs of formal training identified as a result of coaching

Table XIII highlights some of the costs:

Co.	Comments
Table XIII – Costs involved in coaching	
A	Overall, I would see the costs as follows: 1. The manager's time and this is hard to measure 2. We engaged in an expensive coaching program for all our management team, but overall, I would say that the costs are low.
B	The costs of attending formal training identified as a result of coaching
C	None. Except the time commitment from the coach.
D	It varies as there is no set number of coaching sessions, therefore it is not defined.
E	No financial costs for us. Only time away from their day to day duties for the managers involved in coaching.
F	Depending on what level. At an operational level the costs are minimal as employees are trained on site by the manager. Whereas, at a senior level the manager may attend a course on coaching and there may be significant costs involved.
G	There are considerable financial costs and it is also time consuming. However, I do not know the actual costs.
H	N/A
I	N/A
J	N/A

Table XIII – Costs involved in coaching

The main points from the interviewee's responses were that there were two key areas of costs:

A. The coach or manger's time

B. The cost of going on a formal coaching training programme.

Interestingly, Company A engaged in an expensive coaching program for its management team and yet they have struggled with the implementation of coaching and actually doing it. This begs the question about costs versus benefits for this organisation.

4.2.2 What are the main challenges with coaching?

Many companies surveyed cited numerous benefits and when asked about the challenges of coaching the respondent's answers ranged from assigning the right coach to keeping the momentum going and using coaching on a regular basis.

Table XIV – Main challenges of coaching												
Attribute	%	Company										
		A	B	C	D	E	F	G	H	I	J
Manager Commitment	20										
Employees being open to coaching	10										
Coaching skills and experience	20										
Using coaching on regular basis	10										
Time (lack of it)	20										
Budgetary constraints	10										

Table XIV Challenges of coaching

As noted earlier, three of the companies surveyed were consultancy organisations. These organisations have a number of similar characteristics relevant to this coaching research. The characteristics include:

1 They have a wide client base in Ireland, Europe, Asia and USA

2 They are often working with large corporations

3 Their work is primarily with senior executives (General Managers and more senior executives up to an including CEO's)

4 They are all personally involved in coaching and providing coaching consultancy to organisations for over a decade

5 They have all written about coaching either published articles or books or given conferences regarding coaching

6 They have all been coached[1]

When asked about the challenges of coaching, the three consultancy organisations provided a much more in-depth picture of the challenges facing their client organisations than the other seven respondents   The feedback from the three consultancy companies includes

There are major challenges with coaching   Making sure managers are bought into coaching is one of them   Another challenge is that there is not enough time and training provided for managers Coaching should not be over a cup of coffee and there is often a lack of structure and processes for coaching

Finding the time because of reactive short-term results focus Organisations are too task-focused

Company I was the only one of the respondents to mention the idea that coaching needs to be tailored to the individual as opposed to a "one size fits all" approach   Company I also advised that coaching should not be used to "fix" individuals or fix their weakness   Rather, it should be used to

build on their strengths   This point goes back to the debate in chapter 2 regarding coaching being viewed as a perk or a remedial activity

Company J also agreed that there were major challenges with coaching for organisations today, citing the lack of accreditation and adequate training for coaches as two major challenges   Company J stated

> Coaching is a hot topic right now and it is getting a lot of focus However, we need to ensure coaches are adequately trained and get accreditation from a recognised body

4.3   Evaluation of Coaching

From the interviews conducted by the researcher, it is apparent that evaluation is an afterthought and something that companies want to find out more about   As one company stated "we don't really evaluate coaching right now"   This was further evident when Company C stated that coaching was "not evaluated"   Although a number of the companies interviewed do have various methods of evaluating coaching   These include

Company B – through the number of promotions and developmental moves with our organisation

Company E – by having an effective succession plan in place

Company F – through the Learning and Development Team

Company G – regular assessments of how people are performing

Company I felt that "a lot of coaching activity is not measured"   However, the respondent offered several methods that organisations could use to evaluate coaching

Company J - Impact on Key Performance Indicators and measurement of the key drivers of the business

These are shared below:

Table XV
Methods of evaluating and measuring coaching
Pre and post performance results of the individual coached
Employee engagement
Customer relationships
Financial measures
Peer feedback and ratings
360 Feedback

Table 15 – Methods of Evaluating and measuring coaching

Only one respondent mentioned the importance of the "*effectiveness of the dialogue and shared outcomes.*" It is evident from the literature review that this is a critical factor in determining the success of coaching. Company H cited that coaching is often a "feel good process" and that coaching is hard to measure.

4.3.1 Coaching Link to overall Company Objectives

As outlined above some organisations interviewed found it difficult to articulate how they evaluate and measure coaching activities. Yet there were very keen and enthusiastic to share all the benefits coaching could offer the organisation. A question was posed regarding the link coaching played to overall company objectives. This question was designed to assess if coaching played a "strategic" as opposed to operational role in

the organisations concerned The responses ranged from the concern around the image of the company to achieving overall company objectives

Company A stated that "success is down to our people and that coaching certainly has a part to play" In a different vein Company B cites knowledge management and career development as core parts of their overall site strategy It was not clear from this response if coaching had a part to play or not Two of the companies mentioned development and succession planning as part of their overall objectives Company D shared that "Coaching is a tool to support employees and improve our business processes"

It is evident from the responses above that eight out of ten of the respondents were HR managers or directors and their focus may have been on the HR objectives and goals as opposed to the overall goals of their organisations Company E talked about the HR goals as opposed to the company goals Company F shared that coaching can help as part of an employee's development and that this can reflect the overall image of the company

Company J stated that

> *Coaching provides for very positive working environment where all parties win, the individual, the organisation, the team, and the coach In addition, leadership coaching is truly a developmental approach that identifies and draws out the potential in the individual*

4.3.2 Additional findings

The final question asked by the researcher when interviewing the respondents was an open question regarding any additional information the respondents would like to share about coaching. Two of the companies responded "none" to this question. Company A compared coaching to the performance management process. The respondent advised that it took eight years to fully embed the performance management process and that coaching had only been used in the organisation for the last two years. The belief was that it takes time to embed coaching into the organisational culture. Company B, although they did not have a formal coaching process in place believed that knowledge and guidance with key members of the team helped sustain their business. They shared a statistic that in five years since the business started that 60% of the employees had been promoted from their original roles. It was not clear however, what role coaching played in this. Company D stated the following:

> *Our experience of coaching has been very positive. This is evident through employee development and low turnover.*

Company F was clear that the biggest challenge for them was actually finding the time to coach. This was further agreed by Company G who stated:

> *Coaching is great in theory, but it often proves difficult due to operational reasons. It is often difficult to coach during a normal shift pattern as we are so busy.*

Only one company raised the challenge of understanding the difference between coaching and mentoring. During the literature review, it

appeared that this was a major challenge for many organisations however, only one of the ten companies interviewed raised this point as an issue   Company H stated that

"Organisations often confuse coaching and mentoring"

Finally, Company I raised two key issues which were discussed during the literature as follows

1   Return on Investment (ROI)   Company I felt that it is critical that organisations measure and evaluate coaching activities

2   In-house or external coaches – this was cited as any considerations for organisations

Interestingly, once the formal interview was over, a number of the organisations interviewed asked the researcher one or two questions These were primarily regarding, what other organisations were doing with regard to coaching and how well advanced it was in organisation   The second questions posed to the researcher were regarding what other organisations were doing to evaluate or measure coaching   It was clear that most of the respondents were keen to benchmark and understand how they were doing in comparison to other organisations

4.4   Summary

The results reveal a snapshot of ten companies (nine in Ireland and one in the UK) in 2007 and provide a small set of rich data to analyse.

To summarise, there are a number of key points highlighted in this chapter as follows:

1. **Characteristics** – the sample size selected by the author is representative of the industry mix in the West of Ireland and corresponds with CSO and the American Chamber of Commerce data.

2. **Definitions of Coaching** – as very much in line with the findings in the literature review.

3. **Part of HR/Training Strategy** – although eight out of ten of respondents confirmed that coaching was part of their HR strategy the respondents were less clear about the role coaching actually played.

4. **Level coaching takes place in the organisation** – Only 30% of the respondents confirmed that coaching took place by Managers/Supervisors.   50% of the respondents stated that coaching took place at all levels, however some line managers highlighted that they were struggling to find the time to coach. In addition, the UL report confirms that line managers had "poor coaching and feedback skills".

5. **Benefits and Evaluation of Coaching** – Although, respondents were very positive about the benefits of coaching, there is a

84

serious gap in terms of the ability of the organisations to effectively evaluate coaching activities

These findings are discussed further in the following chapter, Chapter 5

Chapter 5: Discussion

5.1 Introduction

The previous chapter presented data about coaching activities taking place in nine companies based in Ireland and one in the UK in 2007. These findings are now discussed in the following sections.

5.1.1 Sample company characteristics

A factor that needs to be taken into account is that the majority of companies are manufacturing companies and only two of the companies are from the service industry. Three of the companies are consultancy companies or experts in the field of coaching. The data shows that the researched companies tended to be large multinationals with a manufacturing base in Ireland. Manufacturing companies are more likely to have coaching as part of their Management Development Programme and Succession Planning process as it is viewed as a progressive L&D intervention.

5.1.2 Coaching – How do you define it?

In defining coaching the respondents presented a wide range of definitions from training to maximising the potential of individual's. The word "encouragement" came up with two of the companies interviewed as did helping individuals to maximise employee's performance. This does reflect with the view of the definition offered by the CIPD 2006 that coaching is: "Developing a person's skills and knowledge so that their job

performance improves, hopefully leading to the achievement of organisational objectives"

The results demonstrate, that definitions of coaching were quiet similar and unlike the views held by Du Toit (2007) there appeared to be little confusion regarding coaching and mentoring Indeed, none of the respondents used the terms coaching and mentoring interchangeably This may be due to the fact that the respondents were HR professionals and aware of the differences

5.1.3 Coaching – Is it part of your organisations HR/Training and Development Strategy?

Only two of the companies interviewed did not have coaching as part of their HR/T&D strategy Both of these organisations mentioned the words "not formally" This would indicate that coaching may be happening informally in the organisation, however it was not outlined specifically in their HR or Training Strategy The remaining eight organisations stated that coaching plays a key role in their strategy This is in line with Hall (2006) who believes that

> *Most companies pay lip service to the importance of aligning coaching with business goals We seriously take on the idea that coaching is an organisational responsibility and use it to drive strategy*

However, there is a dichotomy at play here, because, although the majority of respondents state that coaching is part of their HR strategy, the majority did not have formal methods of evaluating coaching

According to the CIPD (2007), there are several approaches to delivering coaching in organisations. At one end of the continuum there is a conscious avoidance of formalising coaching as a specific strategy. At the other end some organisations have made an explicit investment in a formally articulated approach, with senior management sponsorship and formal support structures and processes. Cunningham (2007) warns HR professionals and managers that coaches (managers) cannot be everything to their staff. He states that:

> *Coaching is a valuable tactic as part of an overall strategy for developing people in organisations. It is not a universal panacea for all learning needs – and this needs recognizing by learning and development professionals.*

This would indicate that it would be prudent for organisations to have several methods of learning and development for individuals in organisations, not just coaching.

5.1.4 Coaching – What level does it take place in the organisation?

50% of the organisations interviewed stated that coaching takes place across all levels, however, many of these respondents cited lack of time as a challenge. Company J stated that one of the key challenges was "finding the time because of reactive short-term results focus and that organisations are too task-focused". Only 30% stated that it takes place mostly at managerial level. According to Parsloe (2006) coaching at the middle level in an organisation is where most impact is felt. The reasons for this are that middle managers have most interfaces and therefore

most conversations in the workplace. The CIPD (2007) concur with this view held by Parsloe and state that line managers are often the most important voice of the organisation. There appeared to be consensus that the line manager plays a key role in coaching in many of the organisations. However, one Company despite investing in an expensive coaching programme stated that "There is a skills gap with some of our Managers. Even when we give Managers the skills there is some hesitation on Managers behalf (to use coaching)".

This supports the view that formally "coaching" your own staff can be very difficult. Another respondent provided similar information, in so far as saying "Managers are not used to this new style of operating". He was referring to the more "feminine approach" required in business today whereby managers need to collaborate and engage with their staff. This feedback is supported by Sherman & Freas (2007) who remind us that Managers need a subtler set of competencies; the communication and relationship skills. They go on to say that "Today executives expect emotional intelligence from supervisors and colleagues but find it's in scarce supply".

5.2   Benefits of Coaching

This was one of the questions that the respondents were most positive and keen to share information on. Most of the respondents listed four benefits and some of the respondents listed up to six benefits (for the individual or organisation). Given the difficulties respondents had in

trying to evaluate or measure coaching Stokes (2007) point is very appropriate He cited that "It is tempting for those of us who are fans of coaching to make strong claims about its usefulness" It certainly appeared from the research that his point is well made

However, contrary to the views of Stokes (2007), all of the organisations interviewed were extremely positive and enthusiastic about the benefits of coaching In light this, views shared by Sherman & Freas (2007) were echoed throughout the interviews

> *When you create a culture of coaching, the results may not be directly measurable in dollars But we have yet to find a company that can't benefit from more candour, less denial, richer communications, conscious development of talent, and disciplined leaders who show compassion for people*

5.3 What are the costs involved in coaching?

It is interesting to note that not one of the companies shared actual monetary costs involved in coaching The most common cost mentioned was Managers time For an industry that is reportedly spending $1 billion dollars annually in the USA the author feels that there should be further emphasis placed on the costs involved in coaching These may be in terms of the actual monetary costs of running coaching programmes as well as the time involved for the coach and coaches

5.4 Coaching – What are the main challenges?

Many companies interviewed cited numerous benefits and when asked about the challenges of coaching The respondent's answers ranged

from assigning the right coach, to keeping the momentum going, the lack of time available to coach and using coaching on a regular basis. This outlines the fact that for many of the organisations, coaching is not embedded in their systems are well as other processes e.g. performance management.

5.5 Evaluation of Coaching

From the interviews conducted by the researcher, it is apparent that evaluation is an afterthought and something that companies want to find out more about. As one company stated "we don't really evaluate coaching right now". This was further evident when Company C stated that coaching was "not evaluated". Although a number of the companies interviewed do have various methods of evaluating coaching. These methods are difficult to quantify and less tangible. These include:

5.5.1   Through promotions and development moves

5.5.2   By having an effective succession plan in place

5.5.3   Through the learning and development team

5.5.4   Regular assessments of how people are performing

5.6 Coaching Link to overall Company Objectives

As outlined above some organisations interviewed found it difficult to articulate how they evaluate and measure coaching activities. Yet there were very keen and enthusiastic to share all the benefits coaching could offer the organisation. A question was posed regarding the link coaching played to overall company objectives. This question was designed to

91

assess if coaching played a "strategic" as opposed to operational role in the organisations concerned   The responses ranged from the concern around the image of the company to achieving overall company objectives

5.7   Additional findings

The final question asked by the researcher when interviewing the respondents was an open question regarding any additional information the respondents would like to share about coaching   Two of the companies responded "none" to this question   Company A compared coaching to the performance management process   The respondent advised that it took eight years to fully embed the performance management process and that coaching had only been used in the organisation for the last two years   The belief was that it takes time to embed coaching into the organisational culture   Company B,

5.8   Summary

The findings of the research have been discussed in this chapter and various relevant topics brought to the fore   Several strong themes emerged through the discussion, and the following chapter, Chapter 6, provides a synopsis of these key themes and conclusions

Chapter 6: Conclusions

6.1 Introduction

In this paper, recent literature and theories surrounding coaching have been examined and analysed. In addition to this, research into what is currently happening on the ground in Irish companies was undertaken by interviewing ten companies. Three of these companies are experts in the field of coaching and provided an insight into coaching activities being undertaken by their client base. The involvement of the three experts was core to the triangulation process.

6.2 Conclusions

The following points are intended to encapsulate the main conclusions to the research findings

6.2.1 Coaching by Line Managers

It has been demonstrated by this research that some line managers coach in organisations, however, less than half of the companies interviewed confirmed that line managers were involved in coaching. A number of the companies researched used the terms development planning and succession planning, suggesting that some organisations do not have a clear handle on whether Managers coach or not

According to the 2007 report from the University of Limerick (UL) on "What's new in Learning and Development in Ireland", the line manager is a key stakeholder in the L&D process in organisations. It also states that

the devolvement of L&D to line managers for learning and development activities such as induction, coaching and guidance has been significant in the past 10 years. This does not correlate with the findings from the researcher.

The researcher recommends that organisations need to explore this finding. Zeus & Skiffington (2002 p. 40) stated that managers are often "not comfortable with their coaching skills". This information concurs with the Irish Centre for Business Excellence in their survey in 2006 of 22 companies. The number one concern raised by the 22 companies was the standard of training for coaches. In order to increase involvement of line managers in the role of coaching there needs to be significant improvements in the areas of training and accreditation for coaches.

The embracement of coaching adds credence to the trend of a move from a more command/control type of leadership to one of collaboration and engagement. In addition, coaching is not a stand along learning tool for line managers. It can be used a part of a learning and development culture, along with other interventions.

6.2.2 Costs involved in Coaching

As the research has highlighted, the respondents interviewed see very few costs involved in coaching. It is interesting to note that not one of the companies shared actual monetary costs involved in coaching. The most

94

common cost mentioned was Managers time Even though this point was mentioned several times by the respondents the conclusion by the researcher was that limited value was been placed on this The reason for this conclusion is the comments were often preceded by a comment such as "there are no costs, except for the Managers time" In contrast to this finding, the literature review highlighted the role of a coach being as important as an accountant or solicitor for organisations, however, it appears that the appreciation or value of a coach is far less The cost of hiring an accountant or solicitor for an organisation could be hundreds of euros per hour, however, the costs for a coach are "only his time away from his day to day duties "

The author feels that there should be further emphasis placed on the costs involved in coaching Perhaps if this were the case the evaluation methods and processes would in turn get more focus

6.2 3 Coaching Challenges

Although the list of benefits quoted by the organisations interviewed were numerous and enthusiastically shared, one the key challenges acknowledged by many organisations was the lack of time given to coaching Indeed, if it is a key part of the HR strategy in an organisation, then, one would assume that adequate time should be given to developing a coaching culture

Additionally, budgetary constraints were mentioned as a key challenge If organisations are not willing to invest money and allow coaches to spend time coaching, then one wonders how coaching will be beneficial and part of an overall strategy

In addition to the two challenges mentioned above, popular books on coaching and "lifestyle coaches", combined with the unregulated nature of coaching may have tarnished its use as a valuable business tool

6.2.4 Evaluation of Coaching

The research highlighted the fact that organisations are struggling to articulate how they evaluate coaching Not one of the organisations interviewed appeared to have robust methods of evaluation Although, many organisations interviewed were well able to highlight the benefits of coaching, most found that evaluation and the ability to quantify metrics much more difficult to analyse Thus, organisations need to implement evaluation processes, methods and metrics for coaching As with any other organisational initiative or intervention, coaching should have clearly defined outcomes and measurements assigned to these outcomes The CIPD report on "Does Coaching Work?" concur with this point and they state that "many organisations are still struggling to gain meaningful data at the organisational level, particularly in determining return on investment " CIPD (2005)

6.3   Summary

This dissertation has indicated the importance of coaching in organisations today However, whilst coaching is viewed as beneficial the methods and processes to evaluate these benefits are weak The role of the line manager in creating a coaching culture and cascading coaching throughout the organisation cannot be underestimated In light of this, training and support for line managers is critical The research also raised a number of factors which are recommended as future research topics

1 The best method of evaluating the impacts of coaching on the organisation

2 The relationship between coaching and the long-term effects on the organisation

3 The personal characteristics of the coach that contribute most to a successful coaching outcome

4 The comparison of internal versus external coaches in organisations

5 Can coaching be learned or is it something unconsciously used by people with a high emotional intelligence?

APPENDIX I – Semi-Structured Interview - Responses

Company A	
Industry Sector?	Manufacturing - Food and Drinks Sector
Number of Employees (at your site local)?	280
Number of Employees (Worldwide)?	20,000
What is your role in the organisation?	HR Manager
In your own words how do you define coaching?	Coaching in my opinion is an approach to development of people through questioning and raising their own self awareness.
Is Coaching part of your organisations HR T&D Strategy?	Yes it is.
If yes what role does it play?	Our organisation is eight years old. Coaching plays a key part of the Managers role. We have employed a group of well educated employees and coaching is key to their development. It is key that their Managers work with them to help them to develop and grow.
If no have you considered it's use?	N/A
At what level(s) does coaching take place in your organisation?	In theory, it should take place at all levels in the organisation. We have a flat structure with four layers in most cases. However, we have struggled with the implementation of coaching. We have struggled with the concept of coaching and actually doing it. There is a gap.
What is that gap?	There is a skills gap with some of our Managers. Even when we give Managers the skills there is some hesitation on Managers behalf and finally there is often a lack of openness from employees.
Do Line Managers coach members of their team in your organisation?	Yes.
If yes what role does it play?	The role it should be playing is the Manager should be using it to help each Team Member to improve their performance.
You say it should! Can you elaborate on this?	It is hard to gauge this. We get feedback on the effectiveness of our performance management process and training and development processes, but it is difficult to gauge the impact coaching has on team members in the organisation.
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	There are a number of benefits as follows: 1. It should lead to a more engaged workforce. 2. People should feel challenged and benefit from self learning and personal development and growth. 3. It should help with problem solving. 4. It should have an impact on the bottom line in the organisation and mean that people are doing things more effectively and efficiently. 5. It should be beneficial for Managers also and give them a sense of "achievement and fulfillment".
What are the costs involved in coaching?	Overall, I would see the costs as follows: 1. Manager's time and this is hard to measure. 2. We engaged in an expensive coaching program for all of our Management Team, but overall I would say that the costs are low.
What are the challenges of coaching?	The two main challenges that I would see with coaching in this organisation are: 1. Getting Managers to do it (i.e. use coaching) and 2. Getting employees to be open to it. With this in mind, I think employees often come to their with with a problem and they expect their Manager to solve the problem for them, but the coaching approach would be better.
How does your organisation evaluate coaching?	We don't really evaluate coaching right now.
How does coaching link to your overall Company Objectives Goals?	Coaching plays a key role in helping us to achieve our overall Company goals and objectives. It is important in terms of performance as our volume is growing, we need to increase quality, reduce costs and meet our customers expectations, coaching certainly has a part to play. Ultimately, our success is down to our people. The model we are currently using in our Company in terms of development activities is 70% on the job/training experience, 20% coaching and feedback and 10% on formal training courses.
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	I think it is important to keep it simple. I look at an example such as our performance management process. It is eight year old and we have invested a lot of time in this. We need to take the same approach with Coaching which is currently only one or two years old. In about seven or eight years time it should be well embedded in the organisation.

Company B	
Company Name?	Company B
Industry Sector?	Manufacturing - Pharmaceutical
Number of Employees (at your site/local)?	100
Number of Employees (Worldwide)?	60000+
What is your role in the organisation?	Human Resources Manager
In your own words how do you define coaching?	Coaching is about guiding a person to help them develop to their full professional potential
Is Coaching part of your organisations HR/T&D Strategy?	It is part of our L & D Strategy but has not formally been rolled out at our site
If yes what role does it play?	No formal coaching process on site
If no have you considered it's use?	Yes
At what level(s) does coaching take place in your organisation?	Happens informally
Do Line Managers coach members of their team in your organisation?	This would happen more at a Senior Level, we are a flat organisation with Senior Management more hands on, they coach Hi Potential Employees to fast track their development and new Middle Managers to guide them in their new roles
If yes what role does it play?	As part of our Performance Management System, employees complete a Growth Plan with their Manager dientifying their strengths and accomplishments and development opportunities, from this an action plan is signed off to help them close out their development areas Managers then meet at intervals throughout the year to discuss an employees progress and see if there are anymore resources they require
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	Maximising the full potential of employees More motivated team Building a piepline of successors for the futrure Increased productivity
What are the costs involved in coaching?	Costs of attending formal training identified as a result of Coaching
What are the challenges of coaching?	Ensuring that the assigned Coach is the right person and has the relevant level of experience and skills to guide the employee
How does your organisation evaluate coaching?	Through the number of promotions and developmental moves within our organisation
How does coaching link to your overall Company Objectives/Goals?	Knowledge Management and Career Development are core parts of our overall Site Strategy
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	Although we don't run a formal coaching program on our site, I believe that the knowedge and guidance that is imparted from Key members of our Team has helped sustain our Business Since start up in 2002 60% of employees have been promoted from their original roles

Company C	
Industry Sector?	Manufacturing
Number of Employees (at your site/local)?	360
Number of Employees (Worldwide)?	3,200
What is your role in the organisation?	HR Manager
In your own words how do you define coaching?	The structured system of providing individuals with a support and advice mechanism to undertake specific tasks/roles/projects
Is Coaching part of your organisations HR/T&D Strategy?	Not defined in formal strategy
If yes what role does it play?	See above
If no have you considered it's use?	Yes, particularly for senior managers and within the Development and Succession process
At what level(s) does coaching take place in your organisation?	Within the Development & Succession process. In the situation where a developmental opportunity is identified and the manager undertakes the role of coach to help the subordinate in a experiential project type setting
Do Line Managers coach members of their team in your organisation?	Only area it exists at present is with regard to Development & Succession process
If yes what role does it play?	In the situation where a developmental opportunity is identified and the manager undertakes the role of coach to help the subordinate in a experiential project type setting
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	Assists in supporting experiential learning where an individual may not be able to take on a project without support
What are the costs involved in coaching?	None Except the time commitment from the coach
What are the challenges of coaching?	Commitment by the manager to give it the required attention
How does your organisation evaluate coaching?	Coaching is not evaluated
How does coaching link to your overall Company Objectives/Goals?	It links through the Development and Succession Planning process
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	None

Company D	
Industry Sector?	Manufacturing - Healthcare
Number of Employees (at your site/local)?	1,100
Number of Employees (Worldwide)?	45,000
What is your role in the organisation?	Human Resources Director
In your own words how do you define coaching?	Coaching is an ongoing process along the lines of providing, Help, Feedback, Encouragement, a Role Model and Observations
Is Coaching part of your organisations HR/T&D Strategy?	Yes
If yes what role does it play?	It plays a vital role because, it supports individuals and the business
If no have you considered it's use?	N/A
At what level(s) does coaching take place in your organisation?	Across all levels in the organisation
Do Line Managers coach members of their team in your organisation?	Yes on day to day activities
If yes what role does it play?	Support to individuals and business
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	Improved Communication, Enhanced Presentations, Leadership, Overall Business and Personal results
What are the costs involved in coaching?	It varies as there is no set number of coaching sessions it is not defined
What are the challenges of coaching?	Coaching is making observations, Giving feedback, Setting goals, Planning action steps, recognising improvements
How does your organisation evaluate coaching?	Evaluation of process when it is in a formal structure same as any other training and development
How does coaching link to your overall Company Objectives/Goals?	Coaching is a tool to support employees and improve our business processes
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	Our experience of coaching has been very positive This is evident through employee development and low turnover

Company E	
Industry Sector?	Manufacturing - Pharmaceuticals
Number of Employees (at your site/local)?	815
Number of Employees (Worldwide)?	7,000
What is your role in the organisation?	HR Director
In your own words how do you define coaching?	Focusing on an employee's potential in order to maximise their performance
Is Coaching part of your organisations HR/T&D Strategy?	Yes
If yes what role does it play?	It is used as part of the Management Development Program to ensure there is an effective Succession Plan in place
If no have you considered it's use?	N/A
At what level(s) does coaching take place in your organisation?	Mainly at Manager level but it can apply to all levels
Do Line Managers coach members of their team in your organisation?	No
If yes what role does it play?	N/A
If no why is this the case?	Coaches are generally Manager level and above
What do you believe are the benefits of coaching in your organisation?	It is a positive conversation as you are developing the person for their own good and the good of the organisation
What are the costs involved in coaching?	No financial costs for us Only time away for their day to day duties for the Managers involved in coaching
What are the challenges of coaching?	Keeping the momentum going and using it on a regular basis
How does your organisation evaluate coaching?	It evaluates it by having an effective Succession Plan in place
How does coaching link to your overall Company Objectives/Goals?	The HR Goal is to have Management Development Programs and Succession Plans in place
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	None

Company F	
Industry Sector?	Service Industry
Number of Employees (at your site/local)?	18
Number of Employees (Worldwide)?	20,000
What is your role in the organisation?	Operations Manager
In your own words how do you define coaching?	Training, showing an employee, how do to the job efficiently and giving them feedback
Is Coaching part of your organisations HR/T&D Strategy?	Yes
If yes what role does it play?	On the job training plays a big role in the company as some tasks are very site specific This is when I have to do coaching with the members on my team to help them perform their role
If no have you considered it's use?	N/A
At what level's) does coaching take place in your organisation?	All levels
Do Line Managers coach members of their team in your organisation?	Yes
If yes what role does it play?	Very important in ensuring that the employee understands the tasks required of them and are confident to carry out the job correctly
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	The employee feels confident in what they are asked to do and the tasks are carried out efficiently and thoroughly Employees who are inadequately trained or do not get coaching, can lead to all kinds of trouble, accidents, poor hygiene standards etc
What are the costs involved in coaching?	Depending on what level At an operational level the costs are minimal as employees are trained on site by the manager Whereas at a senior level the Manager may attend a course on coaching and their may be significant costs involved
What are the challenges of coaching?	Getting the time to do coaching That's the biggest challenge for me
How does your organisation evaluate coaching?	Internal Auditing System and through the Learning and Development team
How does coaching link to your overall Company Objectives/Goals?	It is very important that all employees fully understand the tasks that they are required to perform and that they are confident and efficient at carrying them out Coaching can help has part of their development This reflects the overall image of the company, providing a quality service to our customers
What other information would you like to share about your experiences/knowledge of coaching in your organization?	The biggest challenge I think is actually finding the time to do it'

VI

Company G	
Industry Sector?	Service
Number of Employees (at your site/local)?	20
Number of Employees (Worldwide)?	1,500
What is your role in the organisation?	Line Manager
In your own words how do you define coaching?	Encouraging my team to develop and get on
Is Coaching part of your organisations HR/T&D Strategy?	Yes it is
If yes what role does it play?	It is an important part of personal development for all employees in particular when new recruits join the team
If no have you considered it's use?	N/A
At what level(s) does coaching take place in your organisation?	Coaching takes place at all levels in the organisation, although to different extent depending on the level of the employee E g Managers give more coaching to their team than they receive
Do Line Managers coach members of their team in your organisation?	Yes
If yes what role does it play?	It is an important part of a Managers role especially when new people join the team
If no why is this the case?	N/A
What do you believe are the benefits of coaching in your organisation?	There are plenty of benefits but the most important one is that it is now essential for a well trained, well motivated workforce
What are the costs involved in coaching?	There are considerable financial costs and it is also time consuming However, I do not know the actual costs
What are the challenges of coaching?	The two main challenges that I would see with coaching are time (or the lack of it) and budgetary constraints
How does your organisation evaluate coaching?	Regular assessment of how people are performing
How does coaching link to your overall Company Objectives/Goals?	Coaching forms part of our regular objectives and goals Line Managers are measured annually on this
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	I think coaching is great in theory, but if often proves difficult due to operational reasons What I mean by this is, it if often difficult to coach during a normal shift pattern as we are so busy

Company H	
Industry Sector?	Consultancy
Number of Employees (at your site/local)?	1 full time and 5 part time
Number of Employees (Worldwide)?	2 full time and 5 part time
What is your role in the organisation?	I am the founder of the Company
Is Coaching part of your organisations HR/T&D Strategy?	Yes Increasingly so It was not so much in the past However, the Engineering Sector, Sales & Marketing and all types of organisation of varying sizes I am getting more and more request in the past few months for coaching skills It is becoming part of the HRD strategy and a key part of the Managers role
If yes what role does it play?	Managers are not used to this new style of operating Coaching needs to be a critical part of a Managers role
If no - capture why it was ruled out?	N/A
To what extent is coaching used by senior executives/clients of yours?	Coaching is not used extensively by Senior Executives The reason behind this is that many senior executives use a more traditional approach of command and control versus the new management style of collaboration and engagement Managers today need to move from a more "masculine approach" to the "feminine approach" in business today Coaching is part of this new movement! Senior executives who continue to work in the command and control style environment may face uncertainties and challenges as the new generation of "milleniums" do not respond well to this management style! Senior executives need to address their insecurities and fears because up to now many of them have not Modern leadership needs the following four key skills 1 Coaching and Mentoring, 2 Networking and Brand Profile 3 Persuasion and Influencing Skills and 4 Media Level Presentation Skills The senior executives of today need to open up to the collaborative and engaging style of management
What do you believe are the benefits of coaching for organisations?	There are many benefits of coaching for orgnisations including 1 It is a more effective way of communicating 2 You get better feedback from the ground 3 It facilitates ownership 4 It improves engagement 5 It provides better judgment 6 Provides a platform for rapid accelerated learning
What are the challenges of coaching in organisations today?	The major challenges are 1 Making sure Senior Managers are bought in (publicly) to coaching 2 There is not enough investment of time and training by senior managers in coaching 3 Lack of structure and processes for coaching (it should not be a chat over a cup of coffee)! There is often a lack of process and methodology for coaching.
What are the main techniques/methods used to evaluate coaching in organisations?	There is no sufficient, rigid set of tools and there is a lack of methods to measure and evaluate coaching in organisations It is important to recognize the effectiveness of the dialogue and ensure that there are shared outcome between say HR and executives Coaching is often a "feel good" process and until the outcomes are real it is hard to measure.
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	Coaching is a growing area and it is important to define what coaching is Organisations often confuse Coaching and Mentoring Mentoring is a transfer of skills and knowledge that often takes place over a longer period of time whereas coaching is an intervention with a set of objectives

VIII

Company 1	
Industry Sector?	Research and Consultancy
Number of Employees (at your site/local)?	70
Number of Employees (Worldwide)?	2,100
What is your role in the organisation?	European Managing Partner
Is Coaching part of your organisations HR/T&D Strategy?	In general it is Part of our strategy is to reduce the concerns of organisations that coaching is a remedial tool Coaching can be used very much as part of building on the strengths of individuals
If yes what role does it play?	The greatest growth in coaching has been in 1 senior executives using it as an intervention to grow and develop and 2 willingness of Managers and executives to accept coaching (as opposed to having it forced upon them) The results from coaching will not be positive unless it is seen as beneficial
If no - capture why it was ruled out?	N/A
To what extent is coaching used by senior executives/clients of yours?	Coaching is one of the biggest growth areas in particular for senior executives It is being used extensively particularly by larger organisations
What do you believe are the benefits of coaching for organisations?	The greatest benefit of coaching is understanding how it can change an individual's peformance ie Moving from good to great It should no longer been viewed as "remedial", rather as an intervention to maximise the performance of business Managers
What are the challenges of coaching in organisations today?	There are two major challenges as follows 1 Move away from using coaching in order to try and fix "weaknesses" a Manager may have to using it in order to build on the strengths of the individual The second major challenge I see is that coaching needs to be tailored to the individual as opposed to "one size fits all" approach Coaching is a journey and it is a dialogue between two people sharing who they really are!
What are the main techniques/methods used to evaluate coaching in organisations?	A lot of coaching activity is not measured There are a number of key points to bear in mind when trying to evaluate coaching The point is that those invovled in coaching need to understand what the desired outcome is There are a number of ways to measure and evaluate coaching in organsations including, 1 the change in performance of the individual being coached, 2 Pre and Post performance results, 3 Employee engagement, 4 Customer relationships, 5 Financial measures, 6 Peer ratings and feedback, 7 360 Feedback
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	My advice is to start coaching activities on a small scale Other considerations for organisations are should you use in-house or external coaches, at what level should coaching be used in the organsiation i e only for senior executives or for high potential talent Finally, the whole issue of ROI is critical and organsiations need to be able to measure and evaluate coaching activities

Company J	
Industry Sector?	Management Consultancy
Number of Employees (at your site/local)?	10
Number of Employees (Worldwide)?	3,000
What is your role in the organisation?	Principal Consultant
Is Coaching part of your organisations HR/T&D Strategy?	Yes Internally and externally to our client base
If yes what role does it play?	A significant part of the culture of the organisation
If no have you considered it's use?	N/A
If no - capture why it was ruled out?	N/A
To what extent is coaching used by senior executives/clients of yours?	Extensively and continually
What do you believe are the benefits of coaching for organisations?	Demonstrable Return on Investment on business and strategic objectives Externally sponsored surveys have indictaed a 5 7 times return to bottom-line results
What are the challenges of coaching in organisations today?	Finding the time because of reactive short-term results focus Organisations are too task-focused
What are the main techniques/methods used to evaluate coaching in organisations?	Impact on Key Performance Indicators Measurement of the key drivers of the business
What other information would you like to share about your experiences/knowledge of coaching in your organisation?	Coaching provides for very positive working environment where all parties win The individual, the organisation, the team, and the coach Leadership Coaching is truly a developmental approach that identifies and draws out the potential in the individual Coaching is a hot topic right now and it is getting a lot of focus However, we need to ensure coaches are adequately trained and get accreditation from a recognised body

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