



Henley Management College

How Swedish organisations can benefit from Corporate Coaching

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for the degree of Master of Business Administration

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Abstract

Coaching has, since the beginning of this research, grown in proportions: a waiter can today freely ‘coach you to a table’.

The aim of this dissertation is to bring clarity to how Swedish organisations can benefit from investments in Corporate Coaching. When the results of research were analysed and compared with the literature, it became obvious that the Swedish market is similar to the Anglo-Saxon world, where most of the literature on the topic can be found. Research results and literature correspond well, identifying three main domains of effects to expect from coaching individuals or groups:

- self: *actualisation, awareness, image, acting, confidence and motivation*
- individual performance, *as a result of improved focus and better goal setting*
- improved relations, *as a result of better self and improved communication.*

While both the literature and the research respondents believe that investment brings returns that cover its costs, in both the short and long term, regardless of the coaching environment, the measures used today are weak statements of effects built on assumptions. The author debates the relation between goals and effects, explaining why every coaching occasion is considered successful. The most common use of Corporate Coaching is as a remedial tool applied case by case, often to address performance issues. In such cases, investments and expectations are set at a low level and the eventual organisational effects come as an indirect result of the individual benefits. In contrast, direct organisational effects are planned for in advance in the larger coaching initiatives, where a coaching framework ensures an organisation can capture individually geared effects and transform them to the benefit of the financing organisation.

It is the author's belief that the latter scenario is fairly omitted by the literature because it can be categorised under names such as organisational transformation, strategic change and so on. The managers involved are probably good coaches themselves or supported by excellent ones.

Table of contents

| | | |
|-----------|---|-----------|
| 1 | INTRODUCTION | 7 |
| 1.1 | SIGNIFICANCE OF THE TOPIC | 7 |
| 1.1.1 | <i>Background</i> | 7 |
| 1.1.2 | <i>The challenge</i> | 7 |
| 1.2 | SCOPE | 8 |
| 1.2.1 | <i>Research objectives</i> | 8 |
| 1.2.2 | <i>Personal & organisational objectives</i> | 9 |
| 1.2.3 | <i>Research approach & methodology</i> | 9 |
| 1.2.4 | <i>Challenges</i> | 10 |
| 1.2.5 | <i>Research question</i> | 11 |
| 1.3 | DELIMITATIONS | 11 |
| | <i>Definitions</i> | 12 |
| 1.4 | STRUCTURE OF THIS DISSERTATION | 12 |
| 2 | THEORETICAL FRAMEWORK..... | 13 |
| 2.1 | THE NATURE OF COACHING..... | 13 |
| 2.1.1 | <i>Facilitating learning</i> | 16 |
| 2.1.1.1 | Problems with traditional learning | 17 |
| 2.1.1.2 | How coaching supports learning | 18 |
| 2.1.2 | <i>Development of emotional intelligence</i> | 19 |
| 2.1.2.1 | Self-awareness | 19 |
| 2.1.2.2 | Motivation | 21 |
| 2.1.2.3 | Attitudes, hindrances & perception..... | 22 |
| 2.1.2.3.1 | Trust | 23 |
| 2.2 | INDIVIDUALLY GAINED EFFECTS | 25 |
| 2.3 | HOW ORGANISATIONS ASSIMILATE INDIVIDUAL EFFECTS | 26 |
| 2.4 | ACCOUNTABILITY OF ORGANISATIONAL EFFECTS | 29 |
| 2.5 | THE ENVIRONMENTAL INFLUENCE ON COACHING | 30 |
| 2.5.1.1 | The supplier's coaching style..... | 31 |
| 2.5.1.2 | Company culture & work environment..... | 32 |
| 2.5.1.3 | Management style..... | 33 |
| 2.5.1.4 | Responsibilities & Process..... | 34 |
| 2.6 | ALTERNATIVES | 36 |
| 2.6.1 | <i>Alternatives to coaching</i> | 36 |
| 2.6.2 | <i>What Corporate Coaching can replace</i> | 37 |
| 2.7 | CONCLUSIONS FROM THEORY REVIEW | 38 |
| 3 | RESEARCH METHODOLOGY | 40 |
| 3.1 | APPROACH..... | 40 |
| 3.2 | SELECTION OF SAMPLES | 41 |
| 3.3 | PILOT | 42 |
| 3.3.1 | <i>A coach's point of view</i> | 42 |
| 3.3.2 | <i>A coachee's point of view</i> | 43 |
| 3.3.3 | <i>The organisation's perspective</i> | 44 |
| 3.3.3.1 | Case 1 | 44 |
| 3.3.3.2 | Case 2 | 45 |
| 3.4 | DESIGN OF INTERVIEW GUIDE | 46 |
| 3.5 | COLLECTION & ANALYSIS OF DATA | 48 |
| 3.6 | VALIDITY & RELIABILITY | 49 |

| | | |
|----------|--|-----------|
| 4 | FIELD STUDY RESULTS | 51 |
| 4.1 | RESEARCH INTRODUCTION..... | 51 |
| 4.2 | ANALYSIS OF SURVEY RESULTS | 51 |
| 4.2.1 | <i>Purpose & reason</i> | 51 |
| 4.2.2 | <i>Effects</i> | 53 |
| 4.2.2.1 | Effects noticed during the process | 54 |
| 4.2.2.2 | Contribution to the organisation | 54 |
| 4.2.2.3 | Accountability of effects..... | 55 |
| 4.2.3 | <i>Potential disturbances</i> | 56 |
| 4.2.4 | <i>Alternatives</i> | 56 |
| 4.2.5 | <i>Critical success factors</i> | 57 |
| 4.2.5.1 | The set-up | 57 |
| 4.2.5.2 | Company culture..... | 58 |
| 4.2.5.3 | Management | 60 |
| 4.2.5.4 | Employee | 61 |
| 4.2.5.5 | The supplier | 62 |
| 4.3 | KEY FINDINGS FROM THE SURVEY..... | 63 |
| 5 | DISCUSSION OF FINDINGS..... | 65 |
| 6 | CONCLUSIONS..... | 68 |
| 6.1 | SHORTCOMINGS OF THIS RESEARCH..... | 70 |
| 6.2 | RECOMMENDATIONS FOR FUTURE RESEARCH AREAS | 71 |
| 7 | APPENDICES..... | 72 |
| 7.1 | APPENDIX 1 – DESIRED QUALITIES OF AN COACH | 72 |
| 7.2 | APPENDIX 2 – A COACHING CLIMATE..... | 73 |
| 7.3 | APPENDIX 3 – BENEFITS OF INDIVIDUAL AND ORGANISATION | 74 |
| 7.4 | APPENDIX 4 – INFORMING LETTER | 75 |
| 7.5 | APPENDIX 5 - CONFIRMING LETTER | 76 |
| 7.6 | APPENDIX 6 – DISTRIBUTION OF RESPONSES | 77 |
| 7.7 | APPENDIX 7 – INTERVIEW GUIDE | 78 |
| 7.8 | APPENDIX 8 – CONSOLIDATED DATA | 80 |
| 7.9 | APPENDIX 9 – PURPOSES FOR INITIATION OF COACHING | 81 |
| 7.10 | APPENDIX 10 – EFFECTS OBSERVED DURING CC | 82 |
| 7.11 | APPENDIX 11 – ORGANISATIONAL EFFECTS, AFTER | 83 |
| 7.12 | APPENDIX 12 – DISTURBANCES | 84 |
| 7.13 | APPENDIX 13 – ORGANISATIONAL CULTURE | 85 |
| 7.14 | APPENDIX 14 – MANAGEMENT STYLE..... | 85 |
| 7.15 | APPENDIX 15 – EMPLOYEE STYLE..... | 86 |
| 7.16 | APPENDIX 16 – THE SERVICE PROFIT CHAIN | 86 |
| 8 | LITERATURE..... | 87 |
| 8.1 | REFERENCE LIST | 87 |
| 8.2 | BIBLIOGRAPHY | 92 |

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1 Introduction

1.1 Significance of the topic

1.1.1 Background

Coaching, as a phenomenon, was reinvented in the 1980s as a response to the increased focus on the individual but its roots go back to great thinkers such as *Confucius* and *Mentor*. The publication of academic papers on the topic experienced its first growth a decade later, in the 1990s (Grant 2003), and more than 50,000 practitioners are expected to serve the US market by 2007 (Berglas 2002).

Coaching has been the buzzword for some years among employees as well as managers. Groups and units are coached and coaching as a leadership style is incorporated in major executive training programmes. Therapists are joining in, personal development career coaches are helping unemployed people to find new jobs, and new coaching ventures are opening at the speed of light.

1.1.2 The challenge

Coaches speak with a united voice of the tremendous benefits coaching brings and coachees testify how it has changed and improved their private lives as well as careers. Studies (ICF 2001 etc.) point to areas of personal improvement such as time planning and focus that leads to higher productivity, while others (Niemes 2002, Smither 2003 etc.) merely measure it.

HR departments throughout organisations try to evaluate the benefits of this not yet mature industry. Even if most organisations experiment with coaching, few can say with a united voice what the organisational effects of coaching are. Is Corporate Coaching here to stay, or is it a fad? Does it compensate for the loss of other training or mentoring programmes? Finally, the most important question of all arises – how, and during what circumstances does coaching contribute to the organisation as a whole?

1.2 Scope

1.2.1 Research objectives

The research objective for this work is to explore how Swedish organisations can benefit from Corporate Coaching. In order to do so, each step of a Corporate Coaching delivery is analysed using a self-developed value chain (Figure 1).

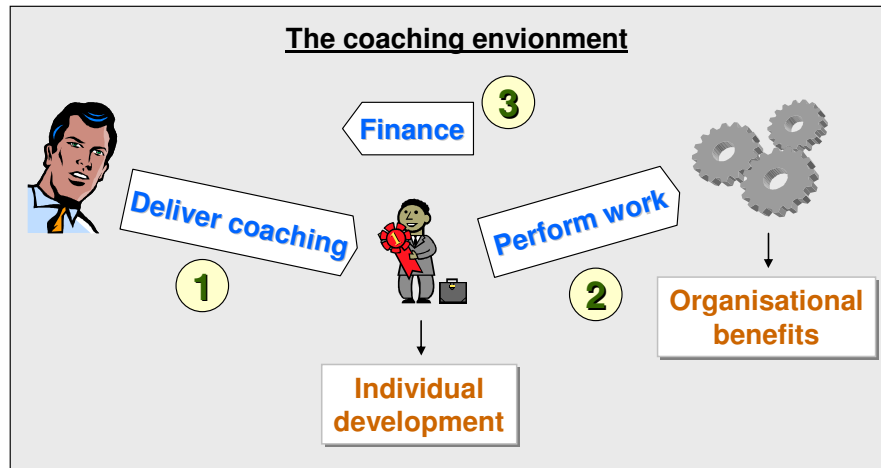


Figure 1: Author's value chain of linkage between Corporate Coaching and organisational gain

For the first step, the main objective is to explain the mechanisms behind coaching and what impact such activity has on the individual, i.e. the effects obtained at a personal level. In the following phase, the most challenging objective is to describe how an organisation effectively can capture these individual effects and transform them to organisational benefits. Finally, the author searches for justification for the use of Corporate Coaching rather than alternative strategies achieving the similar effects. This value chain is also set in the context of the environment the delivery is performed within, to identify potential Critical Success Factors that may affect the results.

Besides these prime objectives, this work attempts to evaluate Corporate Coaching against its costs to provide a clear answer whether it can be worth the investment.

1.2.2 Personal & organisational objectives

A business associate of the author; the founder of Coachhuset¹ and sponsor of this dissertation, initially raised the idea for this subject. The author's personal interest was originally to evaluate usage of Corporate Coaching as a tool for management of human resources in change processes and projects – his previous occupation.

During the process of writing, it became obvious that many organisations in Sweden would benefit from understanding the critical factors of corporate coaching implementation. The academic work needed to be practically applicable. Further, coaching relates to the author's current occupation as a facilitator. This dissertation will provide the author's organisation, ARX Business Facilitators, and himself with in-depth knowledge and understanding of many theories along with tools and techniques essential in their work.

1.2.3 Research approach & methodology

This research is initially approached in a traditional deductive way, with existing theories tested against collected data. The work starts with an in-depth understanding of related theories and follows this up with interviews with selected key organisations and individuals in the coaching industry to find out which areas of research should be focused on while designing the Interview Guide. It proved though that at a certain point, where up-to date literature was missing, a more explorative research methodology was necessary. That point, understanding how the effects of individual coaching directly relate to organisational performance, remains only vaguely explored in both the literature and the studies made.

Data collection was later performed, primarily as telephone interviews, using a combination of qualitative and quantitative approach, where the quantitative data facilitated sorting and comparison of results while the qualitative provided an in-depth understanding of the topic. Such a mix permitted evaluation of the quality

¹ First Nordic coach broker, www.coachhuset.se

of data collected. For instance, it was possible to measure consistency of responses, indicating the level of sincerity of the answers given.

1.2.4 Challenges

Precautions were taken when evaluating the data. The following areas were carefully monitored:

Challenge 1: The definition and application of Corporate Coaching varies between organisations. It is also clear that there is a divergence of definitions between the academic papers and actual experience in the field, as well as a cultural divergence, between the US, Europe and Australia/New Zealand.

Solution: To evaluate all data with awareness of this and strictly following stated definitions.

Challenge 2: Several sources may have a major impact on the coachee and contribute to disturbance in the survey results. Identified areas are:

- Personal considerations (i.e. divorce or similar)
- Coaching process (motivation, quality of coach, time, purpose etc.)
- Organisational changes (mergers, positions & roles, restructuring etc.)

Solution: Major sources of influencing disturbance must be identified and evaluated, together with their possible implication in order to rank the results evenly.

Challenge 3: The maturity of Corporate Coaching may vary from a novice organisation to an organisation with long-term experience from an ongoing full-time coaching activity.

Solution: Here the survey must be developed in a way so that the questions will be interpreted in a similar way for both. It must not use a specific language that is influenced by coaching jargon.

1.2.5 Research question

The overall question for this dissertation is whether there are organisational benefits to expect from Corporate Coaching, and in what areas. Even if qualitative measures are not applicable, due to disturbance from other sources, it should be possible to capture the prime areas of benefits.

Some literature (Parsloe b 2002, CIPD a 2004 etc) suggests that coaching is used to address issues with employees that under-perform but the authors' belief is that Swedish organisations, in the year 2005, do not apply Corporate Coaching for such reasons. This is to be tested.

In addition, theorists (Armstrong 2005, Peterson 1999) question whether Corporate Coaching merely is a tool of remuneration or retention of top performers. The author's personal belief is that this may often be the case. Nevertheless, whatever the reason is for entering a coaching session, the issue remains whether the organisation believes it will gain benefits at the end of the day.

1.3 Delimitations

This work will focus on registered organisations operating in Sweden according to the national legal and social framework. To be included in this study, coaching services must be financed by the employing organisation and permitted by a senior manager along with the HR department, which ensures that several individuals are involved and aware of the intervention. Self-employed persons therefore do not feature in this study. Career Coaching is also not a subject for this study because it is far too often used for removal of unwanted employees (Parsloe a 2002).

To reduce sources of relational disturbance, such as manager-subordinate relations, the author only investigated the effects of using external coaches.

Definitions

For this work, the following definitions are used:

A coach – is the supplier of coaching services. A catalyst for change (Stratford 2002).

A coachee – is a person that receives coaching services

A client – is the financing organisation represented by either the coachee's manager, HR representative or other person responsible

Corporate Coaching – is coaching arranged and paid for by an organisation such as managerial, individual, sales and executive coaching

Coaching – is facilitation of the performance, learning and development of another (Parsloe a 2002)

Mentoring – is advice, guidance and the transfer of knowledge and expertise within a given field/organisation and is often done by senior persons within the actual organisation (adopted from www.clutterbuckassociates.com)

1.4 Structure of this dissertation

Initially, in Chapter 2, the theory of coaching is explored for a better understanding of how its individual effects develop and how they contribute to the organisation. Chapter 3 covers the methodological approach to the study but also includes pilot interviews done to adjust the interview guide. This is followed by a presentation of the results in Chapter 4.

Finally, in Chapter 5, the author discusses his findings in the light of the theory. He reaches conclusions, in Chapter 6, about how Swedish organisations can approach Corporate Coaching for maximum gain of organisational benefits.

2 Theoretical framework

In this theoretical review, the author tries to prove the value chain (Figure 1): he draws links between the successful set-up of Corporate Coaching, improved individual performance and benefits to the organisation.

2.1 The nature of coaching

Generally, coaching is described as a technique to unlock a person's potential to maximise their own performance (Gallway 1975) or to elicit extraordinary performance from ordinary people (Pont 1995).

Coaching today is delivered to groups or individuals face to face or by telephone, mail, chat rooms or the internet. The Anglo-Saxon markets (UK, USA, Australia and New Zealand) seem to be ahead of Sweden when it comes to acceptance of training standards and regulations, though confusion persists about what coaching is and what it is not. For instance, 50% of respondents in the UK do not understand the difference between different types of coaching (CIPD a 2004).

The trend aspect cannot be omitted either.

“Today it is easier and more popular to say that you are about to see your coach rather than a psychiatrist or therapist,” explains Lewandowski (2000 p.53). It can be confusing, however, to distinguish coaching from therapy, since both claim to facilitate development at a personal level (Whitmore 2002). Stelter (2003 p.82) separates the two by identifying three areas of one-on-one support – private, personal and professional – suggesting that therapy is more suited for private and personal matters while coaching applies to personal and professional.

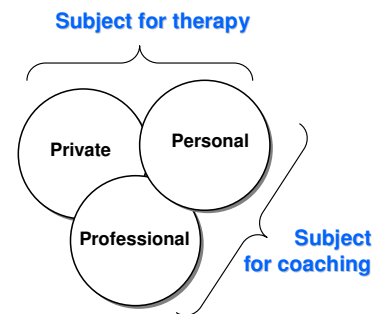


Figure 2: Areas of one-on-one (Stelter 2003)

Another way of differentiating therapy from coaching is to relate it to business content. As opposed to therapy, coaching may involve a high business content; at

the same time, it is highly personal (CIPD a 2004 p.22, with adoption of Horner 2002). However, not all coaching is business related.

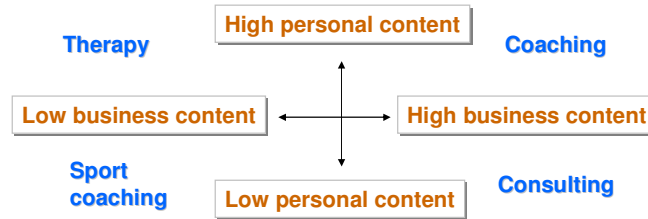


Figure 3: Activities differentiated by levels of business/personal content (CIPD a2004)

Parsloe (a 2000) suggests two ways coaching can be conducted, hands-on and hands-off – often referred to as push and pull (Hay 1995), but does not discuss whether its use is for personal, private or professional matters. Which style to use is, amongst other things, determined by purpose, the maturity of the client and organisational culture.

| Coaching style | | |
|----------------|-------------|-----------------|
| Hand-on | | Hand-off |
| Coach | ↔ | Client |
| | in control | |
| | responsible | |
| <i>given</i> | motivation | <i>self</i> |
| <i>low</i> | experience | <i>high</i> |
| <i>tell</i> | method | <i>ask</i> |
| <i>formal</i> | culture | <i>learning</i> |

Figure 4: Coaching styles, Parsloe (b 2000)

If the person is a novice to coaching and to the subject of development, he may need more support at the beginning. With such a person, the coach must do the work by themselves, controlling the process, helping with identifying objectives and supporting development of motivation to reach them, using a hands-on approach. They will need to take responsibility and instruct the coachee how to proceed, very much like an authoritarian manager. For high potential people and experienced professionals, a hands-off style is more

common, where the coachee is doing all the work. The challenge is to move from a hands-on to a hands-off style of coaching as soon as possible (Parsloe a 2000).

According to coach training institutes, such as the International Coaching Federation (ICF) and CoachU, true coaching is all about asking questions, a hands-off style, while hands-on is more likely to be advisory, guidance, counselling, teaching and traditional management consulting. The technique of powerful questioning often relates to the GROW-model, originally from Tim Gallway (1975) and further developed by John Whitmore (2002). It is to be used for each coaching session or/and for a whole process until the set goals are met.

Goal => Reality => Options => Will

Figure 5: GROW-model, Gallwey (1975) and Whitmore (2002)

At the beginning of the process is ‘goal setting’, deciding where the client wants to move and how fast. This is considered one of the most important steps and coaching literature stresses not only the importance of well-defined goals but also management theories such as the *Goal Setting Theories* (GST) (Lucke & Latham 2002 et al.) and the *Management by Objectives* theory (MBO) (Drucker 1954 et al.). Moreover, a goal is considered to be at the heart of the motivational process and to impact positively on performance (Marler 2006, Meyer 2004). Secondly, reality is analysed in terms of both outer and inner hindrances towards the goals followed by identification of alternative options for action and their potential impacts for the coachee. Lastly, both the coachee and the coach commit to the plan – the Will.

Some literature accuses Corporate Coaching of being an executive’s privilege and reward, with no linkage to organisational performance (Bolch 2001). Others (Hardingham 1997, Ridge 1977) suggest Corporate Coaching occasionally to be a planned Hawthorne effect (Mayo 1977) that improves performance as a product of attention. However, the focus of this paper is the question if and how organisational performance can be raised through Corporate Coaching.

In most literature (CIPD a 2004, Valerio 2005, Whitmore 2002 etc.), two major areas where coaching can be used are identified: introduction and development of new skills, often leading to roles as manager, and the development of emotional intelligence. These areas are investigated separately.

2.1.1 Facilitating learning

So, if coaching is about facilitating the development of skills, how do we develop them? According to the dictionary², skill is ‘an ability that has been acquired by experience and formal education’.

The most common model of adult learning is the Experiential Learning Cycle by Lewin (1948), later modified by Kolb (1984) and further developed by Honey and Mumford (1992). It combines the mental and emotional process with analysis and practical experience when learning. While Kolb identifies the stages of successful learning – reflective observation, abstract conceptualisation, active observation and concrete experience – Honey & Mumford identify four individual preferences of these stages. Their conclusion is that all four stages are essential for optimal learning – the retention and transformation of knowledge into skills – but also that learning is most efficient when done in accordance with individual preferences.

² With adoption from *wordnet.priceton.edu*

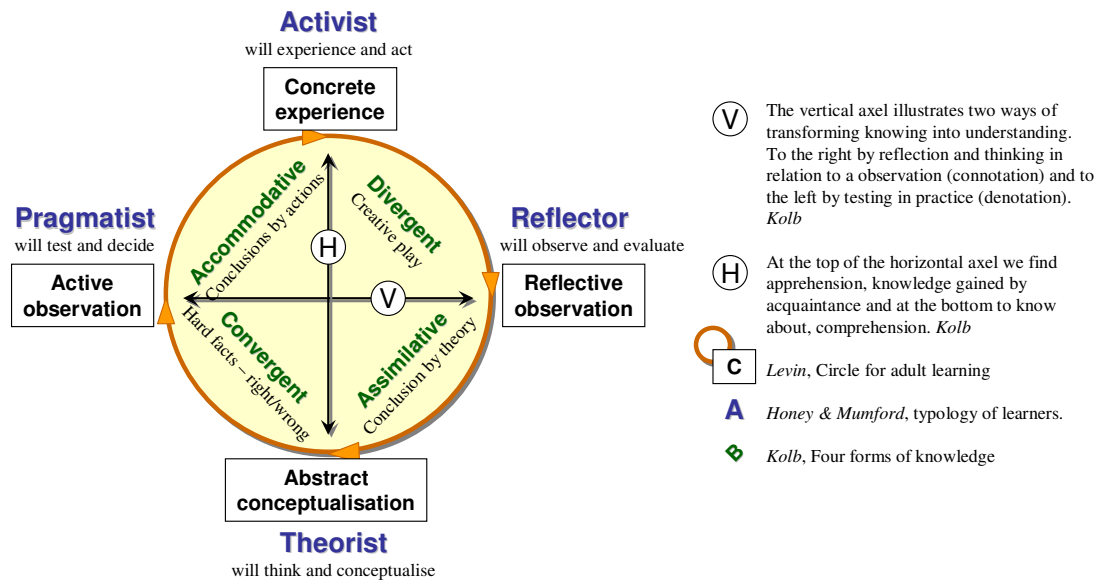


Figure 6: Lewin cycle for adult learning with Honey & Mumford typology of learners and Kolb's four forms of knowledge

2.1.1.1 Problems with traditional learning

Traditional learning through classroom settings, so called Tell Culture or Instructor Centred (McCombs 2003), has generally been criticised for being inefficient, imprecise and costly (Niemes 2002). One person, the instructor, determines both the content and learning style to be followed and not all parts of the learning circle are conducted. Responsibility for learning may result in being interpreted as belonging to the teacher. This approach may be compared to the hands-on coaching style.

Tell-culture / Instructor-Centered

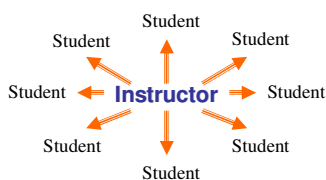


Figure 7: Instructor -Centered approach

An involvement of case methodology increases learning. Experience by action is a highly efficient technique when it comes to knowledge adoption and retention – ranked as number one with 41%, followed by coaching with 21% (CIPD b 2004). While Confucius knew that in 451 B.C. – “*What I hear, I forget. What I see, I remember. But what I do, I understand.*” – case methodology in training was

introduced only some 30 years ago by Revans (1972), when it was given the name *Activity Based Training*. Nevertheless, such an approach does not support the full learning circle and only extends learning somehow to the area for development of skills, beyond knowledge (Whitmore 2002).

Still, cases that are pre-designed by the teacher limit learning and the development of certain skills, such as emotional and relational intelligence, which must be experienced and acquired in reality. This point is made by Mintzberg (2004) in *Managers not MBAs*.

2.1.1.2 How coaching supports learning

Opposite to a Tell Culture is the Ask Culture or Learner-Centred Culture (McCombs 2003), which speaks in favour of a hands-off coaching style. The coach supports the coachee individually in the process, helping him focus on the target. Rather than telling him what courses to attend, the coach should ask the coachee what development needs lie between him and his goals, and how he intends to overcome them (Whitmore 2002, Berglas 2000 et al.). One condition is that the organisation offers a variety of possible tools to choose from – a smörgåsbord – such as job-rotation, formal training, mentoring, buddy-systems etc. but also encourages networking and cross disciplinary knowledge exchange (Pont 1995, Valerio 2005 etc.).

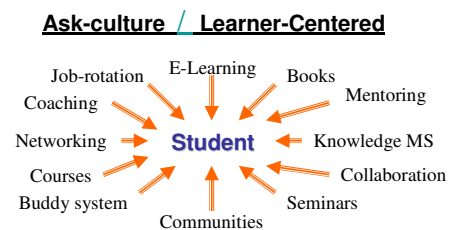


Figure 8: Learner-Centred approach

The major benefit of such an approach is that the employee will select, when needed, only to use the time and training means necessary – defined as Just-In-Time Learning by Dewey & Carter (2003) – to move him closer to the set goal. At the same time, all four steps of the learning circle will be involved at the coachee's own premises, with a given emphasis on the four steps according to his individual preferences. The coachee will then:

- look for a project to participate in to gain *experience*
- find situations and persons that will help him *reflect* upon his knowledge
- look for information that will broaden or deepen his understanding of *concepts*
- take on projects where he can actively *experiment* with his new thesis.

Doing this the coachee will not only gain knowledge and develop skills but directly bridge the Knowing-Doing Gap (Berg 2004) and set off into action in his own environment, which probably is why performance improvement can be seen as an effect of coaching (Whitmore 2002, Valerio 2005 etc.).

That coaching is an effective tool for learning is confirmed by the National Training Laboratory (NTL 2000), which rates one-on-one learning as number one for retention of knowledge. “Changes in skills and performance of executives who received coaching are still evident two years after,” states Drake Beam Morrins (2000) in a report that compares several different learning interventions.

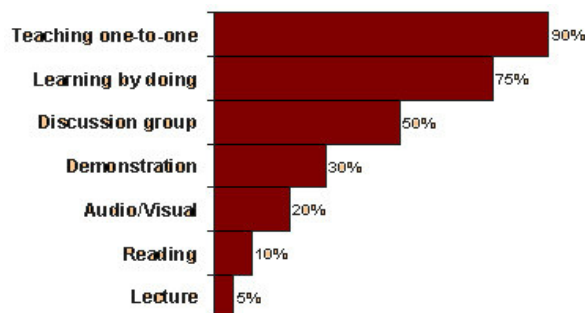


Figure 9: Percent of knowledge retained after completion, NTL 2000

2.1.2 Development of emotional intelligence

Interpersonal qualities, also referred to as Emotional Intelligence Quotient³ (EQ), require a good understanding of self, which in turn requires the coachee’s interest in development of self-esteem and self-actualisation (Collins 2001, Whitmore 2002).

2.1.2.1 Self-awareness

Especially articles focused on executive coaching bring self-awareness forward as a critical foundation for strong leadership and the key benefit of Corporate

³ Explained as ‘ability, capacity or skill to perceive, assess and manage emotions’. www.wikipedia.org

Coaching (Byrne 2005, Woolstone 2004, Conroy 2004, Allenbauh 1983, Bolch 2001 et al.). ‘Our research concludes that coaching substantially increases the effectiveness of the links between self-development, management development and organisational effectiveness,’ writes Suzy Wales (2002 p.43). It is here that coaching is seen as a potential tool, developing leaders instead of managers and team players rather than labour and training employees to respond to changes rather than fortify yesterday’s paths to success (Franklin 2000).

Luft & Ingham (1970) suggest that enhanced communication, gathering and giving information away, improve both self-awareness and relations, while Wales (2002) defines communication as the skill that acts as the bridge and mediator between internal development and its external implementation. It is therefore not surprising that one of the major employee benefits from coaching is improved communication (Koonce 1994). Some practitioners (DeNisi 2000) recommend any 360°-evaluation tool such as the FIRO⁴, personal and interpersonal, or Belbin team roles (1981), interpersonal to be used for self-assessment or even personal ones such as MBTI⁵.

There is though a risk involved for the coachee with self-assessment. A common belief is that coaching programmes require willing and motivated participants (Hertzberg 1971, Gåserud 2000, Allenbaugh 1983, McLeod 2003, Whitmore 2002, Mulec 2005, Niemes 2002) but the subject for coaching may not at first recognise the need for coaching and some may even see coaching as a threat because it may expose their potential weaknesses (Koonce 1994, Collins 2001). The natural response to change, as a result of development, is resistance, or as Parsloe (2000) put it, ‘Many will resist, others accept and only a handful will embrace change.’ Further, he argues that the subject for coaching may not at first be motivated to understand the potential gains of coaching and it is the coach’s job to help the coachee to develop awareness, reminding him that he can only control what the coachee is aware of; the rest is down to the coachee.

⁴ FIRO = Fundamental Interpersonal Relationship Orientation

⁵ MBTI = Myers-Briggs Type Indicator

2.1.2.2 Motivation

According to Armstrong and Murlis (1991), motivation is defined as the driver that makes people act or behave in the way they do and is built on two concepts – needs and goals. Needs operate within an individual and can be settled by others, while goals are the places towards which an individual chooses to move. Barney and Griffin (1992) suggest that employees do set goals in order to satisfy needs; thus, goals can be motivational and increase performance.

This indicates that organisations can stimulate, to some extent, the coachee's process of self-motivation by identifying and offering work tasks and positions according to his individual preferences and interests in order to meet his needs. In addition, Whitmore (2002) argues that this only applies to the lower basic needs of Maslow's hierarchy of needs (1943) – psychological needs, needs for safety and social needs. For the upper levels – self-esteem and self-actualisation – motivation must be grown from within: that is, it is equal to Armstrong & Murlis's goals.

Hertzberg (1959) argues in his *two-factor theory* of hygiene and motivators that only by addressing motivational factors can an employee feel responsible for and connected to their work, which in turn leads to job satisfaction and motivation for action and performance. The remaining hygiene needs can only cause dissatisfaction if not addressed; meeting them will not lead to changed behaviour in favour of the organisation. Notably, desired behaviours can be forced on a person, using threat or remuneration, but this only changes behaviour for a period of time, after which it returns to normal, while attitudes are more persistent.

| Hygiene | Motivators |
|--|--|
| <ul style="list-style-type: none"> • Company policy and administration • Wages, salaries and other financial remuneration • Quality of supervision • Quality of inter-personal relations • Working conditions • Feelings of job security | <ul style="list-style-type: none"> • Status • Opportunity for advancement • Gaining recognition • Responsibility • Challenging / stimulating work • Sense of personal achievement & personal growth in a job |

Figure 10: Two-factor theory, Hertzberg (1959)

Pinder's (1998 p.11) definition of motivation connects it to performance by stating it is able to 'initiate work-related behaviour and determine its form, direction, intensity and duration'.

Despite the common belief that motivation is essential for coaching, the literature cannot clearly answer whether it must be present before coaching is initiated or if it is sufficient if grown during the process. Koonce (1994), for instance, suggests pre-coaching as a way of identifying goals and meaning with the process and Parsloe (a 2000) provides several examples of how essential preparation and motivation for coaching can be. Such an approach would confirm the theories of, for instance, goal setting (Locke 1990). Again, this indicates the wide span of how coaching can be applied using either a hands-on or a hands-off coaching style (Figure 4).

2.1.2.3 Attitudes, hindrances & perception

Whether motivation is generated for individual development is determined, amongst other things, by the attitude⁶ of an employee. Attitude is defined as a preference of an individual or organisation towards or away things, events or people, based on the perceived orientation of situations. It shapes all decisions and actions, is non-tangible and drives behaviours that are visible to the external world (Lawler 1970, Henley 1999 p.76-80, GOC 2001 section IV).

Contradictory attitudes to organisational changes, the workplace, managers, employees, peers or individual development may therefore result in passive or active resistance (Locke 1997 etc.). Such negative attitudes may hinder self-motivation and block top performance (Khosh 2005), which confirms Gallwey's formula (1975) that performance is the sum of potential minus disturbance, i.e. hindrances.

'Coaching is about elimination of internal obstacles which often diminishes external obstacles to manageable proportions,' argues Whitmore (2002 p.64).

⁶ A set of attitudes are often related to *Values*.

Both scientists and commercial theorists bring forward examples of high-performance people that under certain circumstances malfunction (Berglas 2002, Niemes 2001, Thompson 2003, Whitmore 2002 et al.). ‘That is when negative attitudes and behaviours interfere with business success and in most cases relates to matters of privacy,’ confirms Bolch (2001 p.37). ‘When someone comes to see us about a work-related problem the source of discontent is often personal in nature,’ believes René Lewandowski (2000 p.14), which would explain the number of therapists offering coaching. Tony Pont (1995 p.112) suggests that only 8% of discontent relates to actual problems; the rest relates to mental hindrances – i.e. relations with or perceptions of people, situations or objects (author’s comment).

40% Worries for things that never happens
30% Has happened and cannot be changed
12% Refers to illness or things that never will be materialised
10% Issues that family and friend can help with
8% Actual and real issues

Figure 11: Relation of hindrances for performance, Pont (1995)

In the light of these findings, Gallway’s second step of the GROW model – *Reality* – also seems to be of great importance to the effects from coaching.

2.1.2.3.1 *Trust*

Another component, highlighted by several theorists (Berglas 2002, Whitmore 2002, Valerio 2005), that may hinder successful coaching is level of trust. Several studies have found a link between trust and performance. For instance, salespeople are willing to listen and respond to their managers’ directives only when trust and respect are present, explains Rich (1998 p.66). Trust is also identified as the most important component for team development and overall effectiveness (Stoner 1993). In a climate of distrust, members of a team can engage in struggles and conflict and such teams are known to perform poorly – a phenomenon that is very well known in the field of sports.

One of the most important parameters for successful coaching is the coachee's confidence in the coach (Niemes 2002, Wozniak 2002, Gåserud 2000, Bolch 2001). "A person's openness to coaching is usually proportionate to his or her level of trust," states Linda Richardson (1998 p.92). When Corporate Coaching is delivered externally as a one-on-one solution, the subjects for coaching often have the opportunity to evaluate potential coaches and to choose one with whom personal chemistry is found. Many coaching programmes, though, are offered in combination with other training where the coachee has few, if any, opportunities to choose their coach.

Notably, fewer than two out of five trust their senior leaders at US companies (Watson Wyatt 2002). This would indicate major difficulties for a coaching relationship between an employee and her manager, if one remembers that trust must be earned through action. Still, 80% of all coaching is offered internally in such a constellation (CIPD b 2004). When private matters such as behaviours and attitudes are being discussed, the coachee's manager or peer may not be the first choice for discussion. Probably therefore many executives are offered external coaches in order to speak out loud in a safe way (Bolch 2001): they are so called sounding boards for these "lonely on top" (CIPD a 2004).

Since coaching often is a remedial solution for dealing with underperformance (Bolch 2001, Thompson 2002 et al.), there is a risk that the process is delivered under a hidden agenda. Berglas (2002 p.38) believes that such an atmosphere of distrust can be negative for all parties involved and can make the coach confused who his client is.

2.2 Individually gained effects

According to ICF (1999) (Table 1), a coachee seeks a good listener within a coach to gain self-awareness and become more goal-oriented. When the coachee is an employee, their organisation recognises other benefits. CIPD suggests (a 2004 p.41) some results an organisation can expect from coaching on an individual level, many of which relate to the development of new skills, learning, improved relations and most importantly interpersonal development.

| Top three coaching issues | Top three personal results |
|---------------------------|----------------------------|
| Sounding-board, 85% | Self-awareness, 68% |
| Motivator, 78% | Better goal-setting, 62% |
| Friend, 57% | Balanced life, 61% |

Table 1: Extract from the coaching survey made by ICF 1999 ICF among their clients and coaches

In the absence of other complete samples, the author has consolidated a list of employee benefits an organisation can expect based upon identified results in all the literature listed in the *Literature list* and *Bibliography*. The list is based on the number of times a specific point was mentioned in each of the works cited. In the light of chapter 2.1, it is not surprising to find such benefits in the area of learning, communication, relations, productivity and motivation.

| Top five effects from CC |
|--------------------------------------|
| Support learning process |
| Improve clear communication |
| Improved relations/reduced conflicts |
| Increased productivity/performance |
| Increased motivation |

Table 2: Top five organisational effects from use of Corporate Coaching. Merged by the author from all the literature cited in the Reference List and Bibliography

In addition to the results, it is interesting to identify the reasons for initiating Corporate Coaching. In the same way as above, the author has consolidated the main purposes for using coaching. What is interesting is that purposes seem to primarily focus on addressing individual performance. This conclusion is supported by CIPD's findings, where 78% of respondents report *Individual Performance Improvement* to be their main objective in using Corporate Coaching (a 2004). It also confirms Peterson's (1999) belief that many organisations offer coaching on a case-by-case basis, not necessarily where it provides the most business value. This would indicate that there is a potential to capture benefits far greater than those gained today. Notably, the second most common reason for use of coaching is to deal with underperformance according to CIPD (a 2004).

| Top five purposes with CC |
|-------------------------------------|
| Improve learning |
| Personal (overcome hindrances) |
| Better focus |
| Individual Productivity/Performance |
| Underperformance |

Table 3: Most common purposes of Corporate Coaching.
Merged by the author from all the literature cited in the Reference List and Bibliography

2.3 How organisations assimilate individual effects

While many effects of coaching have been identified, there has been little in-depth explanation of the link between individual gains and how organisations can capture and transform them into corporate ones. Whitmore (2002) argues that *Awareness* and *Responsibility* are the key components gearing results (Figure 12). In his model, we can identify self-motivation and learning as driving results such as improved productivity, communication, relations and work-life balance.



Figure 12: Linkage between management by coaching and effects, Whitmore (2002)

Similarly, CIPD provide a values chain illustrating how effectively managed coaching improves individual employee performance, drives organisational performance and delivers improvements in business performance (Figure 12). Again motivation and productivity are found amongst the effects.



Figure 13: How coaching can impact on business performance, CIPD (a 2004)

Once again, when all the literature is taken together, the following list of top five organisational benefits emerges. The most interesting difference when these results are compared with the CIPD’s (Appendix 3) and Whitmore’s (Figure 12) is the use of *Profitability* rather than *Productivity*. This indicates a high interest in a return on investment from Corporate Coaching as a strategic tool.

| Top five organisational benefits |
|---|
| Higher profitability |
| Better customer relations |
| Improved teamwork |
| Improvement of quality |
| Organisational transformation/Culture |

Table 4: Most common organisational benefits expected from Corporate Coaching. Merged, by the author, from all the literature named in the Reference List and Bibliography

Several other studies confirm improved teamwork as a result of coaching. Kina Mulec (2005) states that coaching resulted in a stronger and more supportive team environment and project leaders becoming more supportive and better listeners. Stronger team playing is also noticed with the use of external coaches among MBA students (Sue-Chan 2004), while other studies indicate that group coaching can unify board members in teamwork (Woolston 2004).

Conclusively, Corporate Coaching is believed to bring benefits to the financing organisation in the form of increased individual activity that leads to a rise in performance, improved communication that leads to better customer relations and teamwork, as well as increased motivation, which is expected to improve job satisfaction (Hertzberg 1959, Pont 1995 et al.) and commitment to the organisation (a CIPD 2004 et al.).

2.4 Accountability of organisational effects

Several studies, both academic and non-academic, attempt to prove the valuable effects coaching brings to an organisation – with tremendous variation in their results.

For instance, Personnel Decisions International (PDI 1999 p.29) indicate that fewer than 10 percent evaluate the business impact of coaching while Anderson (2001) claim that the return on investment is worth 788%, including employee retention, and Manchester Consulting Inc rate the return to be as much as 5.7 times the investment (McGovern 2001). Other research indicates in the same study that coaching can either improve performance by 54% or decrease it by 13% (Niemes 2002) as a result of feedback interventions.

Both ICF (1999) and CIPD (a & b 2004) state that companies by and large do not know how to measure the effectiveness of coaching. The evaluation of coaching has also become a dividing force between those in chase of proof of its effectiveness and the more academic world, often represented by psychologists, pointing out the dangers of making fast conclusions. As Steven Berglas (2002 p.74) suggests, “When lure for easy answers is the driver coaches tend to treat the symptoms rather than its cause.” He calls that the snare of behaviourism. The potential problems of using 360° and traditional appraisal systems to evaluate coaching effects rather than for personal development reasons are also subjects for debate (Luthans 2003, Allenbauch 1983, Niemes 2002 et al.). A much referred to study on executive coaching and multi-source feedback (Smither 2003) finds small but positive improvements in the rating of the coachee, suggesting that feedback interventions actually can cause a deterioration in performance. That measures focus on individual aspects is confirmed by CIPD (a 2004), which lists common methods used in UK and shows that the first business indicator does not appear until the seventh position.

| Measures used to assess effectiveness of coaching | % |
|---|----|
| Feedback from participants | 75 |
| Appraisal systems | 61 |
| Feedback from coaches | 44 |
| Employee attitude surveys | 41 |
| Exit interviews | 38 |
| Assessment against objectives set at the start of a coaching initiative | 37 |
| <i>Business performance indicators</i> | 29 |
| 360° feedback | 25 |
| Staff turnover rates | 21 |
| Other | 6 |

Table 5: Measures used to assess effectiveness of coaching, CIPD a 2004

However, measured or not, everyone inside and outside the industry has a belief that organisations can benefit from Corporate Coaching. CIPD (b 2004) state that 99% of respondents agree that ‘coaching can deliver tangible benefits to both individuals and organisations.’ Furthermore, 9/10 believes that ‘when coaching is applied appropriately it can have a positive impact on the organisation’s bottom line’ (CIPD b 2004). Others present similar figures: 70% claim that investment in coaching has been very valuable (ICF 1999) and 80% believe that Corporate Coaching has a positive impact on the organisation’s bottom line (Thompson 2003).

2.5 The environmental influence on coaching

Several factors determine the success of Corporate Coaching: identified in the literature are the coach’s style, company culture, management style and how Corporate Coaching has been set up.

2.5.1.1 The supplier's coaching style

No authoritative guidance exists on how a coach should act or deliver his services to obtain maximal return on the investment. Rather there is a common belief that he should have a broad knowledge together with a portfolio of tools and techniques to choose from (CIPD a 2004, Thompson et al. 2002). However, some general characteristics (detailed list in Appendix 1) that have been identified are the *ability to listen and ask powerful questions*, together with the *ability to support learning* and the *ability to create trust*. Moreover, as with other professions, customers expect coaches to have extensive work experience in their field.

In specific executive coaching literature (Bolch 2001, Thompson 2002, Peterson 1999, Mulec, Collins 2001, Goldsmith 2003 etc.), qualifications such as *experience from industry, business and organisational experience*, along with *experience from equal positions* to the coachee's, are brought forward. In the ongoing debate critics (CIPD a 2004, Whitmore 2002 etc.) point out that such requirements may be counterproductive when the neutrality and objectivity of the coach are lost and the possibility of a break-through is never identified. While specialisation is considered unnecessary, but possible, according to CoachU (Leonard 1999), a coach's credibility and ability to deliver may be questioned without it (Thompson 2002, Goldsmith 2003).

The literature states the coach should be clearly result-focused – *committed to action* (Parsloe 2000, Whitmore 2002 et al.), in contrast to a mentor or therapist. Critics like Stratford (2002), Wozniak (2002) and Goldsmith (2003) pin-point that far too many coaches work to be 'liked' by the client in order to be able to invoice maximum hours of service instead of focusing on achieving a major break-through like a sports coach.

2.5.1.2 Company culture & work environment

Two organisational cultures are said to hinder effective coaching, namely *blame* and *command and control* cultures (Pont 1995, CIPD b 2004 et al.).

In a command and control culture, also called a top-down culture, employees are not given the confidence of responsibility. This means they cannot react to environmental inputs in the way necessary for competitiveness in the ever-changing environment. The phenomenon is known as the knowing-doing gap (Berg 2004). The characteristics of such organisations are weak intercommunication, introversion and little or no orientation to processes and customers (Kanter 2003). In neither culture will an employee feel valued or recognized.

In contrast to these cultural styles stands the learning organisation⁷ (Pedler 1995) – one which praises, involves, encourages and empowers its employees by delegation of authority and responsibility (Whitmore 2002, Parsloe 2000, Pont 1995 et al.). It considers both success and failure to be learning opportunities and the appropriate management style should be participative (McGregor 1960). In such cultures, self-motivation thrives, leading to continuous improvements for both the individual and the organisation. CIPD has established a full list of elements describing a favourable coaching climate (Appendix 2).

Traditional blame culture creates fear of change and innovation, hinders learning, demotivates and only stimulates hygiene factors (Pont 1995, Whitmore 2002, Herzberg 1959 et al.). In such a culture, employees will not risk self-exposure. ‘Increasingly, people’s time and energy is then spent on self-protection instead of joint problem solving,’ argues Kanter (2003), which supports Locke’s (1997) motivation theory where the process can lead either to satisfaction or dissatisfaction. Unfortunately, current studies by Swedish unions indicate that the

⁷ Definition: *A Learning Company is an organisation that facilitates the learning of all its members and continuously transforms itself* (Pedler 1991).

working environment has become tougher and their members' testimony that they have been threatened or given notice after asking uncomfortable questions (Danielsson 2005).

One reason mentioned for such development is junior managers' lack of interest in managing human resources, along with lack of knowledge of law and labour contracts. However, other studies identify increased administrative and sales responsibilities as the prime reason why only a fragment of an executive's time is spent on supervision of human resources (Andersson & Zetterström 1999, Pålsson 1998). Their findings are partly confirmed by another recent study (Rosell 2005) of more than 870 managers by Ledarna, a Swedish service organisation for managers. This identified major obstacles to spending time leading staff as:

- ☒ an increased number of employees per manager in new flat organisations
- ☒ an increased pressure on reporting and administration
- ☒ time spent dealing with long-term sick and harassed workers
- ☒ unclear directions and bad involvement.

It seems unfair though to put all the blame on middle managers since they probably work under huge pressure, with a lack of work-life balance. Rather they are believed to be forced to act in accordance with the formal and non-formal norms set by their organisations – 61% have considered leaving their organisations due to discomfort with senior management (Aronsson a & b 2005, Rosell 2005).

2.5.1.3 Management style

Since managers are the organisation's cultural apostles, their actions should not clash with the organisation's culture. In a true learning organisation, management style is characterised by openness and support for life-long learning (CIPD a 2004), giving the coachee the authority and means necessary to reach his individually chosen goals (Hertzberg 1971, Whitmore 2002, CIPD b 2004).

| Theory Y | | Theory X | |
|--------------------------------|-----------------|--------------------------|-----------------|
| Supporting | | Coaching | |
| Leader | Follower | Leader | Follower |
| - Praise | + Competence | - Direct | +/- Competence |
| - Listen | +/- Commitment | - Support | - Commitment |
| Decision made on mutual ground | | Decision made by manager | |
| Delegating | | Directing | |
| Leader | Follower | Leader | Follower |
| - Involved | + Competence | - Structure | - Competence |
| - Contribute | + Commitment | - Supervise | - Commitment |
| Decision made on mutual ground | | Decision made by manager | |

Definition of: *Competence* = Knowledge & Skills
Commitment = Confidence & Motivation

Figure 14: Situational leadership, Blanchard & Hersey (1974)

The model of Situational Leadership (Blanchard & Hersey 1974) has been based upon McGregor’s (1959) findings focusing on necessary leadership style for each employee and situation. Accordingly, suitable management styles are the *supportive* and *delegating* in connection with Corporate Coaching (Lewandowski 2000). The model also confirms that highly

competent and committed people are the ones to benefit the most from a participative management style and coaching since they already possess major knowledge and skills (IQ) but essentially benefit from development of personal competencies (Valerio 2005, Whitmore 2002 et al.).

Further, only through respect and belief in the employee’s potential can managers create an atmosphere of trust and make the employee feel valued and competent, which in turn leads to self-motivation for further development (Parsloe a 2000, Whitmore 2002).

2.5.1.4 Responsibilities & Process

The Chartered Institute of Personnel and Development provides in their comprehensive ‘Guide to coaching and coaching services’ advice on how processes should be managed for Corporate Coaching to have the maximum impact for the organisation. Their focus is mainly from an HR perspective (CIPD a 2004). CIPD suggest a four-cornered contract model, originally developed by Julie Hay (1995), enrolling the coach, coachee, functional manager and HR representative together with the individual responsibilities and relations between them.

The responsibility of HR is to represent the organisation, set up contracts with the coach, ensure that the coach understands the organisational context, explain the role of the functional manager and manage his expectations but also determine that there is a genuine need for the coaching and that the individual is ready for it. The coach on the other hand expects to deliver an excellent service while the functional manager aims to support the coachee in his development plans and eventually help with defining objectives for the process. Certainly, an evaluation must be made at the end of the process.

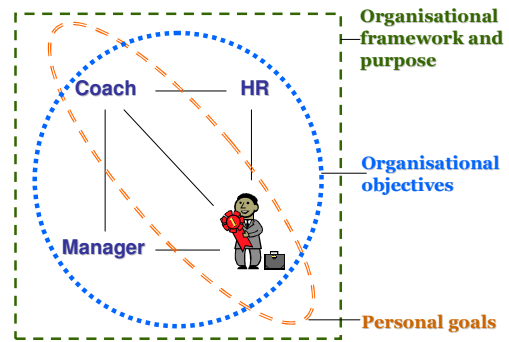


Figure 15: The four-cornered contract adopted from Hay (1995), coaching framework, purpose and goals.

However, HR is not always involved in Corporate Coaching and few organisations set up major coaching programmes, especially if senior executives are involved. Specific task forces can sometimes also be formed outside formal organisation structures, for instance to develop a high-performance culture, such as in the National Australian Group case (Thompson 2003).

Four other aspects to consider, when setting up coaching are: 1) to create a pool of coaches, 2) to match the coaching and coachee accordingly to needs, 3) to ensure that there is a clear purpose established and communicated, 4) to evaluate at the end of the process. To create a pool of coaches seems vital for many reasons – to control quality and knowledge of framework among coaches, but also to ease finding a suitable coach for employees, which is considered vital to achieve good personal chemistry and trust (Peterson 1999, Thompson 2003, CIPD a 2004, Franklin 2000 et al.).

More business-oriented literature argues that organisations should ensure that personal motivators are related to, or in line with, the company's values and objectives (Bolch 2001, Thompson 2003, Niemes 2002, Goldsmith 2003) creating a coaching framework which will ensure benefits to the organisation. Within this

framework, common organisational objectives and expectations are set – this is very similar to the management by objectives approach. Since each coaching process is unique, individual goals can be defined. These do not necessarily have to be known by others than the coach and coachee, as long as their purpose lies within the boundaries of the framework and does not interfere with the common organisational objectives (Figure 15).

2.6 Alternatives

2.6.1 Alternatives to coaching

To answer what alternatives there are to corporate coaching is to say all or none. If isolated, coaching focus on the individual's self-development (Whitmore 2002), which few other tools do – beside therapy. However, unlike therapy, coaching may involve high business content (CIPD a 2004 p.22, with adoption of Horner 2002). This also proves in literature (Chapter 2.2.1) that the more emotional intelligence a position requires, the less suitable are traditional development methods.

The coaching industry struggles to differentiate its offer from mentoring, but neither is clearly defined. The interpretation of their concept also varies between industries and nations (CIPD a 2004). A general distinction between them is that mentoring is a directive process between a senior person (mentor), with knowledge or experience in a given field, transferred to a junior (adept) employee where the purpose is seldom set solely on an individual's growth. Notably, this technique follows the patterns of the instructor-centred approach, as do job-rotation, buddy systems etc. Also, there are often mutual learning objectives. On the contrary, coaching focuses solely on the coachee and his/her objectives.

An important aspect that must not be overlooked is that, at present, executive clients require experienced senior managers as coaches from whom they expect advice (Stelter 2003, Niemes 2002). Many other personal development methods, such as mentoring, job rotation, job enlargement and buddy systems, can also be delivered through coaching.

Kram (1985) argues that peer-to-peer coaching may be as effective as external coaching, but practitioners point out that it can be difficult to achieve trust where both parties belong to the same organisation (Berglas 2002). Other studies indicate external coaching to be superior to peer and self-coaching (Sue-Chan 2004 etc.).

2.6.2 What Corporate Coaching can replace

The question ‘Which development methods can Corporate Coaching replace?’ is dependent on what needs to be achieved. CIPD (b 2004 p.36) provide a list of situations where Corporate Coaching is of value – these are often when there is a demand for skills important for managerial positions. This explains why coaching is so often said to replace traditional management training, or to be a natural part of it. The skills identified are:

- ❑ developing an individual’s potential
- ❑ correcting poor interpersonal skills
- ❑ correcting poor conflict management skills
- ❑ correcting poor skills at developing others
- ❑ developing a more strategic perspective
- ❑ developing new skills due to a change in role.

List 1: List of situations where coaching can be an alternative, CIPD b 2004 p.36

Beside meeting these formal development needs, coaching often provides indirect benefits – seldom planned but rather gained as side effects – in the form of raised motivation, improved work–life balance, increased loyalty etc. (Pont 1995, Valerio 2005 etc.). Coaching can then potentially replace other remuneration and reward tools, targeted to raise individual performance, especially for those at the upper levels of the Maslow’s hierarchy of needs (Whitmore 2002).

Notably, coaching cannot replace any tools where the process requires knowledge transfer, such as mentoring, job-rotation, job-enlargement etc. Rather it is a complement.

2.7 Conclusions from theory review

Yes, a clear linkage between a successful coaching process and individual and organisational benefit can be found. The key points from the literature can be summarised as follows.

The effects of coaching have been found primarily in two areas, namely increased *individual performance*, as a result of improved goal focus and effective learning, and improved *relations* as a direct result of better communication and self-awareness.

Organisations can assimilate these effects in two ways: either as *direct* increase of productivity – as result of increased individual and team performance – or *indirect* as increased loyalty, commitment, work motivation, work satisfaction, support for organisational changes, nurse future senior managers etc.

General CSF for optimising return on investment for Corporate Coaching are:

- ☑ The individual's attitudes, motivation, confidence, experience and knowledge base determine the preferred coaching style, which in turn determines the speed that the process can be performed and the scale of the return.
- ☑ The environment within which Corporate Coaching is delivered should be characterised as supportive, empowering its employees. Preferred company cultures are learning and process oriented as opposed to top-down and command and control. To best support cost-efficient and precise learner-centric training, the organisation should provide a smörgåsbord of tools from which the individual can choose.
- ☑ Management style should reflect preferred organisational cultures where employees are motivated, praised, involved, empowered and listened to.
- ☑ A Corporate Coaching programme should be designed in a way that allows the organisation to capture and assimilate positive results. Important issues to consider are matching coach to coachee, designing a framework, determining organisational objectives, selecting coaches that have insight into the business

and industry and ensuring measures are possible at a corporate level – which requires specific goals to be set.

3 Research Methodology

3.1 Approach

Coaching in Sweden is still at an early stage of development and even if many organisations offer and explore its benefits, variation in standards, quality, purpose, delivery and use is widespread. Further, the author assumes, based on indications from the literature and representatives from the coaching industry, that present measures of Corporate Coaching are not as rigorous and structured as necessary for a quantitative study. The author's belief is therefore that such an approach could never capture results suitable for later comparison and analysis. The most suitable option seems therefore to be a qualitative study with a conclusive research approach.

The original design of the study was to enrol the coach and coachee together with his/her peers and eventual subordinates by use of a questionnaire, reinforced with interviews with the nearest functional manager and the responsible HR representative. Unfortunately, such an approach was impossible because of a lack of willing respondents.

The alternative approach taken focused on the organisation's representatives that could be expected to take the most interest in the returns for the organisation – the HR representative and the functional manager. Although the study was narrow in its delimitation and scope, the responses provided information about the effects for as many as 38 coachees.

Although there are reasons to believe that the supplier may have had the greatest interest in apprehending the positive effects of coaching, a deliberate choice to exclude the coach from the survey was made to avoid influence from an external body on subjects who are only concerned with the coachee's financing organisation. Naturally, the trained eye of a coach can spot the benefits more easily and compare them with the results for several other customers but the

author considered the risk of over-positivism would eventually jeopardise further analysis of the data.

3.2 Selection of samples

The primary sources of participants for the study were coaches and coaching firms but direct contact was also made with companies that to the author's knowledge practised coaching. The internet has been the prime tool for identifying coaches and coaching firms, which were asked to support the study by supplying the names of organisations that to their knowledge coached their staff in return for access to the results.

Out of an original 28 prospects, 13 organisations confirmed their initiatives to be in line with the stated definitions and delimitations of this study. HR managers were the entry point but sometimes they referred direct contact to the responsible managers. A busy schedule and confidentiality issues were the two most common reasons for not participating, limiting the list to nine organisations, which were introduced to the subject by letter (Appendix 4).

Two organisations had recently conducted research on their own and declined to participate but were willing to share their results, which were later used as a pilot for this study. The remaining seven confirmed their interest, providing a list of candidates to interview. These were approached by phone to explain the issue and set a date for interview, which was confirmed by e-mail (Appendix 5).

Altogether, 17 respondents responsible for 38 (Appendix 6) individual coaching occasions were assigned for participation, of whom six were HR representatives and 11 were functional managers from the following industries:

- A Swedish state enterprise, Logistics, IT department
- B International high technology company, Service department
- C International pharmaceutical company, Research department
- D Swedish state enterprise, Product department
- E Swedish governmental agency, Aviation, Multiple departments
- F Swedish member-owned non-profit organisation, General department
- G Scandinavian-based manufacturing company, Design department

List 2: Organisations represented in this study

A promise of full anonymity was granted early to encourage full participation and honesty during the interviews, since the subject may be sensitive for both organisations and individuals. In addition, a presentation of the final work and results was offered in order to attract prospects for participation.

3.3 Pilot

To better prepare the structure and questions, interviews and discussions were conducted with selected respondents that could reflect on the author's findings from the literature review. Such an approach aimed to identify crucial and complex themes that would need more time and reflection during the interview.

3.3.1 A coach's point of view

Karin Tenelius has been working as a coach for several years and is recognised for turning low-performing organisations into profitable ones by empowering employees using both group and individual coaching. That makes her a determined believer that coaching brings benefits to organisations' bottom-line which can be measured in financial terms. Her reputation positions her in a favourable situation where she can demand attention from the organisations' executives. Their will to 'let go' of control is essential for employees to recognise their responsibility for performance improvement. This confirms the importance of management style and empowerment of employees.

'In nine out of ten cases I am called out when a problem has occurred and a crisis has emerged,' Tenelius explains. She believes that the use of coaching to solve problems that a manager cannot handle is significant for the whole industry.

Her experience with training career coaches is that far too much coaching is provided under a hidden agenda in situations where the manager or organisation cannot handle a conflict. Her guess is that up to 80% of all single coaching, excluding Corporate Coaching delivered in major management training programmes, results in the employees wishing to look for other positions elsewhere, which would confirm the importance of the environment and possible alternative outcomes for the motivation process (Locke 1997).

According to Tenelius, motivation is raised when ‘the impossible’ or any imaginary or real hindrance is transformed into a possibility with a potential path omitting the hindrance. She identifies such coaching as relating to unfavourable circumstances. Her approach echoes Gallway’s formula and perception of reality.

3.3.2 A coachee’s point of view

An employee of an international pharmaceutical company has attended individual coaching as well as coaching delivered in a large personal leadership programme (PLP). She was recommended to attend the latter.

After the training workshops in the PLP, a coach helped her on evaluation and interception of the results using a 360° evaluation, which was also a part of the programme. Her belief is that besides personal benefits in the form of improved self-awareness and better relations with colleagues, the organisation can expect increased loyalty largely due to the company’s willingness to invest and believe in her potential.

Besides the training, she has been granted a personal coach originally aiming to deal with conflict and stress. According to her, the coach, a therapist, has been much of a sounding board with a hands-on approach. Again, this has generated improved self-awareness resulting in improved relations with colleagues along with improved work–life balance.

Further, she confirms that the company culture, its leaders and her peers must develop in the same direction as she has so that experiences may be shared. Without this, in a situation where her personal development exceeds the organisation's, it is highly possible that she will look into other career opportunities externally.

3.3.3 The organisation's perspective

3.3.3.1 Case 1

A major Nordic bank has recently completed an evaluation of Corporate Coaching. Ten subjects were chosen on the basis of annual performance appraisal – eight managers, one HR representative and one specialist. Some were asked to join, while some were told to participate. Corporate Coaching was delivered by telephone.

While the overall objective was to evaluate Corporate Coaching, each coachee did choose their individual purpose. Written and oral evaluation was done at the end of the programme. It is believed that four of the respondents never determined any purpose for the coaching. Rather, they needed a sounding board to discuss their problems, which explains why no effects were noticed. The remaining six were perceived to have a purpose and identified improvements in communication, personal efficiency and organisation, along with increased self-awareness.

These are the recommendations given the organisation for further Corporate Coaching initiatives:

- ✓ No motivation and effects can be expected unless a purpose is defined.
- ✓ Corporate Coaching is for work-related issues – therapy for personal.
- ✓ Corporate Coaching is a complement to other training and development.
- ✓ The coachee must be motivated to enter a Corporate Coaching programme and prepared for personal changes.

The need for an external sounding board was also a subject brought up by respondents. 'Isn't it a sign of weakness when such a relation with nearest manager is absent?' questioned one of the respondents. Some respondents would like to have had a more facilitating coach to work with.

3.3.3.2 Case 2

One of Sweden's largest grocery and banking groups has been using coaching for more than three years now. Two programmes run separately from each other. One is a 10-day training programme to coach managers to coach; the other comprises individually adopted coaching services.

About 100 managers have attended the coaching training since 2002. Examining the aims of the programme, one may believe it is all about the creation of a learning organisation with the following goals:

1. empowerment of managers to become self-acting
2. creation of a coaching management culture
3. improved competitiveness
4. faster learning.

The individual effects perceived identified were participants with an *extended comfort zone* and *increased self-awareness*, while the organisational effects were *common internal language* and managers that *dared to make decisions*. The return on the investment was not measured but the organisation tried to evaluate the level of self-acting in its annual employee survey.

Individual coaching is not a formal programme but exclusive for those 'in need'. About 40 people, 80% of them managers, have been offered and accepted periodic help from a pool of six coaches. Therapists have provided the service and the purpose has been equally shared between problem-solving and future development. Future use of this form of coaching is a subject for evaluation for the organisation and it confirms that this form of coaching, not run as a programme, is called for when crises emerge.

3.4 Design of interview guide

The pilot confirms the importance of the CSFs identified in the literature review, as well as differences in approach to the coaching, whether it is on single occasions and/or through programmes, and its expected effects. However, the pilot generated only one modification to the original interview guide, namely the adding of the question about the *reason* why coaching was called in addition the one about its *purpose*. This makes it possible to capture hidden agendas and/or if coaching is used as a remedial tool or as a strategic instrument for the development of opportunities.

The design of the interview guide into three sections is primary to capture the information necessary to answer the stated objectives, i.e. the identification of support for CSFs, level and areas of effects and alternatives (Appendix 7). Further, mixing and pairing the questions provides the possibility of control for consistency. For instance, it is the intent of several questions to identify possible constructions of reality where the respondent may want to put himself or his organisation in a better light. Examples are the open-ended questions combined with ranking-questions or the evaluation of trust through direct questions combined with answers about purpose and set-up.

In addition, certain keywords and direct questions are included to help the author explain a question and to support the respondent if needed. Moreover, specific quantitative ranking questions have been designed to make it possible to compare the level of support for CSF between different organisations. These are direct derivatives from the literature framework – management and employee style (Blanchard & Hersey 1974), organisational culture (Whitmore 2002, CIPD a 2004) and trust.

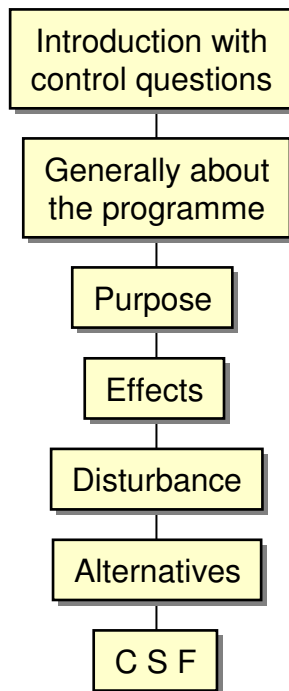


Figure 16: Logical structure of the interview guide

As suggested by Annika Lantz (1993), the guide begins with a set of short control questions to put the respondent at their ease followed by a request to describe the coaching initiative in their own words, which aims to give them further confidence in the interviewer.

Before entering a discussion about the effects, the purpose of coaching is explored in depth to determine respondents' expectations (later to be used when analysing alternatives), identify if coaching had one or more purposes (i.e. hidden agendas) and evaluate how well the CSF for a set-up were met.

Different words and phrases were used in nested questions to evaluate the effects. First, there was an identification of individual changes noticed during the programme, second of the effects after completion of the programme, third of the visible organisational effects, and last of the programme's contribution to the organisation as a whole.

Possible private and professional sources of disturbance were further evaluated, followed by an identification of alternative means that could have been used to address the stated purpose. Finally, respondents were asked questions regarding the level of support for CSF, both as open-ended questions and as statements to be ranked on a Likert Scale, and the perceived value of coaching was discussed. In the structured short-question section, definitions of competence and commitment according to Blanchard and Hersey (1974) have been used: the first is a sum of *Knowledge* and *Skills* and the second *Confidence* and *Motivation*. Beside these values, an additional fifth was included to evaluate the level of the knowing-doing gap – namely *Ability*.

To avoid noncommittal rating of management style, which largely relates to the respondent's own ability in management, a neutral point at the Likert scale is excluded, forcing them to make a decision in either direction. The decision made, after careful consideration of the consequences of mixing scales with a neutral point and without, worked out well.

3.5 Collection & analysis of data

Since many coaching occasions are performed by telephone, the author conducted the larger part (15/17) of the interviews using the same medium, considering it the most practical way for both the client and himself. To evaluate the potential disturbance, two interviews were carried out face-to-face.

Data was collected manually, continuously making key notes and statements during the interview, as well as directly after it, and grouping responses for each question. To limit reliance on technology and avoid potential disturbance from lack of privacy, e-recording has not been used. The only three questions that were originally pre-coded regarded types of effects, the supplier's coaching style and purposes. Only the last of these has proved relevant, since responses for the others differ too much.

| <u>Reason/Driver</u> What was the trigger to the programme? | <u>Purpose</u> When programme and coach was decided upon? | <u>Types of effects</u> |
|---|---|---|
| Fill manager vacancy | Career | Abstract (motivation life-balance etc.) |
| Support organisational changes | Develop Manager | Hard facts (focus, timely, action etc.) |
| Improve time/Cost efficiency | Team/Group | Personal (well-being, happy etc.) |
| Strengthen weak teams | Others | Group/Team |
| Others | | |

Table 6: Three questions those were pre-coded: Reason, Purpose and Types of effects

After the interviews, the answers were collected, coded and structured for comparison – most often presented in tables. Each question was then compared, looking at basic data (gender, company, position, programme, coaching style etc.) to find potentially significant results (Appendix 8). Further, open-ended questions

were compared with answers given to specific questions to find potential constructions of reality after the event and to determine the level of consistency and sincerity – neither of which indicated a problem in this study.

Finally, by rereading and resorting all the material carefully, and comparing it with the findings of the literature review, additional explanations for some responses were found.

3.6 Validity & reliability

The validity of this research ought to be high due to the strong uniform evidence about both the effects and the CSFs found in the literature review, since the author has relied on commonly used and accepted models as well as a broad spectrum of studies.

Differences in data collected by telephone and face-to-face were few. The most significant was the respondent's ability to stay on track of the interview structure. Telephone respondents tended to be more focused, keeping the subject to coaching while on-site interviewees tended to drift away on to other subjects. Another difference noticed was that face-to-face interviewees were quicker to relax and speak in a common, less formal language. However, consistency between the two sets of responses can be rated as high.

Clarifications of some answers were necessary in three cases, which were followed up by an additional, shorter telephone conversation. Interview notes were sent only to respondents in the pilot.

The level of reliability is difficult to estimate due to the many aspects that may affect the results and the continuous development of the coaching industry as well as the organisations. However, careful consideration and precautions taken by the author have minimised direct disturbance from other sources, as well as the influence of the interviewer. In addition, although respondents' approach, amplitude of effects and application of Corporate Coaching may vary over time,

areas and CSF should remain the same, ensuring sufficient validity to answer the main question of this paper.

4 Field study results

4.1 Research introduction

The study was conducted without any major obstacles, confirming that the period, procedures and form for the interviews had been chosen well. Even though the subject was sensitive, the respondents gave an impression of sincerity and proved willing to answer the questions in the best possible way. The author noticed a shift of language for most respondents after approximately 15 minutes of the interview, where respondents opened up and used less formal language.

Neither were there any problems regarding expected disturbances, suggesting that the respondents paid attention to the author's request that they allocate time and space to avoid them.

Surprisingly few were prepared for the depth of the questions in this study, even though they were presented several times in advance with the main objective and theme. This resulted in increased interest in the subject at the end of the interview, indicating that the current approach to Corporate Coaching is tactical rather than strategic.

4.2 Analysis of survey results

4.2.1 Purpose & reason

Coaching was triggered by two main causes, namely by an annual employee survey showing problems with groups of workers or managers or by concerns about the well-being or behaviour of an individual. In both cases, it was used as a remedial tool to deal with certain situations. In all cases, even though coaching was offered in relation to the employee's work, it was acceptable to focus on personal and private matters, as long as the output from coaching was a happier and balanced employee. Out of 38 organisations, only two (B and C) confirmed coaching to be conducted under a hidden, or double, agenda, where the coachee had not been aware of all the issues that had triggered the intervention. One

manager explained that coaching was part of a test to see if the coachee could improve certain skills. If the employee had failed the test, he would have released him from his present position.

| Reasons that initiated the coaching intervention | | |
|---|-----|--|
| Reason: | No: | |
| Annual employee survey indicating poor management | 3 | |
| Wrong self-image | 2 | |
| Uncertainty about their role | 1 | |
| Troublesome relation with a manager | 1 | |
| Novise managers with no experience of coaching | 1 | |
| To avoid a break-down / crisis | 1 | |
| Managers only focused on day-by-day operations | 1 | |
| Managers stressed with little focus | 1 | |
| Overambitious and stressed | 1 | |
| Poor communication with colleagues | 1 | |
| Cultural differences creating problems within project teams | 1 | |
| Sharp edges' / Far too blunt | 1 | |
| Exhausted with lack of focus | 1 | |

Table 7: Complete list of reasons that triggered coaching and the number of times mentioned. Question 3 b

Only in two cases, organisations B and C, had a loose organisational framework and its objectives been defined and the trigger transformed into a strategic objective that went beyond solving the situational issue. In Organisation B, the need to develop ‘strategic planning’ and ‘goal-setting’ was identified. In Organisation C, there was a need to develop ‘understanding of cultural differences in multi-national projects’ and to manage these differences. Moreover, the supplier’s awareness of the industry and organisational nomenclature and values was considered a strength.

| Purpose for coaching | | |
|-----------------------------|------------------------|-----|
| Code: | Purpose: | No: |
| 1 | Leadership skills * | 8 |
| 2 | Personal qualities | 6 |
| 3 | Well-being / Stress | 3 |
| 4 | Teambuilding / Co-op. | 2 |
| 5 | Organisational changes | 1 |
| 6 | Communication | 1 |

Table 8: Complete list of reasons that triggered coaching and the number of times mentioned. Question 3 a

Generally, all respondents mentioned development of managers as a purpose of the intervention, which is not surprising given the dominant representation of managers (Appendix 9). Notably, few referred to leaders but named them traditionally as 'boss'. Another interesting fact noticed is that respondents of the same programme and organisation seldom gave a clear unified view of the intent. Even when the core was the same, each respondent made their own interpretations of the purpose. It could not be determined whether this was because respondents had adopted their own motivators or because there had been poor communication of common purpose throughout the organisation.

Though purposes were more or less determined, none of the respondents could recall any specific goals to have been set for the coaching, unless individuals defined one of their own. One organisation co-operated with an academic faculty for evaluation of effects (Mulec 2005).

4.2.2 Effects

It proved to be very difficult to make respondents think in terms of organisational effects but, the more prepared a programme was, the more respondents spoke of them. The same thing was noted concerning the variation between changes during and after coaching, where respondents often could not clearly tell one from the other. One HR manager summarised the difficulties in a discussion of effects with this following statement:

'I believe that if a problem is the trigger to coaching its results become more obviously visible in comparison with coaching delivered out of a strategic perspective that is difficult to monitor. On the other hand, the strategic approach will probably generate the most effect in the long term.'

4.2.2.1 Effects noticed during the process

The many differences between respondents' ways of using coaching and defining its results very much confirmed the findings of the literature. On the base of the findings, the observed effects during coaching (Appendix 10) were grouped into three main types – *Personal Quality Improvements* (PQI), *Relation* (R) and *Performance Builders* (PB).

Examples of PQI noticed are 'happier' employees with 'improved self-awareness', 'better handling of situations' and more 'humility'. Overall, PQI represented the abstract effects which were essential for co-operation and action rather than brooding, conflicts and paralysis. Humility also relates to the area of *Relation* (R), where other effects observed were for coachees to become 'better listeners' and 'easier to work with', to 'handle situations better' and to have 'improved overall relations to self and others'. Of course, 'communication' and 'dialogue' were mentioned as prime effects.

It was no surprise that 'clarity of direction', 'making decisions', 'priority', 'focus' and 'action' came top of the *Performance Builder* (PB), along with 'staying on budget' and 'business-related leadership'. Some respondents observed, with some surprise, that changes remained after the coaching ended.

4.2.2.2 Contribution to the organisation

The prime aim of this question was to capture how organisations utilised these effects and transformed them into organisational ones. Obviously, it was not an originally planned intervention where objectives at an organisational level were not determined in advance. Only three respondents, from the two major programmes at organisations B and C, spoke confidently about the matter, while the following statements exemplify the reaction of other respondents.

'I do not know. Possibly better work climate at that managers group.' HR

'I can not clearly see the advantages.' Manager

'Can't relate to any organisational effect.' Manager

'I can imagine some but have not observed them for real.' Manager

Nevertheless, respondents could, after some consideration, logically picture organisational bottom-line effects for Corporate Coaching, although not necessarily for their present programme (Appendix 11). Some direct ones – ones that could be financially quantified – were 'shorter lead time', 'faster project throughput' and 'self-acting'. Semi-direct ones were managers' 'clearer and more business-oriented behaviour' and better 'focus' and 'ability to make decisions'. Finally, indirect effects in areas such as improvements in 'work-related atmosphere' and 'self-confidence' were observed among managers.

Taken all together, it seems that employees' willingness, motivation and goal focus generated actions that probably, if measured, would at least raise individual performance and productivity as foreseen in the conclusions of the literature review. Given the improvements in 'communication' and 'dialogue', the 'common language' and the 'reduced friction between employees', it is easy to picture how the lead-in time for activities decreased, to the benefit of the organisation and their clients.

4.2.2.3 Accountability of effects

While a few initially could not make up their mind whether the effects were realised in the short term as well as long term, the final decision of all respondents was a belief in the pay-off from their investments for both. Some two-thirds believed the financial benefits for the bottom line of the organisation to exceed the costs. Among the female respondents, 80% felt so.

| |
|--|
| Believe the return on investment to exceed costs Profit > Cost |
| 86% of the female respondents believe effects to exceed costs |
| 50% of the male respondents believe effects to exceed costs |

Table 9: Proportion of each gender believing investments to exceed costs of coaching.

4.2.3 Potential disturbances

Less than half of the respondents (7 out of 17) expected either the personal or the organisational events occurring during the coaching itself to have had an impact of any kind. While none believed these to be negative, some valued them as positive (Appendix 12). It is difficult, however, to determine if a change in private relations is the cause of coaching or if coaching is boosted because of it. Some even considered organisational transformation as positive, or, as a HR representative stated: 'Now they had a live case opportunity to practise their managerial skills.'

It was difficult for the respondents to recall all the other training and development offered to the coachees during the period of coaching. Some believed that the coachee had attended leadership programmes, some said that coaching was an alternative for these due to lack of offer of the organisation's smörgåsbord and others recalled more formal training in marketing, finance, project management, languages, quality etc. Only one of the 38 coachees attended therapy on her own behalf but with her organisation's knowledge, in combination with coaching.

Based on the responses, the author cannot draw any significant conclusions about how disturbances affected either the coaching interventions or the quality of the survey. Rather it seems that the coaching process is autonomic, seen out of an individual-centric perspective, and the perceived disturbances as events that the coachee relates to. In such a light, the respondents may be right that a lack of such events would result in lack of practice.

4.2.4 Alternatives

Every respondent considered coaching to be a superior tool for the development of Emotional Intelligence (EQ), which eventually may be replaced by management courses or therapy. Nine respondents believed coaching to complement other courses, two did not know and four believed coaching would eventually replace other training and development initiatives. These four mentioned several areas where they believed coaching to be an alternative.

| Coaching can eventually replace ... | No: |
|---|-----|
| Leadership courses (initial and shorter) | 4 |
| Courses training abstract issues (communication, conflict handling, group-dynamics etc.) | 3 |
| Therapy | 2 |
| Continuous training over time | 1 |
| Longer courses spread over time support the development process | 1 |
| Development of craft skills | 1 |
| Career, to change job | 1 |
| Refresher courses | 1 |
| Evaluation of personal qualities, tests | 1 |

Table 10: Alternatives to coaching mentioned by four respondents. Question 6.

In the discussion, when respondents were thinking aloud, several unique aspects of coaching were identified: ‘individually adopted development’, ‘solving problems at the workplace’, ‘supporting traditional training’ and also ‘integration cross generations, nationalities and cultures’. Two respondents (13%) considered individual coaching to be replacement for what should be normal behaviour for a line manager.

4.2.5 Critical success factors

In general, the short questions provided little information for this section. However, answers to the open questions were very informative.

4.2.5.1 The set-up

Most of the coachees (34 of out 38) were recommended a coach or coaching programme, instead of having asked for it, but only a few (3 out of 38) had coaching forced upon them. The managing board had knowledge of the larger programmes, organisations B and C, while only four parties – the coaches, the coach, the manager and the HR representative – had knowledge of individual programmes. Periods of coaching varied between three and 12 months, with some additional time given if prolonged support was needed. Regarding the larger programmes, HR were hardly involved, while in four individual programmes the manager was aware of the costs but not the content.

The HR representative was often the one who helped find and match the coach but only one organisation claimed to have a pool of coaches they selected from. However, three organisations had chosen a specific supplier that offered several different coaches to choose from. Two respondents named an initial negative attitude towards coaching, as it was considered a tool for the correction of employees. However, this vanished during the programme.

A lack of specific objectives made it impossible for organisations to perform quantitative measurements of the effects of coaching. The qualitative measurements were qualified guesses and were only from the individuals' perspective, as the evaluation was concerned with progress in a specific personal area.

| Feed-back on progress | No: |
|--|-----|
| No measure beside dialogue with the coachee | 10 |
| Team Client Inventory => Supervisor Formal | 3 |
| Coach => Supervisor Formal Ongoing | 1 |
| Coach => Supervisor/HR Formal Ongoing | 1 |

Table 11: How coaching interventions were followed up/measured. Question 2.

One organisation relied on external measures in the form of a study based on the team client inventory⁸ done by Kina Mulec (2005). Half of the respondents believed some of the effects were captured in individual performance reviews or in annual employee surveys, which in turn cannot isolate the effects of coaching from other contributors.

4.2.5.2 Company culture

All the respondents believed their organisation to be 'open' and 'team-oriented' but at the same time considered it 'individualistic', which speaks in favour of a 'soft' culture. (The complete list is presented in Appendix 13). Moreover, a

⁸ Evaluation of the Clinical Information Access Program (CIAP): The Influence of Clinical Team Climate Westbrook, Johanna I; Gosling, Asophie HIC 2002: Tenth National Health Informatics Conference) ISBN: 0958537097

majority of respondents (9 out of 15) said their organisation was or was moving towards a controlled, top-down culture where they observed ‘envy’, ‘guardedness’ and ‘fear of making mistakes’. Other transformations mentioned were a ‘switch from employee to results focus’ (Question 7a), or from a soft towards a controlled organisation. This transformation can be explained by the contradictory answers about the organisations’ openness, which were rated top in the open question but scored slightly lower than average (3.7) on the Lickert scale. Also, one-third (5 out of 14) considered responsibility and authority to be in balance, while 57% (8 out of 14) felt the burden of responsibility was heavier (Question 7b). Only one respondent considered their organisation to be driven from the bottom up.

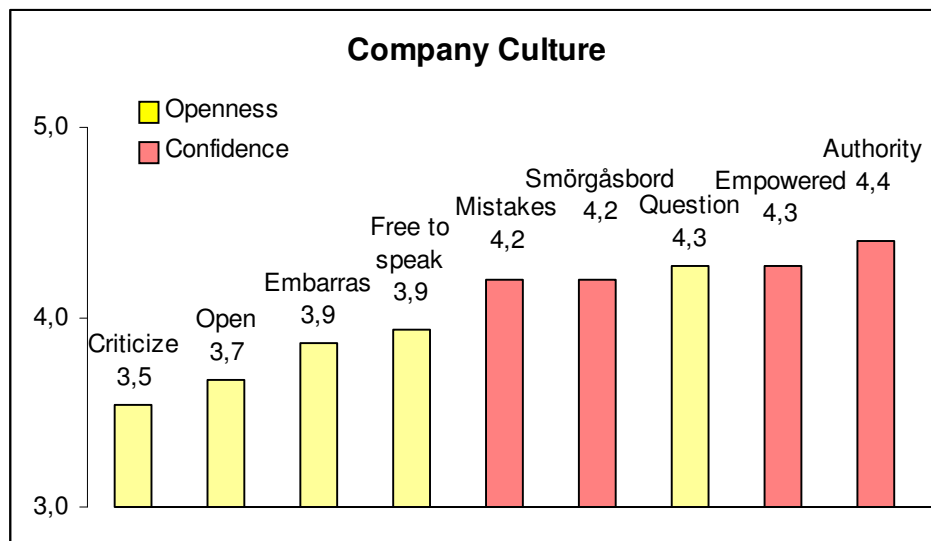


Figure 16: Respondents’ rating of company culture. Lickert scale 1-5, question 7c.

Yet, culture rendered a high score of 81% in the structured short-question section (Question 7c). However, it is believed that this depends on the respondent’s position within the organisation, where many are members of the directors’ board. A couple of respondents even considered their own scoring not to be significant for the rest of their organisation, especially for questions in the section on evaluation of the organisation’s *Confidence* and empowerment of *Employees*. So although there were high scores, it is difficult to draw conclusions about their significance for coaching.

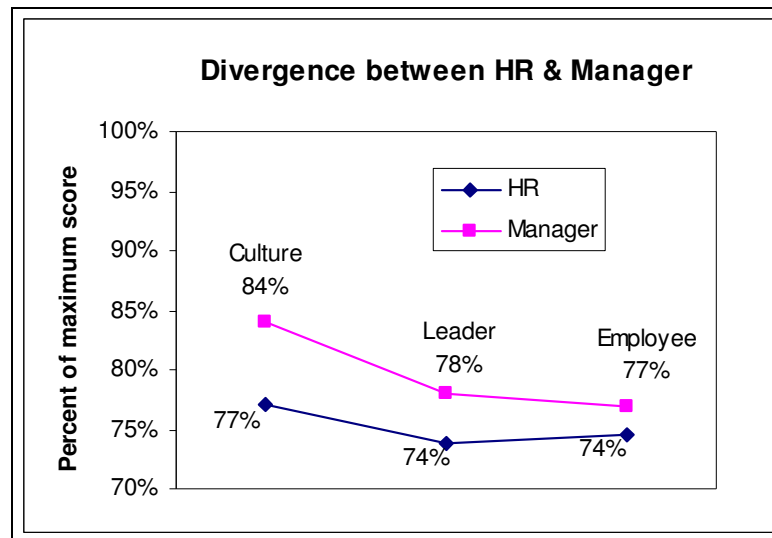


Figure 17: Divergence between HR-representative and manager. Company culture, question 7c.

The only notable difference was that managers rated the culture, management and employee style slightly higher than their HR colleagues. Again, this could be a sign of their high rank.

4.2.5.3 Management

The respondents believed that executives' leadership style differs from middle managers but also varies between departments. Generally, the style was considered 'fairly soft' and with a 'humanistic point of view'. Further, four managers criticised the style as too 'operational focused'. (A complete list is in Appendix 14.) Other words used to describe management style were 'pragmatic', 'responsible', 'simple', 'co-operative', 'result-oriented', 'democratic' and 'constructive'. Four HR managers add yet other dimension, namely 'fear of conflicts' and 'over-cautious'.

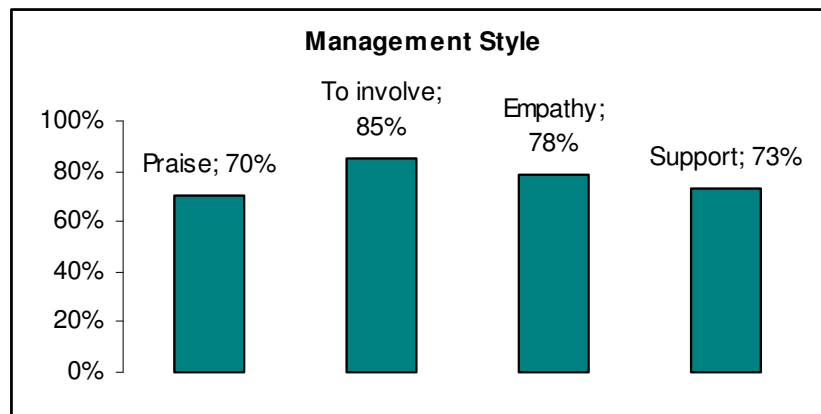


Figure 18: Respondents rating of management style. Lickert scale 1-5, question 7f

In the structured short-question section (Question 7f), management style scored 77%. When asked, some respondents reflected on the questions with comments like, ‘Um, guess one could be better doing that.’

All respondents had great confidence in employees, except three out of 38 (Question 7g). This question provided very little information and reading between the lines of the responses, a deeper discussion of the meaning of confidence would have been beneficial.

4.2.5.4 Employee

In general, respondents gave a picture of employees with a positive attitude towards work and their organisation, assessing them to have good knowledge and skills (Question 7h). No clear picture emerged concerning how much the employees worked in solitude or in teams, since many responses referred to both.

Respondents generally rated their employees as ‘ambitious’, ‘engaged’ and ‘loyal’ but also described them as specialists. Notably, one-third (5 out of 15) said their employees were ‘consensus driven’, considering it to be a hindrance for making decisions – i.e. often no action was possible. In all but one case, ‘academic higher education’ was mentioned, together with ‘competence’. About half of the group (8 out of 15) mentioned character traits such as being ‘sociable’ and ‘cheerful’ (Appendix 15).

In the structured short-question section (Question 7i), employee style scored 76%, with significantly higher scores for competence and generally lower scores for ‘confidence in organisation’ (3.1 out of 5). The latter is believed to be low because of organisational change towards a controlled and top-down culture.

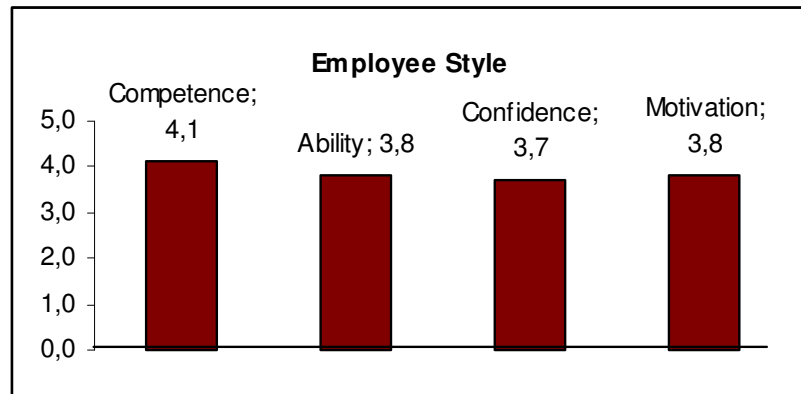


Figure 19: Respondents estimation of the employee style. Question 7i.

Even though respondents claimed that organisational changes had had no impact on the coaching performed, they comment on employees’ ability to take on responsibility in a new organisation with statements like:

‘They have low insight into their authority.’

‘People are afraid to take on responsibility.’

‘People do not know their responsibility. Goals and directives are unclear.’

4.2.5.5 The supplier

Without directly asking the involved parties, the coach and coachee, managers and HR representatives could only provide the study with qualified guesses. Even if some of them had been coached by the same coach, the style may have been adapted to the individual.

For the context of the survey, the author tried to identify how goal focused the coach was but rendered no relevant data. Three believed the coach to be a

sounding board, as opposed to the facilitator that two respondents believed him to be. A further six believed in a mixed or context-specific role and four had no idea.

The coaching programme at organisation B included classroom sessions where predetermined material and homework were given to attendees, along with individual and/or group coaching sessions.

Not everyone knew what background their coaches had, but those who knew said that their coaches had a therapeutic and psychological education.

4.3 Key findings from the survey

Many of the findings confirm the conclusions and overall hypothesis of the literature review and pre-study that organisations can benefit from the use of Corporate Coaching in various areas. The observed effects relate to three main areas: *self*, *relations* and *action*. Benefits have also proved to outweigh the costs in both the short and the long term.

The hypothesis about underperformance (which was never called this) was not correct since Corporate Coaching very often was a remedial tool to address problems at the workplace, and was more often suggested than asked for. For most respondents, coaching was recommended on a case-by-case basis, as a reactive response to personal issues, in order to support the employee in their role as employee or manager. As perceived, the set-up was informal with few measures conducted and objectives seldom defined in advance – i.e. there was no defined framework or connection with organisational strategic direction, objectives or bottom-line performance. The process of delivery, coaching style, quality and relations could not be evaluated, but given respondents' positive evaluation of the results, they were believed to be adequate.

Notably, respondents considered few sources of influence to affect the result of coaching. The effects were realised regardless of whether personal or

organisational changes occurred. Nor did levels of identified CSFs seem to have any significant impact on its outcome.

Employees were considered highly educated, competent and motivated. Moreover, the management style was considered soft and humanistic, with a focus on operations and confidence in employees. The organisation culture was becoming less open and more controlled and responsibility outweighed authority.

Only two alternatives for Corporate Coaching were considered, improved relations with *nearest manager* and *therapy*. Corporate coaching was believed primarily to complement other development techniques such as *soft skills* (EQ) and *managerial training*.

5 Discussion of findings

In most areas, the results of the study confirm the findings of the literature review regarding the link between coaching and individual development in the areas of self, relations and individual performance. Moreover, all respondents believed the value of coaching exceeded its costs, confirming the suggested value chain (Figure 1) – notably regardless of how it was set up.

While the study fully confirms the effects for individual employees, respondents confirm the indications in the theoretical framework that a strategic business perspective is seldom the driver of Corporate Coaching. On the contrary, the business content of coaching is often low (See Figure 14) and customers tend to rely on therapists for delivery. More often is coaching applied on a case-by-case basis at an operational and individual level, as a reaction to problems, with a vague framework and in the absence of specific organisational objectives to drive the process. In many cases, it achieves an improvement from a critical to normal state of affairs. One might believe that organisations would stress the importance of controlling initiatives – defining a business framework – to capture individual benefits and transform them for the benefit of the organisation. At yet, research data indicate that the coaching industry is novel, well in line with expectations from the literature review (81% are confused by the meaning of coaching, CIPD a 2004).

Surprisingly, company culture did not greatly affect the outcome of coaching. This was described as balancing responsibility and authority or management style and as soft and informal, where managers prefer to avoid conflicts. As perceived in the literature, such environmental values should have a negative influence on the effects of coaching. Further, differences in the length of programme and the supplier's style and education had no effect on the result: coachees became more productive, personally better balanced and easier to deal with. There may though be another, yet not evaluated, explanation of such a discrepancy between the CSFs

in the primary and secondary data, namely that the effects are proportionate to their goals.

A possible answer, found among motivation theories (Barney and Griffin 1992, Pinder 1998 et al.) is that once the coaching process is initiated motivation increases, goals are set and actions performed – whether the critical factors are in favour or not. In the absence of favourable CSFs, the coachee would probably choose goals that minimise his exposure to risk – i.e. a high-risk culture (with lack of trust, punishment, a directing management style, extremely negative attitudes etc.) equals low goals that are easier to meet. Yet, as in the literature, the belief in return on investment in Corporate Coaching is overwhelming. Some literature (Smither 2003 p.39, McGovern 2001 et al.) touches the subject by explaining how coaching of an executive or a project manager renders a far larger return on investment than coaching of a subordinate, because a manager's poor performance may affect a whole group or department.

Only three organisations spoke about how to capture the individual effects for the benefit of the financing organisation:

- At Organisation C, there is coaching for project leaders and their multicultural teams so that the time taken to reach decisions shortens, reducing conflicts and shortening project lead-time.
- At Organisation B, managers receive initial training in strategic thinking and time management. This is followed by coaching over a period of six to nine months. In that way consistency of desired behaviour was maintained.
- At Pilote, Case 2 (Chapter 3.3.3.2), managers' behaviour was transformed into the self-acting behaviour that would allow a learning organisation to be built.

The significance of these three cases, along with the case of the National Australian Group (Thompson 2003), is the delivery of coaching as a whole transformation programme. In most initiatives, coaching is believed mainly to belong in the domain of facilitating personal qualities. It is certainly described as

such in the psychological literature (Smither 2003, Berglas 2000 et al.), with acknowledgement of a crucial, albeit relatively small, planned contribution to organisational bottom-line performance. For the cases listed above, coaching is not the focus, which is why they were omitted by the relevant literature. Rather it is a technique applied when necessary along the road of a business project. Probably therefore, most cases of excellent strategic Corporate Coaching are subsumed into closely related initiatives, where projects are led by managers or consultants with excellent coaching skills, boosting a much higher and direct return of investment rate.

Primary data clearly indicate that managers use external coaches to strengthen selected high-potential employees. These are characterised as highly educated, competent and motivated – which is very much in line with identified critical values. An often-debated question is why external sources are used to deliver such services. It may be the mature behaviour of a manager to outsource specific tasks using the most efficient means of achieving the results. This may happen when a topic requires a deeper level of trust, when the issue is of a ‘therapeutic character’ or when the manager lacks the required time or skills. However, the respondents indicate a possible alternative explanation – that coaching is arranged when a manager feels a situation has got out of hand. One even honestly said he, a manager, ‘felt relieved of the burden of coaching’. The literature supports such assumptions. For instance, it refers to the manager’s use of coaching as a remedial tool (CIPD a 2004 et al.) and to their lack of time or ability to manage human resources (Andersson 1999, Pålsson 1998, Rosell 2005 et al.). In the absence of leadership and clearly communicated objectives, highly motivated and skilled employees may not know how to relate to a certain situation (A coach’s perspective Chapter 3.3.1, Parsloe 2000, Whitmore 2002 et al.) or where to direct their work performance, leading to paralysis (Berg 2004, Thompson 2003, Lucke 1997, Berglas 2000, Woolston 2004 et al.). Eventually, it may lead to frustration and stress, later addressed by coaching.

However, even though 92% of organisations want employees to take greater responsibility for their own development, many situations require the presence of the manager himself to direct the subordinate in the right direction and organisations recognise (95%) the responsibility to provide support for this to occur.

6 Conclusions

The aim of this work was to illustrate how effectively managed Corporate Coaching can contribute to the financing organisations and to determine in what areas it can contribute and if the benefits of investment meet or exceed its cost. A self-developed value chain was used to explain the process from successful set-up, through individually generated effects and on to how organisations capture these. At the same time, identified challenges were carefully addressed to achieve the best results.

In many areas, theory and reality agreed on the benefits Corporate Coaching brings about and the areas where these are realised. Coaching, viewed as a process for facilitation of all kind of development, is considered primarily a tool for growth of soft and emotional intelligence for high-potential employees and junior managers. Its effects can be expected in the areas of self, relations and individual performance and later can be transformed into an organisational increase in productivity or into indirect benefits such as loyalty, commitment and so on. Moreover, while all organisations experience these effects, the author believes that the effects ought to be most beneficial for learning and process-oriented organisations, where there is a service profit (Heskett 1994) approach (Appendix 16).

Today Corporate Coaching is, to large extent, applied on a case-by-case basis and used as a remedial tool with its purpose vaguely defined, but its potential is greater. Both secondary and primary data provide evidence that coaching, performed according to definitions, always generates value equivalent, or larger,

than its costs. The value of the investment is perceived to be proportionate to its purpose and to the level at which individual goals are set. The more ambitious the purpose and goal, the higher the value of the effects. One suggested way of controlling goals and processes is through the definition of a coaching framework which connects them with the organisation's strategic direction and objectives. In such a way, the organisation can plan to capture the individual effects and directly transform them into desired organisational effects. Without such a framework and clear organisational objectives, the indirect effects may be encountered but not necessarily. In such circumstances, coaching is applied much like therapy, with little business content. Moreover, Corporate Coaching is expected eventually to replace therapy, courses on abstract subjects (motivation, facilitation, teamwork etc.) and management development programmes. The alternatives discussed mainly concern the supplier – for example leaving it to the nearest manager instead of using external resources.

In the study, two gaps between the literature and research data are identified: 1) the importance of the coaching environment and 2) the major benefits to be expected from coaching. While the coaching environment was expected to impact on the results of coaching, the research results indicated not. Later this has been explained by the differences in the level at which goals were set. The second gap may be a trend, with the present focus more concerned with the development of managerial skills, but the literature stating that coaching supports the development of all skills with lasting results. In addition, the skills acquired are lasting and most often coaching leads to self-learning, which in turn generates self-acting behaviour. This indicates a potential to use Corporate Coaching beyond its present application.

Nonetheless, a positive contribution of this work is that it not only provides evidence of the organisational effects of Corporate Coaching but also indicates where it is best used and what to consider when implementing it.

Finally, the dissertation has challenged the author out of many perspectives but also developed him further – both personally and professionally. In particular the process of research has built a solid understanding of the underlying mechanisms of organisational change by linking basic behaviour theories with new concepts such as management by objectives, the service profit chain, goal theories etc. By understanding the depth and potential of true coaching, the author can now speak in favour for it, while previously considering it just a fad. The personal key learning from this process is focus and time efficiency – surprisingly the key theme for coaching – and in fact the author evaluates joining a coaching programme.

6.1 Shortcomings of this research

With such a wide scope for this research, many factors had to be considered but it was not always possible to address them. While challenges had been identified and addressed properly, delimitations exclude from coaching initiatives such as internal programmes, nearest manager as coach, career development, outplacement etc. – leaving an unexplored black hole in this area.

Moreover, due to the respondents' lack of time, we lack the views of the coaches and coachees on processes, quality of processes and individual goals. Nor were peers or subordinates monitored.

More importantly, the research was conducted over a long period, which the author believes has contributed to the non-stringency of this work. An example of such is the absence of some important questions that have been omitted in the interview guide and were later found to be important for analysing the data. An example is the lack of an open-ended question about critical success factors. At present, these are limited to just a few areas determined by the findings from the theoretical framework.

6.2 Recommendations for future research areas

Considering the results from this study, two areas for future research may be of interest for organisations that intend to invest in Corporate Coaching.

The relation between goals and effects should be investigated, in order to better understand the mechanisms by which coaching contributes to organisations' bottom-line profitability. A comparative case study, where different goals are set within the same environment and conditions, would probably either confirm or reject the theory. Moreover, if such a study can isolate the effects of coaching, it may be of interest to evaluate how the direction of individual goals can differ from that of organisational ones – understanding that contradictory ones seldom provide an increase in bottom-line profitability.

Secondly, it may be of great interest to investigate the potential differences in organisational effects between organisations that choose external coaches and those that rely on their managers to coach.

7 Appendices

7.1 Appendix 1 – Desired qualities of an coach

| General skills required of an coach |
|---|
| Self-awareness and self-knowledge |
| Relationship-building skills (including ability to establish rapport) |
| Flexibility of approach |
| Ability to encourage new perspectives |
| Ability to design an effective coaching process |
| Clear and effective communication skills (verbal and non-verbal) |
| Ability to challenge and give feedback |
| Ability to establish trust and respect |
| Ability to motivate |
| Ability to assist goal development and setting, including giving feedback |
| Listening and questioning skills |
| Ability to assist in making sense of a situation |
| Ability to identify significant patterns of thinking and behaving |
| Ability to facilitate depth of understanding |
| Ability to promote action |
| Ability to build resilience |

* Authors consolidation with adoption from CIPD (a 2004)

7.2 Appendix 2 – A coaching climate

So what exactly is a coaching climate? You will know you have a coaching climate when:

- Personal growth, team development and organisational learning are integrated and the links clearly understood.
- People are able to engage in constructive and positive challenging.
- People welcome feedback (even at the top) and actively seek it.
- Coaching is seen as a responsibility of managers and their direct reports.
- There is good understanding at all levels about what effective developers and developees do.
- Coaching is seen primarily as an opportunity rather than as a remedial intervention.
- People are recognised and rewarded for their activity in sharing knowledge.
- Time for reflection is valued.
- There are effective mechanisms for identifying and addressing barriers to learning.
- People look first inside the organisation for their next job.
- There are strong role models of good coaching practice.

So how do you create a coaching climate?

- By ensuring that managers have at least the basic skills of coaching.
- By equipping all employees with the skills to be coached effectively.
- By providing an advanced coaching skills programme for senior managers and HR staff.
- By providing opportunities to review good coaching practice.
- By recognising and rewarding managers who demonstrate good coaching behaviour and commitment to coaching.
- By measuring and providing feedback on the quality, relevance and accessibility of coaching.
- By ensuring that top management provides strong, positive role models.
- By identifying cultural and systems barriers to developmental behaviours.

HR practitioners can track how much the organisation is perceived to support development and coaching activity in a variety of ways, including through employee attitude surveys. This is something that can be measured and used as a broad benchmark of progress towards a coaching culture.

* Source: CIPD (a 2004) with adoption from www.clutterbuckassociates.co.uk

7.3 Appendix 3 – Benefits of individual and Organisation

Benefits for the individual

- Learn to solve own problems
- Improve managerial and interpersonal skills
- Have better relationships with colleagues
- Learn how to identify and act on development needs
- Have greater confidence
- Become more effective, assertive in dealing with people
- Have a positive impact on performance
- Have greater self-awareness and gain of new perspectives
- Acquire new skills and abilities
- Develop greater adaptability to change
- Improve work–life balance
- Reduce stress levels

Benefits for the organisation

- Improve productivity, quality, customer service and shareholder value
- Can gain increased employee commitment and satisfaction, which can lead to improved retention
- Demonstrate to employees that an organisation is committed to developing its staff and helping them improve their skills
- Support employees who've been promoted to cope with new responsibilities
- Help employees to sort out personal issues that might otherwise affect performance at work
- Gain a satisfactory process for self-development
- Support other training and development initiatives eg reduce 'leakage' from training courses

Source: CIPD a 2004

7.4 Appendix 4 – Informing letter

Stockholm 12 May 2005

Subject: Request for participation in research about organisational effects from coaching

A research within the programme:
Henley Mangement Collage, UK
MBA-distant learning programme
Dissertation, General MBA
<http://henleymc.ac.uk>

Dear Sir / Madame,

For my dissertation research I am now looking for organisations that would like to participate in an exciting study about what effects organisations can expect from coaching. I am a 37 year old self-employed and student at one of Europe's highest ranked business schools.

The questions I wish to be answered in my research are:

- Why and when can coaching be used effectively?
- How is it delivered and performed?
- Can coaching replace other form of Training & Development?
- In which areas can effects of coaching be noted?

What's in it for you?

Results will be presented to participating organisations and hopefully answer how and when corporate coaching can be used in a best way and with that prepare arguments *pro et contra* its usage.

What kind of support do I need from you?

For successful completion of the study I wish to interview the manager of the coachee and involved HR-person.

Time frame and method

Interviews are planned to be conducted during the period of June through August 2005 with full confidentiality and according to scientific principles. At least 15 respondents are required. Description of definitions and delimitations are attached.

I appreciate your interest in this research and hope for your participation.
Looking forward to your response.

Yours sincerely

/Ralf W Löbel
ralf@lobel.nu
+46 70 99 66 404

Note: Translated from Swedish

7.5 Appendix 5 - Confirming letter

Stockholm 1 juni 2005

A research within the programme:
Henley Management Collage, UK
MBA-distant learning programme
Dissertation, General MBA
<http://henleymc.ac.uk>

Thank you for participating in the survey that aim to answer if Swedish organisations can benefit from Corporate Coaching. We have agreed for a telephone interview of maximum 45 minutes where I will call you

Friday 21 September at 1:30 p.m

The interview is conducted in full secrecy. No one but you and I are entitled to the notes from the interview, which will be handled with confidence. Presentation of data will be presented consolidated where only the participating organisations name will be published making it impossible to trace you, your department or individual answers.

For best results of the interview I suggest you will find a place where you can speak freely and where you can sit comfortably. Maybe you also now have the possibility to consider potential organisational effects that may have come true as a result of the coaching.

Please, do not hesitate to contact me in time if you regard anything to be unclear. I would appreciate if all your eventual questions are answered in advance so that we can focus allocated time for the interview it self.

In my research I try to answer the following:

- Why and when can coaching be used effectively?
- How is it delivered and performed?
- Can coaching replace other form of Training & Development?
- In which areas can effects of coaching be noted?

A copy of the Dissertation and its results will be sent electronically to each participating organisations HR-manager estimated to be done by the end of fourth quartile 2005.

Kind Regards

/Ralf W Löbel
ralf@lobel.nu
+46 70 99 66 404

Note: Translated from Swedish

7.6 Appendix 6 – Distribution of responses

| Distribution of responses | | | | |
|---------------------------|--|-----------|----------|----------|
| Organisation | Respond in favour of X number of coachee's | Managers | Project | Other |
| A | 1 | | | 1 |
| B | 20 | 20 | | |
| C | 5 | | 3 | 2 |
| D | 3 | 3 | | |
| E | 5 | 4 | | 1 |
| F | 1 | | 1 | |
| G | 3 | 1 | 2 | |
| Total: | 38 | 28 | 6 | 4 |
| | 100% | 73,7% | 15,8% | 10,5% |

Note: 'Others' regard high-potential employees regarded as future managers. 'Project' regards Project manager.

7.7 Appendix 7 – Interview guide

- | | | |
|---|--|---|
| 1 | Control question <i>1 minute</i> | Received information? No sources of disturbance? Any question? External Coaching? Who else is aware of coaching? What form of coaching? What is your business/branch? |
| 2 | Programme Set-Up (CSF) <i>10 minutes</i> | Describe the coaching initiative. <ul style="list-style-type: none"> • Who was offered? How wide spread? • Role and responsibility of people involved? • Time frame? • Who purchased and who recommended the coach? • Purpose for coaching? Focus on problem or potential? • Eventual delimitations or other framework? • Was the purpose known and to whom? (Hidden agenda) • Frequency of contacts, its content, purpose and people involved during the process? • How was measurement conducted? How/When/Why |
| 3 | Purposes <i>3 minutes</i> | a) What was the purpose of coaching programme? Career, grow managers, Team, others b) What was the specific reason coaching was called upon? Manager vacancy, Org. changes, time/cost efficiency, enforce teams, others |
| 4 | Effects <i>15 minutes</i> | a) Describe eventual effects, as well positive as negative, you noticed with the coachee during the programme? b) How do you believe that the programme has contributed to the organisation as whole? <ul style="list-style-type: none"> • What kind of business effects can be noticed? • How where the effects visualised/observed – could be noted? c) Please estimate if investments of coaching have met its cost or even exceed them in long and short term. |
| 5 | Potential disturbances <i>3 minutes</i> | a) What other forms of T&D was offered during this period and which did the coachee attend? b) What events, private or corporate, occurred during the programme that may have had an impact on the coaching process and its results? |
| 6 | Alternatives <i>3 minutes</i> | Do you believe Corporate Coaching can replace other T&D initiatives? Which and how? Can coaching be replaced by other development methods? |
| 7 | Environmental issues (CSF) | a) Please, describe your organisation culture. How are decisions made? Top-Down or Bottom-Up? |

10 minutes

b) How do you believe the balance between responsibility and authority to be within your organisation?

c) Short questions

Openness (Do not agree = 1 and Fully agree = 5):

- Our organisation culture is open
- I dare to criticise the directors, my boss and the company
- I dare to question decisions made
- I dare to bring any subject up at a meeting
- I do not have to be ashamed for mistakes I make

Confidence (Do not agree = 1 and Fully agree = 5):

- I have enough responsibility to perform my work
 - If I made a mistake my manager would openly stand-up for me and defend me
 - It is up to me to solve a problem on my own without external control
 - I can choose my own development and training. No-one tells me what to do
-

d) Please, describe your leadership style.

- Please mention four factors that are significant for your leadership style.

e) Short questions

Leadership Style (Weak = 1 and Strong = 4):

- Praise
- Involve
- Listen to/Recognise a emotion/Empathy
- Contribute/Be there/Support

f) Describe your confidence for the coachee.

g) Please, describe what kind of people work with the organisation.

h) Short questions

Competence (Low = 1 and High = 5):

- Formal knowledge
- Experience, skill

Ability (Low = 1 and High = 5):

- Ability to perform own work
- Ability to adopt changes
- Ability to co-operate/work with others

Confidence (Low = 1 and High = 5):

- Self-confidence at work and to own performance
- Confidence for you as manager
- Confidence for the organisation
- Confidence for colleagues and their work

Motivation (Low = 1 and High = 5):

- Motivation to perform work
- Motivation to take upon challenges
- Motivation to support others
- Motivation for own success and performance

7.9 Appendix 9 – Purposes for initiation of coaching

| Purpose for coaching | | |
|----------------------|------------------------|-----|
| Code: | Purpose: | No: |
| 1 | Leadership skills * | 8 |
| 2 | Personal qualities | 6 |
| 3 | Well-being / Stress | 3 |
| 4 | Teambuilding / Co-op. | 2 |
| 5 | Organisational changes | 1 |
| 6 | Communication | 1 |

* Includes leadership of as well project as line

7.10 Appendix 10 – Effects observed during CC

| Individual visible effects DURING | | | |
|-----------------------------------|---|-----|-------|
| Code: | Effect: | No: | Role: |
| PQI | 'Healthier' self -image | 3 | HR/M |
| PB | Improved delegation | 2 | M |
| PB | Better on priority | 2 | M |
| PQI | Merrier | 2 | M |
| R | Increased communication and co-operation to overcome challenges | 2 | M |
| R | Improved dialogue and communication | 2 | HR/M |
| PB | Better priority at work | | M |
| PB | More self -acting | | M |
| PB | Vider perspective of their function | | M |
| PB | Business related leadership | | M |
| PB | Improved understanding of problems | | M |
| PB | More efficient planning | | M |
| PB | Stay on budget | | M |
| PB | Improved ' clarity ' when projects start and end | | M |
| PB | "Direct application of knowledge as result of coaching" | | M |
| PB | Thinking strategically in a longer perspective | | M |
| PB | More action and less talking | | M |
| PB | Faster decisions | | M |
| PB | Improved structure of meetings | | M |
| PB | Lead and dialogue towards a decision and ensure a decision is made | | M |
| PB | Surrounded with less uncertainty, more clear | | M |
| PB | Use of an common language | | HR |
| PB | Common references | | HR |
| PB | Improved structure and delimitations | | HR |
| PB | Manage their job better | | HR |
| PB | Stops and think before acting | | M |
| PB | More focused on tasks ahead | | M |
| PB/R | More clear achorage of decisions | | HR |
| PB/R | Dared to discuss and to question statements and colleagues in a constructive way | | HR |
| PQI | Relieved | | M |
| PQI | Work less over-time | | M |
| PQI | Did grow in role as manager | | M |
| PQI | Increased self -confidence | | M |
| PQI | A softer way and approach | | M |
| PQI | Did become more humble | | HR |
| PQI | Be prepared for future challenges | | HR |
| PQI | Increased motivation | | M |
| PQI | Improved well -being | | M |
| PQI | Changed attitude for the better | | M |
| R | Understanding and acceptance of individual differances | | M |
| R | Better working climate | | M |
| R | Better comfort within group | | M |
| R | Better relations with other projects | | M |
| R | More clear communication /feed-back | | HR |
| R | Reduced conflicts | | HR |
| R | Had a more open dialogue | | HR |
| R | Easier to work with | | M |

Explanations/Coding: PQI = Personal Quality improvement
 PB = Performance Builder
 R = Relation improver

7.11 Appendix 11 – Organisational effects, after

| Effects contribution to the organisation | | | |
|--|--|-----|-------|
| Code: | Effect: | No: | Role: |
| D | Shorter lead time for start of activity | | M |
| D | Faster project throughput | | M |
| D | People talk less and act more due to insight that it is their responsibility and no other will do the task for | | M |
| I | Joy at work | 3 | HR |
| I | Managers more self -confident | 2 | HR |
| I | A softer atmosphere at work | 2 | M |
| I | Employees more willing to take initiatives | 2 | M |
| I | Employees deal with challenges in a better way, self | | HR |
| I | Relief managers burden to coach | | M |
| I | A common language among managers | | M |
| I | A sense of more professional company culture | | M |
| I | A better understanding of the business | | M |
| S | Continuous feed-back makes employees hold on to set direction | | HR |
| S | Employees more satisfied with the leadership proven in the annual employee survey | | M |
| S | Improved co-operation | | M |
| S | Managers ability to lead organisational transformations | | HR |
| S | Employees focused | | HR |
| S | Reduced friction among project members and external projects | | M |
| S | Better priority | | M |
| S | Success of maintaining a valued employee and prohibit her from collapse | | HR |
| S | Much easier to come to conclusions and make uncomfortable decisions such as regarding savings | | M |
| S | Transformation of managers behaviour from Administrators to Managers | | M |
| S | More confident managers generate stability and clear direction | | M |

Explanation/Code: D = Effect that organisations **directly** can absorb and quantify
 I = Effect that organisations **indirectly** can encounter
 S = Effect that organisations **semi-directly** can encounter

Note: No = Number of respondents that mentioned it

7.12 Appendix 12 – Disturbances

| Disturbances | | | | | | | |
|--------------|----------------------------------|--|--|--|-----------|------|---------|
| No: | Personal | Organisational | Purpose | Reason | Resp.Org. | Role | Impact: |
| 1 | n/a | In a wider perspective change processes performed | Manager | Wrong self-image Stress | A | M | Yes |
| 3 | A broken up relation with a peer | n/a | Personal support | Stress | B | HR | Yes |
| 7 | Family relation, problem | Work at two premises, travel | Manager | Wrong self-image Sharp edges | C | M | Yes |
| 11 | A broken up relation | Increased work-load Integration re-organisation, dismissals | Manager | More strategic planning Goal focus | D | M | Yes |
| 2 | n/a | Consolidation of units New manager leadership style | Manager | More strategic planning Goal focus | D | M | Pos |
| 4 | Found a boy friend | Manager came back Large assignment to lead Task stressed in time | Personal support | Relational issue, boss unclear about responsibility | B | M | Pos |
| 8 | n/a | Re-organisation | Manager | Low survey score | D | HR | Pos |
| 6 | n/a | Re-organisation | Train in coaching Improve interaction | - | E | M | No |
| 9 | n/a | Very messy organisation | Personal & Manager | Wrong self-image | C | HR | No |
| 5 | Yes | Re-organisation | Manager | New as manager | F | M | ? |
| 10 | Family relation, problem | n/a | Personal & Manager | Stress | A | HR | ? |

Explanation:

In order to prevent traceability of data the responding organisations are coded alphabetically. Some respondents believed in an impact but were not sure whether it was positive or negative therefore coded as YES.
The first column named 'No:' equals the respondents coded number.

7.13 Appendix 13 – Organisational Culture

| Company culture | | | |
|-----------------|-------------------------|-----|--------|
| Code: | Characteristics | No: | Role: |
| 1 | Open | 4 | HR / M |
| 2 | Collegual | 3 | HR / M |
| 3 | System thinking / Proce | 3 | HR / M |
| 4 | Individualistic | 3 | HR / M |
| 5 | Consensus driven | 3 | HR / M |
| 6 | No feed-back | 2 | HR / M |
| 7 | Blame culture | 1 | HR |
| 8 | 'Jante' * | 1 | HR |
| 9 | Envy | 1 | HR |
| 10 | Operation focus | 1 | HR |
| 11 | Fear | 1 | HR |
| 12 | Control | 1 | HR |
| 13 | Multi-cultural | 1 | HR |
| 14 | Dynamic | 1 | HR |
| 15 | Effective | 1 | HR |
| 16 | Complex | 1 | HR |
| 17 | Job security | 1 | HR |
| 18 | Whining | 1 | HR |
| 19 | Fun work | 1 | HR |
| 20 | Competitive | 1 | HR |
| 21 | Teamoriented | 1 | M |
| 22 | Engaging | 1 | M |
| 23 | Holistic | 1 | M |
| 24 | High ethics | 1 | M |

7.14 Appendix 14 – Management style

| Management style | | | |
|------------------|---------------------------|-----|--------|
| Code: | Characteristics | No: | Role: |
| 1 | Informal * | 4 | HR / M |
| 2 | <i>Avoiding conflicts</i> | 3 | HR |
| 3 | Soft leadership | 3 | M |
| 4 | Belief in employees | 2 | M |
| 5 | Dialogue | 2 | M |
| 6 | Customer centric | 2 | M |
| 7 | Clear | 2 | HR / M |
| 8 | Pragmatic | 2 | HR / M |
| 9 | Responsible | 2 | HR / M |
| 10 | Engaging | 1 | M |
| 11 | Situational | 1 | M |
| 12 | Traditional operative | 1 | M |
| 13 | Supportive | 1 | M |

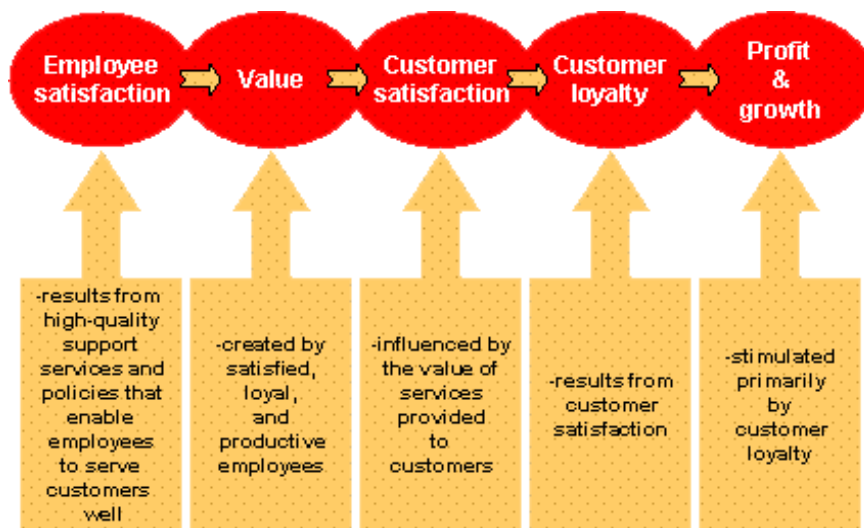
* Including: Participative and democratic

7.15 Appendix 15 – Employee style

| Employee style | | |
|----------------|--------------------------|-----|
| Code: | Characteristics: | No: |
| 1 | Motivated * | 9 |
| 2 | Academic / High edu. | 7 |
| 3 | Specialists | 5 |
| 4 | Responsible | 3 |
| 5 | Career focused | 3 |
| 6 | Loyal | 3 |
| 7 | Competent | 3 |
| 8 | Open | 3 |
| 9 | A friend / Nice / Happy | 3 |
| 10 | Communicative | 1 |
| 11 | Life balance / Integrity | 1 |

* Includes: Engaged/Initiative/Driven/Responsible for own development and future

7.16 Appendix 16 – The Service Profit Chain



8 Literature

Notice:

- <A> Article
- Book
- <D> Dissertation or equal academic work
- <S> Survey
- <I> Internet resource
- <R> Report or White Paper

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