Introduction of a coaching culture into an organisation
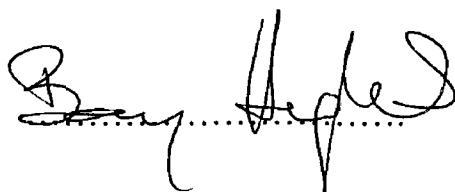
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A dissertation submitted in partial fulfilment for a BA (Hons) in
Human Resource Management

National College of Ireland
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Declaration

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of B.A (Hons.) in Human Resource Management is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work

Signed:

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Acknowledgements :

I would like to thank my partner and family for there support and strength throughout the process of writing this thesis.

Chapter One

Trinity College Dublin was founded in 1592. It is the oldest university in Ireland and of the older universities of Western Europe. On today's campus, it contains state-of-the-art libraries, laboratories and IT facilities which stand alongside historic buildings on a city centre 47 acre campus. Trinity College Dublin is broken into three faculties they are as follows – Faculty of Engineering, Mathematics and Science, Faculty of Arts, Humanities and Social Sciences and finally the Faculty of Health Sciences. Each faculty contains various schools, for example the Faculty of Health Sciences contains the School of Medicine, School of Midwifery and Nursing. The below diagram shows the structure for the university (Figure 1.0)

Figure 1 *Trinity College Dublin – Structure*
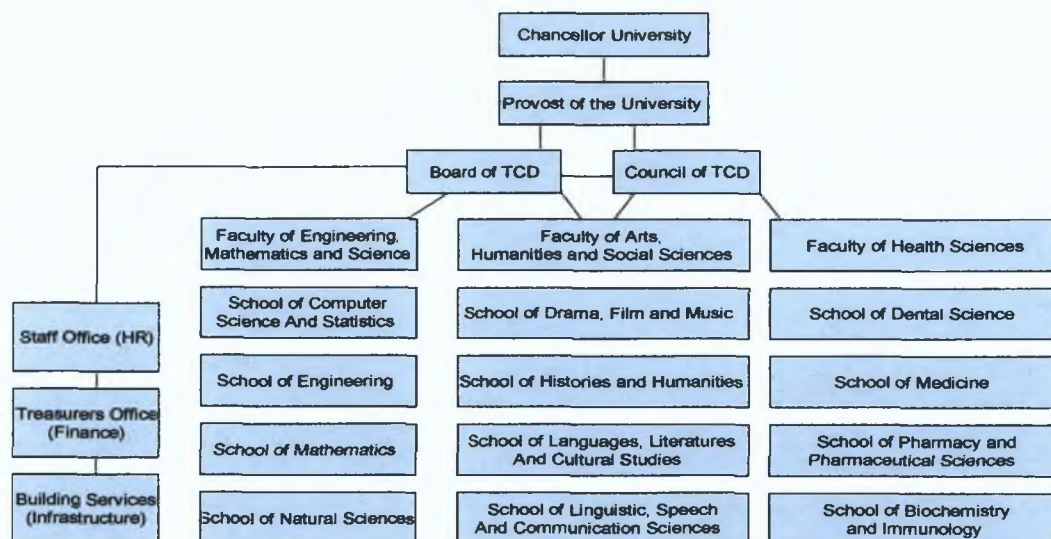
Each of the faculties has a Human Resource Faculty Advisor who deals with all the local HR issues relating to his/her faculty. These issues range from probation, to performance management. The Staff Office deals with the administration such as contracts,

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recruitment and salaries. In a recent discussion with the HR advisor for Arts, Humanities and Social Sciences the need for some sort of a coaching culture to be introduced into the faculty was raised.

The current economic climate has had a significant effect on the amount of money being put into third level institutes across the country. This has resulted in TCD cutting most of its budgets, in particular the training and development budget within the university. One way to deal with this crisis is to introduce a coaching culture. The ideal behind a coaching culture would be that individuals across the organisation at all levels can share their knowledge and experiences. A coaching culture within an organisation is a culture where not only formal coaching occurs, but also where most people use coaching behaviours as a means of managing, influencing and communicating with each other. Creating a coaching culture that is embedded, demonstrates a progressive organisation that places much emphasis on staff development.

Why introduce a coaching culture? To many people, the talk of a coaching culture seems far removed from the practical reality of their working lives. However, the Chartered Institute of Personnel and Development (CIPD) survey revealed that those skeptics are increasingly in a minority. In the survey, 80% of respondents agreed that a coaching culture will only work well in a culture that supports learning and development.

There is growing academic support for the view that developing a coaching culture can yield significant organisational benefits. The Harvard Business Review (2004) had an article by Sherman and Freas which argued the case for a coaching culture in this way. "When you create a culture of coaching, the result may not be directly measureable in dollars. But we have yet to find a company that cannot benefit from more candour, less

denial, richer communication, conscious development of talent, and disciplined leaders who show compassion for people."

This thesis will examine why and how a coaching culture should be introduced into 3rd level institutions, taking Trinity College Dublin as an example. In the next chapter, the current thinking on coaching culture will be explored.

Chapter Two : Literature Review - Industrial/Organisational Context (TCD)

2.1 Introduction to the literature review

This thesis will examine the topic of introducing a coaching culture from an academic and organisational perspective. In this chapter the literature on the subject and is how it relates to and academic establishment, such as TCD, will be reviewed.

Well managed companies pay close attention to the development of their human resources. They handle development as part of a larger system of performance management that includes performance appraisal, formal training, and rewards. However, these formal programs are more often the most obvious methods of making the most of human assets. Less obvious, but equally important, are the day to day manager-employee interaction.

At this stage, it is important to accurately define some of the terminology that will be routinely referred to throughout the course of the thesis—

- *Coaching* – There is some confusion about what exactly coaching is, and how it differs from other 'helping behaviours' such as counselling and mentoring. Broadly speaking, the CIPD defines coaching as developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals.

- *Mentoring* – The CIPD website defines mentoring as "the long term passing on of support, guidance and advice". In the workplace it has tended to describe a relationship in which a more experienced colleague uses their greater knowledge

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and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff.

- **Coaching Culture** - The 2005 Annual Training and Development Survey from the Chartered Institute of Personnel and Development (CIPD) revealed that 88% of organisations are now using managers as coaches in some form or other. However, it is clear from this survey that not all of those organisations fully understand what is meant by coaching.

A coaching culture within an organisation is a culture where not only formal coaching occurs but also where most people use coaching behaviours as a means of managing, influencing and communicating with each other.

2.2 History of coaching

In "The Coaching at Work Toolkit" by Perry Zeus and Suzanne Skiffington (2005), a brief history on coaching is provided. The word 'coach' first occurred in the English language in the 1550s. It referred to a particular kind of carriage that transported people from one place to another. Of course today the idea of coaches carrying individuals is diametrically opposed to the underlying philosophy of coaching which is based on an active, collaborative partnership. In 1850s the word coach was used in English universities to refer to a tutor or a person who helped students prepare for examination. However, the notion of a passive passenger can be seen in the 1930s and 1940s in the form of an individual who was assisted by a mentor in becoming all that the mentor thought they should be.

Coaching as an aspect of business management was first introduced into the management literature in the 1950s as a management skill. Life skills coaching began as an educational program for disadvantaged individuals in New York in the 1960s. The

program, with the addition of problem solving skills, was transported to Canada. Here, life skills coaching and business coaching fused. For the first time, coaching was acknowledged as a profession with widespread training and credentials for coaches. In the 1980s with the outgrowth of leadership programs, the concept of executive coaching began to emerge as a new and powerful discipline.

2.3 The case for a coaching culture

In this section the reasons why an organisation would want to introduce a coaching culture into its way of business will be examined. One of the issues that may be encountered with the introduction of a coaching culture/environment is that employees may ask "What am I going to give up?" If people in the organisation are going to spend a lot more time in a reflective space – in coaching and being coached, in applying coaching principles to business issues wherever they occur – they will have to find the time and energy somewhere. That can only come from a drastic shift in personal and organisational priorities, from being busy to being effective. Part of the problem, as the work of Bruch and Ghoshal (2002), Stephen Covey (1989) and others has shown, is that people like being busy and not having to think too deeply about what they are doing. In addition, if creating a coaching culture is demanding, living in a coaching culture may be potentially even more so. One the costs of creating a coaching culture is that it may become increasingly difficult to find people with the mental resilience and good will to populate it.

The CIPD book "Making coaching work – Creating a coaching culture" by David Clutterbuck and David Megginson recommends that the Human Resources department should make a business case to the management board of each organisation, as it is essential to have management buy into coaching. Some of the potential benefits

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conferred through the implementation of a coaching culture for employees in an organisation are:

- ceaselessly identifying better ways of doing things
- ability to change roles rapidly as business requires change – slipping into new roles and becoming competent in them very rapidly
- commitment to developing themselves and other people in their department
- access to learning from others whenever they need it

Achieving the above will not be done over night, and in contrast will be a long term project within TCD. It's success will require the creation of a different kind of business, where coaching behaviours are valued because they are role modeled at the top, recognised and rewarded at all levels, and sustained throughout all the traumas and crises an organisation will encounter over the coming years.

There will be a cost involved for TCD, as employees will need to be trained as coaches and then other staff will receive coaching from these individuals. Everyone in the organisation will have to make time for this training. With that in mind the organisation (TCD) may have to stop doing many things which they are accustomed within certain timeframes, in order to make time for the coaching culture proposed.

TCD has emerged in the top 50 universities in worldwide and indeed, is the only Irish university to get into the top 100. The challenge for TCD is initially to maintain this position, but in the future to potentially improve their ranking. One step toward achieving this goal could be the introduction of a coaching culture as a way for all TCD employees to build on the knowledge base they already have, and further expand their skills.

The CIPD factsheet on coaching highlights a valid point, "the case for investing in a coaching culture is not the same for every organisation. It is strongest in those organisations that rely on the efficacy, loyalty and ingenuity of their people". TCD is most definitely one of those organisations, and throughout the course of this thesis a review of how this could be implemented will be addressed.

2.4 The role of Human Resources in coaching

HR has an important role in the introduction of a coaching culture, as it needs to win over senior management in an organisation to ensure that the project will have their support. There are three ways in which HR can do this:

1. *Set an example* – If HR is promoting a coaching culture, it is important that HR set the example. In other words, they should be the guinea pigs for the organisation, thereby setting the precedent for performance change.

2. *Pace of change* – The leaders (senior management) can raise the pace and intensity of change to a coaching culture by the quality of the coaching they provide, and the willingness of these leaders to be coached. HR should assist and support the leaders in the organisation with the pace of change.

3. *Positive reinforcement* – HR needs to ensure that the coaching culture is reinforced across the organisation with change agents. These change agents would be coaching champions. They would be enthusiastic individuals, who believe in a coaching culture and they want to bring about the necessary change in the organisation.

4. *Communication* – HR will be responsible for communication. They will need to ensure a high degree of professionalism so that employees understand why the change is happening and what the benefits of these changes are. HR should also

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be responsible for the creation of a two way communication process between management and employees.

The CIPD book by Clutterbuck and Megginson provides a useful checklist which HR should use when implementing this type of change:

- Measure outputs as well as inputs
- Develop the story
    - o Prepare the initial story
    - o Evolve the story with stakeholders
    - o Sustain the story in the face of erosion
- Implement the story
    - o Gather examples (and champions) from the unfolding story
    - o Propagate qualitative and quantitative good news
    - o Address the bad news – clear sighted perspective
    - o Be a role model
- Embed the story
    - o Support leadership team's own coaching
    - o Enable young and older managers to build their developmental credentials
    - o Assess impact of existing process on dialogue, reflection and learning
    - o Be guardian of coaching culture and values

2.5 The skills base for coaching

"Everybody in the organisation needs some skills of coaching and being coached; some individuals and teams also need related skills of supporting and promoting coaching – i.e. creating the circumstances and environment where it occurs continuously and

naturally. In a coaching culture, the skills base is also dynamic – people's roles as coach, coachee, or facilitator of coaching are interchangeable and constantly evolving." (Pg. 44, Making coaching work)

One of the first goals for HR in TCD will be to seek out coachees and coachers. One of the core reasons for creating a coaching culture is to make people aware of the large amount of opportunities around them in the organisation, and with the help of coaching they can begin working toward these opportunities.
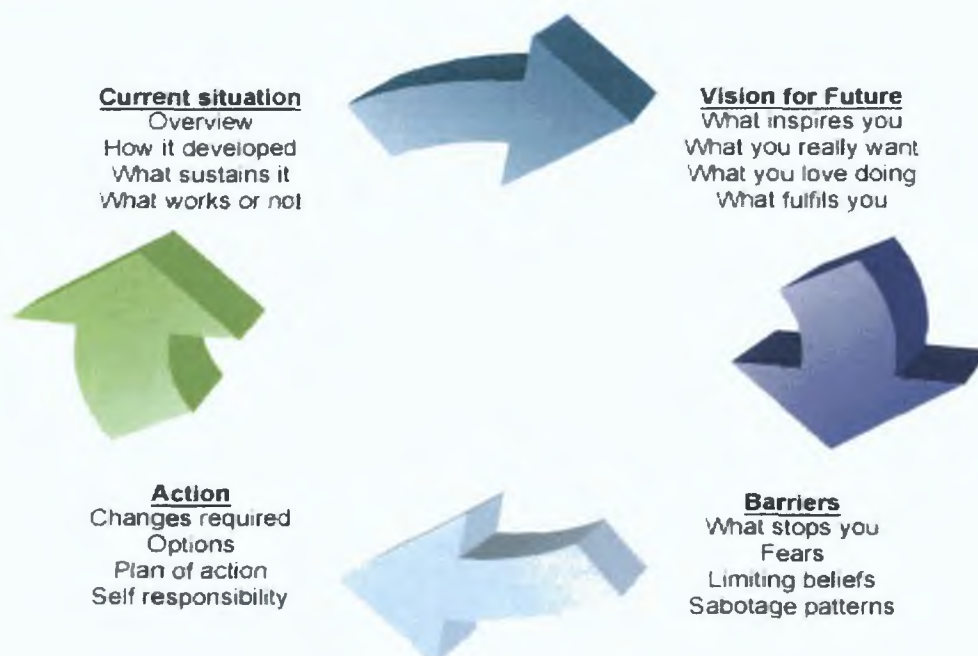
There are a number of reasons why people do not seek out coaching, they need to be highlighted so HR know how to deal with these individuals –

- Employees not wanting to admit weakness to managers – "a complete mentoring program in a large financial institution collapsed because graduate mentees were afraid to show any chinks in their armour." (Pg.24 The industrial society – coaching. The Regular Benchmark). Their graduates were on a two year probationary period, after which half of them would be let go. This type of situation arose because the graduates where afraid if they spoke up they would lose there chance of a permanent job.

- Workload - it is common for people to say that they are far too busy to be coached. It is not just that they feel they cannot make the time for coaching itself, it is also that they lack the reflective space to prepare mentally for being coached. Coaching requires a coachee not just to turn up, but also go into the session with heart and mind prepared.

- Culture – if the employees within the organisation perceive that admissions of weakness will lead to a punishment or censorship, those employees will not expose their learning needs.

Coaching is an activity through which management work with employees to foster skill development, impart knowledge, and instill values and behaviors that will help them achieve organisation goals and prepare them for more challenging assignments. Coaching is often the byproduct of performance appraisal. Most of the time, however, it takes place in the course of everyday business, for example when a perceptive manager sees a way to help employees do things better. The importance of coaching has grown as organisational structures have flattened, and the necessity for continual learning is recognised.

At the managerial level, many could question the benefits and reasons for becoming a coach. In reality, effective coaching will actually make a manager's job easier and potentially enhance their career prospects.

Figure 2 *The coaching cycle*

Current situation
Overview
How it developed
What sustains it
What works or not

Vision for Future
What inspires you
What you really want
What you love doing
What fulfils you

Action
Changes required
Options
Plan of action
Self responsibility

Barriers
What stops you
Fears
Limiting beliefs
Sabotage patterns

(http://www.lifecoachassociates.co.nz/holistic-coaching.html&usg)

Some of the reasons why managers should adapt a coaching culture are outlined in "Coaching and Mentoring – how to develop top talent and achieve stronger performance", Harvard Business Essentials. They include the following points:

1. *Overcoming performance problems* – The likelihood is that one or more employees may not be able to handle the tasks assign by management. For example, one may have difficulty with written reports, another with time management, while another may never contribute to weekly staff meetings. Each of these short comings can make a manager's job more difficult and in the majority of cases coaching can often solve these issues.

2. *Developing employee skills* – Coaching is a means for developing new skills among employees, such that employees with more skills may, in turn, take on some of the routine managerial tasks. The ability to delegate those tasks will provide management with more time to think, plan and to motivate others within the team or department.

3. *Increasing productivity* – Following the implementation of a greater know-how and effectiveness through coaching, it would be expected that employees will work smarter. This should result in the improvement of unit performance, and ultimately the manager's standing within the company structure.

4. *Creating promotable employees* – Managerial career prospects are determined to some extent but how the human resources are developed within a section. It is critical to prepare employees for important roles in an organisation. Indeed, in doing so, career advancement is enhanced for the coach, as an individual capable of stepping into the manager's shoes would have been identified.

5. *Improving retention* – Coaching can help by reducing turnover, especially among people that are identified as those most suitable for career advancement. Employees are more loyal and motivated when their boss takes the time to help them improve their skills. In many cases, as a voluntary and collaborative activity, coaching can build trust between managers and employees, which may translate into greater loyalty.

6. *Fostering a positive work culture* – Good coaching can result in greater job satisfaction and higher motivation. It may also improve the working relationship of managers with employees, making managerial roles much easier.

In summary, coaching can help employees with low motivation, help overcome performance problems, develop their strengths and new skills, and can help prepare individuals for higher-level jobs.

During the course of this thesis a senior lecturer was interviewed from the Department of Surgery about how he would like to see coaching introduced into his department. He gave an example of a problem he faced with one of his post-doctoral fellows.

"Mr. X is a very accomplished scientist, with superb technical skills. However, his communication and management skills are lacking. He would much rather spend time at his laboratory bench, than developing new research within the team structure of the department with post-graduate students. The development of high quality research is hugely dependent on an organised team structure to ensure that all the research team are working in tandem to meet deadlines, ultimately communicating the findings through quality manuscripts and scientific communications. With this shortfall, this individual's career progression has been limited."

The above interview highlights issues which face many managers and departments on a daily bases. It would also provide evidence based support for the implementation of a TCD coaching based culture across many schools and departments.

The coaching process is generally accomplished through a four-step process of observation, discussion, active coaching and follow-up. These four steps will help the coaches get ready for the task of coaching there team members –

1. *Preparation* – The first step in effective coaching is to observe the employee, whether the coaching is done on the spot, or at scheduled times and places within the organisation. The manager should not do anything until he or she understands the employees skill set. The best way to gain that information is through observation of the employee. The coachers goal should be to understand the person strengths and weaknesses in a business environment. This will help the coach understand the impact the coachee behaviour is having on his/her work colleagues.

2. *Discussion* – The coach will need to be prepared and clear about the purpose of the discussion with the coachee. When the coach is prepared, then they are ready to engage the coachee in a coaching session in which they will discuss strategies for them to overcome performance problems and build new skill sets. The discussion between the two parties should lead to a coaching plan. This plan should bring the coachee's performance up to standard within an acceptable timeframe.

3. *Active Coaching* – Once the coacher understands the coachee and the situation, and they can now implement a coaching plan. The coaching session can now officially begin. An effective coach should offer ideas and advice in such

a way that the coachee can understand them, respond to them and appreciate their value. Giving and receiving feedback is a critical role of an active coach.

4. *Follow-up* – Effective coaching includes follow-up that monitors the coachee's progress. Follow up helps the coachee stay on the improvement track. If they are off-track, follow-ups are a good opportunity to get them back on course. A follow-up might include asking the coachee "are you getting stuck with a certain problem or person?" A follow-up session is good for praising progress, and for seeking opportunities for continued coaching and feedback, should they be required.

The above are just guidelines, however they are helpful for first time managers or coaches in dealing with employees in a coaching situation.

When coaching is introduced into the work place, it should be ensured that it is not a one off coaching training initiative. This can distract attention and energy from the broader objective which is to have permanent behavioural change towards coaching.

To achieve the best possible impact from coaching, the training of coaches, and coachee, should be linked, where possible, to –

- The competences framework, if there is one.
- The training and development portfolio – in particular, ensuring that all training courses, including computer based training, adopt a coaching approach, in part or whole
- The performance of appraisal process
- The business review process
- Induction (receiving coaching from day one)

(Clutterbuck and Megginson: Making Coaching Work)

A cultural change cannot be implemented by simple training some of the TCD employees. There must be an integrated approach, which ensures that all employees receive the same basic understanding of the coaching process, and their responsibilities within that process. This process can ensure that coaches and coachees are trained in their roles at the same time.

Some companies have there own internal certification of coaching, so the organisation provides the facilities for the employees. If you take the organisation like Kelloggs © as an example, they offer a "manager as coach" programme (Hawkins and Smith: Coaching, Mentoring and Organizational Consultancy). They have a core programme on strategy alignment, and continued with two additional modules: influencing for organisational performance and advanced coaching skills. The 'master coach' is offered to senior managers around Europe who claim a particular interest in coaching and demonstrating an aptitude for people development. Their role as a 'master coach' is to champion and model coaching in their team or department. The change to a coaching culture occurred slowly, and was helped by a compelling business case for coaching, and when managers experienced the power of coaching for themselves. Kate Howsley, director of organizational effectiveness at Kellogs was quoted, 'We concluded that to develop others, coaches needed to be developed first'. In essence, the first step to becoming an effective coach is being an effective coachee. For many organisations, external coaching consultants could be employed to implement coaching culture. However, for organisations in the public and non-profit sectors, establishing and maintaining a large panel of external professional coaches is financially prohibitive. Therefore, developing an internal resource, initially at the HR level, which can be rolled out to departmental managers is a good alternative approach. A similar program, to that employed at Kellogs, would be the vision for the coaching culture introduced into TCD.

2.6 Measuring the coaching culture

If a coaching culture is introduced into TCD it would be advised to measure if the coaching culture is successful or not. According to Clutterbuck and Megginson, there are three methods whereby you can measure a coaching culture within an organisation –

- *Quality of coaching within the relationship* – It is recommended that all individuals involved in the coaching relationship should undertake a frequent review. This should be undertaken to observe the rapport between individuals involved in the process. A frank dialogue can reveal hidden barriers to working together, and it can rescue what might be an otherwise failing partnership.

- *Coaching within the team* – Within a team, a coaching culture can be useful as you can see what is going on inside the organisation. Teams may vary considerably in how supportive and enthusiastic they are about coaching behaviour in an organisation. The below questionnaire is useful in assessing attitudes and practice within the team, and it may help stimulate open discussion about the teams behavior in relation to coaching:

	A How true is each statement? Very true / Not at all true 5 4 3 2 1	B How important is this factor to you? 5 4 3 2 1	C A x B or (see text) A - B
13. We are able to discuss relationships with colleagues in confidence			
14. We both attach high priority to coaching sessions			
15. I enjoy and look forward to coaching sessions			
16. The coaching sessions have made a substantial, positive difference to the coachee's performance			
Total scores			

(Clutterbuck and Megginson, Pg99)

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- *Progress towards a coaching culture* – There are four stages which can assist with measuring the progress of a coaching culture. The four stages are nascent, tactical, strategic and embedded.

    a. Nascent stage – An organisation which shows little or no commitment to creating a coaching culture. Some coaching may happen, however it is highly inconsistent in both frequency and quality. The employees in an organisation like this, tend to avoid tackling difficult behaviour out of fear of embarrassment or fear.

    b. Tactical stage – This type of organisation recognise the need to establish a coaching culture. However, there is little understanding of what it means or what is involved in setting up such a culture. The top management of the organisation view coaching as the responsibility of the Human Resources department, and that top management do not need to be involved in the process.

    c. Strategic stage – Such an organisation spends a great deal of time and effort in educating managers and employees in the value of coaching. In these organisations, managers are rewarded or punished for delivering or not delivering on coaching. The coaching process is linked their performance appraisals.

    d. Embedded stage – In an organisation like this the employees at all levels will engage in the coaching process. The coaching occurs mainly on an informal basis.

These measurement tools are very useful in assessing how successful the coaching culture is in any organisation. However, it is essential that a wide range of parties are involved in the process, a sample of employees across the organisation should be

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involved in this process. This will create a fair appraisal of the coaching culture in the organisation.

In summing up, a coaching culture can promote a more open, two-way communication process. It can help build trust and respect in the organisation. It improves working relationships by showing how everyone can bring something to the party. In the past, organisations have viewed coaching as a remedial activity. The academic literature clearly demonstares that if you firmly embed coaching into the culture of an organisation, you can begin to use it as a development tool, where everyone can recognise that part of their role should involve facilitating the development of others. Such a strategy, if implemented correctly can bring about significant operational improvements for Trinity College Dublin.

Chapter 3 : Research Methalogy

3.1   Research Methodology

"Primary research involves collecting data about a given subject directly from the real world. This section includes information on what primary research is, how to get started, ethics involved with primary research and different types of research you can do. It includes details about interviews, surveys, observations, and analysis."

(http://owl.english.purdue.edu/owl/resource/559/01/)

Primary research is any type of research that is carried out by an individual and collected by themselves. The different types of research are surveys, interviews and observational research. A good researcher will know how to use both primary and secondary data in his/her studies and to integrate them in a cohesive fashion to complete their argument. Conducting primary research is a useful skill to acquire as it can greatly supplement research in secondary sources, such as books, magazines, or websites or it may be used individually as the focus of a project. Primary research is an excellent skill to acquire as it may be useful in a variety of settings including business, personal, and academic.

There are a variety of primary research methods. The guide below is designed to show the variety of techniques available to individuals conducting research.

- **Interviews:** Interviews are one-on-one, or small group question and answer sessions. Interviews provide a lot of information from a small number of people and are useful when you want to get an expert or knowledgeable opinion on a subject. A number of different types of interviews exist. The particular interview chosen should be based on the kind of technology available to the individual, the availability of the individuals being interviewed, and how comfortable the

researcher feels talking to people. In this particular research project, face to face interviews will be conducted.

- **Face to Face Interviews:** Face to face interviews, by definition, involve directly sitting down and talking with individuals. They are beneficial because questioning can be adapted in response to the answers of the individual being interviewed. The interviews are usually performed with the assistance of recording devices.

- **Surveys:** Surveys are a form of questioning that are more rigid than interviews and generally involve larger groups of people. Surveys will provide a limited amount of information from a large group of people and are useful when interested in what a larger population thinks.

- **Observations:** Observations involve taking organized notes regarding occurrences in the world. Observations provide useful insight about specific people, events, or locals and are useful when obtaining information about an event without the biased viewpoint of an interview.

- **Analysis:** Analysis involves collecting data, and organizing it in some fashion based on criteria you develop. They are useful when information on trends or patterns are required. An example of analysis would be to record commercials on three major television networks and analyze gender roles.

When conducting research the decision needs to be made whether it be a Quantitative and/or a Qualitative approach.

- **Quantitative research:** Is the systematic scientific investigation of properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to natural phenomena. The process of measurement is central to

quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

- Quantitative research is widely used in both the natural sciences and social sciences, from physics and biology to sociology and journalism. It is also used as a way to research different aspects of education. The term quantitative research is most often used in the social sciences in contrast to qualitative research.

- **Qualitative research:** Is a field of inquiry that crosscuts disciplines and subject matters. It involves an in-depth understanding of human behaviour and the reasons that govern human behaviour. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behaviour. Simply put, it investigates the *why* and *how* of decision making, as compared to *what*, *where*, and *when* of quantitative research.[1] Hence, the need is for smaller but focused samples rather than large random samples, which qualitative research categorizes data into patterns as the primary basis for organizing and reporting results. Qualitative researchers typically rely on four methods for gathering information:
  - o participation in the setting,
  - o direct observation,
  - o in depth interviews,
  - o analysis of documents and materials.

3.2   Research Methodology to be employed in this project

The research methodology that was carried out for this report on introducing a coaching culture into Trinity College Dublin was interview based and analysis research which included both the qualitative and qualitative based methodology. There are a number of reasons that these research methods were employed.

Time Issue

Last September 2008 I had an informal discussion with the Human Resources Manager and the School Administrator for Medicine about the research report which I would be conducting on a coaching culture. The concern for me with having to do this primary research would be that the individuals I would like to send questionnaires and conduct interviews with would have limited time to sit down and complete a detailed questionnaire and then for follow-up interviews. The Human Resources manager (Ruth Rafferty) confirmed my fears, she stated "that the HR department was having problems getting employees to complete the surveys in large enough numbers and they would be very reluctant to sit down with a junior member of the Human Resources to discuss sensitive information."

I decided to only interview five individuals from across the Trinity organisation. Each interview would only last 45 minutes at the very maximum. Before I sat down to conduct the interviews, I reviewed the Exit Interview data and Turnover numbers which I analysis for the Board of Directors meeting last November 2008.

Number of People Taking Part

With the seven questions detailed on the questionnaire it was possible to gather a great deal of information from the five people that I selected for interview. All of the

participants chose to remain anonymous as they didn't want this information going back to the Human Resources department or to the Senior Management team. When I was conducting my interviews I was conscience of selecting employees from across the organisation –

Person One –   School of Medicine, School Executive

Person Two –   Staff Office, Executive Officer.

Person Three –   Department of History, Administrator

Person Four –   Department of Surgery, Senior Lecturer.

Person Five –   Treasurers Officer, Team Lead.

Ethical Question

"When you are doing your research you should not treat people unfairly or badly. You should not harm people, or use the information you discover in your research to harm them, or allow it to be used to do harm" (Fisher, 2007, pp. 63).

In the process of conducting this research, I was very aware of the need to assure people involved that the data/information gathered from the interview would be only used for my college project and that no other individuals in the TCD organisation would have access to what was discussed. The interviewees were informed that the college may contact them to confirm that they had participated in the interviews. Each individual who took part in the interviews understood the need for this, as they all work in a third level institute.

Location of Interviews

The five interviews took place in the TCD campus (Dublin 2). The interviewees were asked to meet outside in the local Café, however they did not have the time to leave the building. It was decided that the interviews would take place in the meeting room of the staff office (front square of TCD). The reason for choosing this room was that it provided privacy. Therefore the interviewees didn't have to worry about other workers observing them talking to HR.

Analysing the Data

The data obtained from the interviews was assessed in terms of language, common themes and observation of the individual throughout the course of the interview. This will be reviewed in the next chapter.

Secondary Data –

The research for this thesis is also based on secondary data. The main source of the data comes from the "The Coaching Conundrum 2009" report. The "Coaching Conundrum 2009" research reflects interviews with 60 HR and line leaders, survey responses of 2,041 individuals in Europe and North America.

Chapter 4 : Analysis of Results

This chapter will detail the analysis of the results from both the primary and secondary data recorded throughout the course of the project. The primary data was gathered through interviews with five TCD employees, these interviews where spread out over a four week period. The interviews lasted up to 45 minutes each, due to the fact that the people taking part in the interviews all had busy schedules. A number of common themes were identified between the interviews, and opinions expressed by each of the interviewees were extremely informative.

4.1   Common themes emerging from the interviews

The common themes to emerge from the five interviews have been catagorised into four themes.

Communication – There seems to be good open communication within the TCD organisation. All the interviewees gave positive comments with regard to the communication question. Interviewee 4 stated "there has to be open communication, the team needs to know if I am happy and I need to know if they are happy". All five of the interviewees had some form of regular meeting with their line manager or supervisor. The Senior Lecturer stated that he does a lot of travelling and/or teaching, and therefore is not always within the laboratory to monitor his team, but he did state that he speaks to his team by telephone and emails them regularly to ensure everything is ok. He deals with any issues he can by telephone or email, but also meets his team twice weekly to monitor progress on research projects and also on a one-to-one basis monthly.

Four out of the five interviewees believed that there was good two way communication within their department/school. Good two-way communication is essential for any

change to take place in an organisation. The employees need to be aware of what changes they are planning to make, it is important that management have all employees buy into the change otherwise the change will fail. The data from this question would suggest that there is a good cross party communication in TCD. However, the individual from the Treasurers office highlighted that there was no two-way communication within their section. The reasons for the lack of communication here is not known, however this could be due to a number of factors including internal politics within the department or the very busy working environment within the Treasurer's office.

Culture – The interviewees were asked the following – "Does TCD have a coaching culture?" and "Does your department/school have a learning culture?"

All five interviewees gave a positive response to the second question ("Does your department/school have a learning culture?). Although TCD is a third level education institute which educates full and part time students, this does not mean that the staff are learning too. The response from the interviewees suggested that TCD does have a strong learning culture. This would be helpful in undertaking the transition to a coaching culture. The employees of TCD are open to new ideas and change. This is a major strength for HR to work with, as it could result in a quick acceptance of a coaching culture if the Board/Council accept the proposal.

The second question which was put to all five interviewees, "Do you think TCD currently has a coaching culture in place?" Only three of the interviewees agreed with this statement. One possibility for interviewees not all agreeing with this question could be that indeed TCD does have a coaching culture in some of its departments/schools, and not in others. Even within some departments the coaching culture was described as

being somewhat limited. The senior lecturer in surgery, expanded his answer by detailing how coaching is mainly provided to undergraduate and postgraduate students within his department, with an emphasis placed on their career development as researchers. In contrast, coaching and development of post-doctoral fellows was described as somewhat lacking across the school of medicine. Something he was working strongly on within his department. However many of these research personnel in other groups did not have a good mentor available and indeed their career development was limited by the low numbers of academic posts available in Ireland. The two interviewees who disagreed with the statement, stating that HR and the treasurer's office are administrative areas of TCD which are under staffed and people generally do not want to share their knowledge, possibly for fear of losing their positions as the current economic situation worsens.

There may be some issues with introducing a coaching culture into these areas. Senior managers may need to spend some time getting the employees to buy into the concept of a coaching culture. A coaching culture in TCD may bring about more equality. It would be interesting to re-interview the participants for this research in a one year after a coaching culture is introduced to see if their views on a coaching culture have changed.

Reward/Compensation – The interviewees were asked the following question– "Do you believe that you should receive a reward/compensation for coaching?"

The five interviewees stated that they would not like to receive compensation/reward for conducting or participating in coaching. They believe that as they are working in a learning environment it is important to share knowledge for the benefit of the

department/school which will have a positive effect for the students who are there end users.

One of the interviewees stated that they would like to see some sort of recognition for being involved with the coaching process. The academic reading revealed that some organisation have "coach of the month" or "most improved employee". This could be something that TCD could introduce.

Coaching – The interviewees were asked the following – "Would you like to receive coaching" and "Do you have time to be coached?"

The five interviewees stated that they would like to coached, as each of them had parts of there job which they would like to improve at. The HR team could use this information in there presentation to the Board and Council to support the case for a coaching culture to be introduced into TCD.

The second question which was put to the interviewees "Do you have the time to be coached?" all five interviewees stated that they did not have the time to be coached but they would make the time to get involved in either being the coachee or coach.

The response to the two above questions is excellent for the case of introducing a coaching culture within TCD. As the employee are willing to make the time to get involved in either being the coach or the coachee. As noted previously, to successfully implement coaching into an organisation and develop coaches, these individuals need to first be effective coaches. The learning culture which seems to exist within TCD should help the spread of a coaching culture quickly into the employee's day-to-day business

life. The lack of interview experience for the researcher resulted in a limited about of information from being obtained from all five interviewees.

Secondary Data -

"Yes, coaching should be a natural behaviour of managers in their daily work. It is about culture." (Xu Haiying, Training & Development Director, Adidas Greater China, Pg 5)
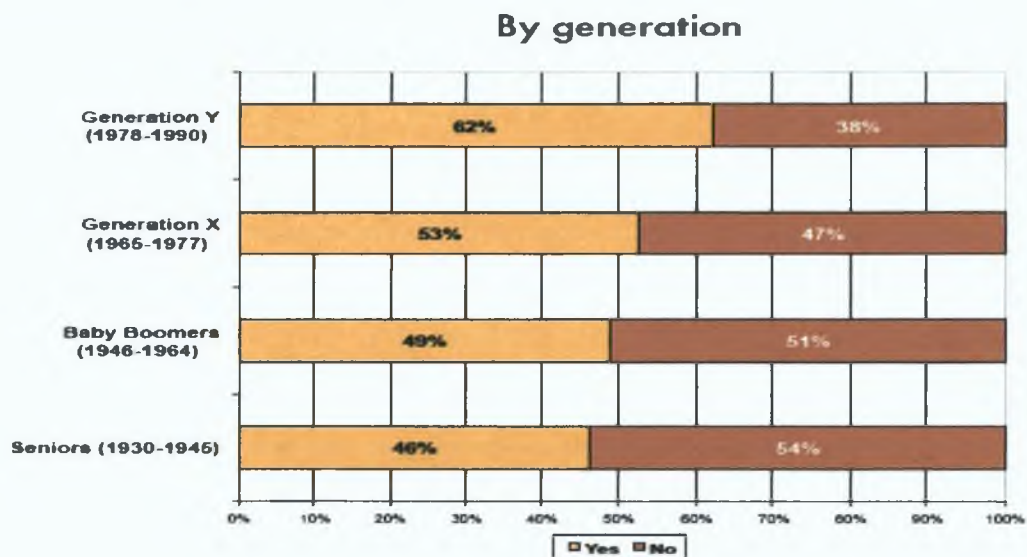
TCD has no surveys or funds to conduct a survey on coaching, so the secondary data which was used for this thesis is "The Coaching Conundrum 2009" the research reflects with 60 HR and line leaders. The survey was conducted with 2,041 individual in Europe, America and Asia.

Comparison of manager responses (expectations, beliefs, compensation)

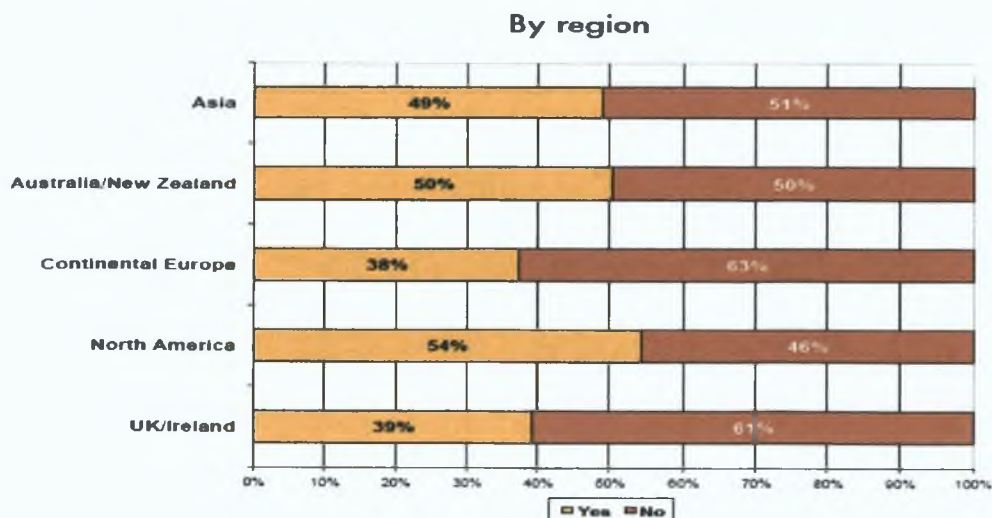|	% Who Agree or Strongly Agree					
	Asia	Australia/ New Zealand	Continen- tal Europe	North America	UK/ Ireland	TOTAL
I am expected to coach and develop my team	86%	86%	83%	84%	76%	84%
There is an established belief in this organisation that coaching by managers leads to greater business results	74%	74%	71%	65%	63%	67%

The above table shows that overwhelming majority of managers surveyed indicated they are expected to coach their employees. The most oblivious gap is the UK/Ireland, according to the report "where fewer than one in ten said their compensation is tied in any way to their coaching activities."

An issue for concern if TCD introduce a coaching culture would be the generation differences to coaching. TCD would have a large population of baby boomers, so there maybe a little resistance to change. The below question which was asked "Would you like to be coached?" –

By generation

Generation Y (1978-1990): Yes 62%, No 38%
Generation X (1965-1977): Yes 53%, No 47%
Baby Boomers (1946-1964): Yes 49%, No 51%
Seniors (1930-1945): Yes 46%, No 54%

Another question which supports the case for a coaching culture being introduced to TCD, is the below results of 61% of respondents stated no to receiving coaching from there current manager.

Do you receive coaching from your current manager?

By region

Asia: Yes 49%, No 51%
Australia/New Zealand: Yes 50%, No 50%
Continental Europe: Yes 38%, No 63%
North America: Yes 54%, No 46%
UK/Ireland: Yes 39%, No 61%

The HR team needs to be able to sell the benefits to the Board and Council of TCD that coaching can be good for the departments and schools of TCD.

Lisa Black-Hawkins, who is Director of Organisational Effectiveness for the Gulfstream Aerospace Corporation stated that "If I do nothing else with my staff during the week, we always have a scheduled one-one one. It is a time where I have the opportunity to coach. It pays more dividends then any other activity I do." (Conundrum 2009, Pg 11) Another quote from the report, by Kim Svoboda of the CDW Corporation, stated that "I like coaching. It is rewarding and one of my favourite parts of the job. It's also important, it makes the difference between a good team and great team." (Conundrum 2009, Pg 11) Example like the above quotations should be used in the case studied presented to the Board and Council of TCD.

The report highlights an issue which is a concern for most managers which is "they cannot find the time to coach". Some managers perceive coaching as time consuming. That could be the biggest barrier to introducing coaching, when HR is putting together it's plan for introducing a coaching culture is needs to find ways of how to deal with this. One way would be to use senior individuals within TCD on a pilot program and to highlight the successes of it to other managers within TCD.

The report by BlessingWhite (The Coaching Conundrum 2009) which focused on coaching culture, advised managers to talk about the following actions –

- *Change your talk* – "Make sure leaders speak of long-term management and immediate business results in same breath when they talk about coaching."

- *Tell Stories* – "The stories you tell reflect the organisations core values and beliefs. Encourage leaders to tell personal stories that emphasise the role that coaching played in their success. Repeat these stories to weave a belief in coaching into your cultural fabric."

- *Profile 'coaching leaders'* – "Seeing often comes believing. So identify and showcase coaching role models, instead of your usual get-an-executive-advocate-for-your-HR-initiative tactic. Who are the coaching leaders in your organisation? Who are the leaders for whom coaching is just a way of life? How can you profile them? How can they share their personal experience of discovering the impact coaching can have?"

- *Set clear expectations* – Do your leaders know that coaching is part of their job? Is coaching part of your organisation's leadership model?"

As discussed in chapter 2, an organisation needs to ensure that is builds in accountability and rewards for coaching. The coaching conundrum 2009 report highlights that most organisations are tying compensation and performance management to coaching activity.

Chapter 5 : Conclusions and Recommendations

This thesis focuses on the introduction of a coaching culture into an organisation. The analysis of primary and secondary data contains some interesting food for thought, and a number of problems/issues were highlighted that would need to be addressed in order for TCD to successfully introduce a coaching culture. This chapter will focus on the recommendations an organisation needs to best ensure the successful implementation of coaching. The 2008 CIPD annual learning and development survey stated "seven out of ten respondents reported that they now use coaching in their organisations. 44% offer coaching to all employees whilst just under two fifths offer it to directors and senior management". (CIPD report 2008)

As discussed in chapter two, there can be some confusion between coaching, mentoring and counselling. In brief, mentoring is sometimes used in conjunction with coaching. However, mentoring is a relationship between a senior and junior member of the organisation. The senior staff employee (most likely a manager) will share his greater knowledge and understanding of the workplace to support the junior employee with his work or dealing with colleagues in the workplace. Similarly, at times it can be hard to make a clear distinction between coaching and counselling. For example, for the purpose of this thesis it covered the area of coaching and how best to use it for the employees benefit. However, counselling, is used on people who are stressed by personal or social problems in there life outside of the workplace.

Who are the stakeholders in the coaching process? The below diagram illustrates the four cornered contract which the CIPD discusses in their factsheet on coaching.

The four-cornered contract (Hay, 1995)
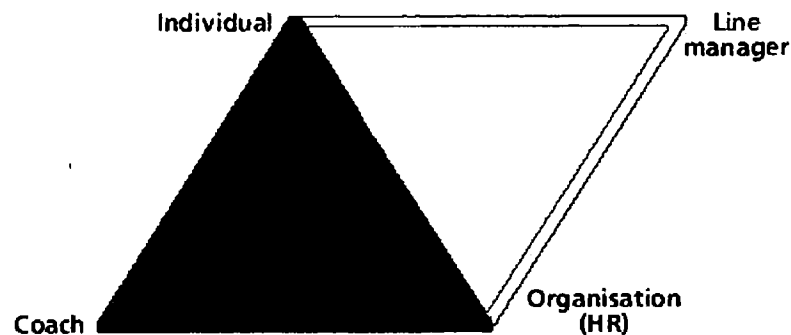
The above diagram describes the relationship between the coach and the individual. However, the process does involve other individuals in the coaching process. The individual's (coachee) line manager and a HR representative are involved in the process as they also want to help with the individual's performance improvement. In conjunction with this process, there also needs to be a confidential agreement, to ensure that the flow of information between the coach and coachee is open and confidential.

If the HR team is successful with presentation to the Board and Council of TCD, and they give the green light for the HR team to implement a coaching culture, they should ensure that the line managers who do want to coach follow the following seven steps:

- Communicating clearly and candidly
- Establishing clear performance objectives and milestones
- Delivering on promises made
- Recognising the employees outstanding contributions and achievements
- Taking action to ensure that the employee feels important, trusted and valued as a member of the team

- Being available when the employee needs advice, information, decisions or problem solving

- Respecting the employee's ability to make decisions

The above could be placed onto a business card and distributed to every line manager within TCD.

If an organisation wants coaching to become part of the employees daily activity, then there are a number of ways this can be achieved:

1. Motivation – Remove all external barriers to coaching, but there will always be some internal barriers to deal with. A large amount of energy is needed to ensure that all employees are open minded, and that they will attach positive values to the coaching experience. This will ensure that coaching becomes a commonplace aspect of performance management, which then gradually evolves into a set of responses to a wide range of business occurrences. In the end, the organisation wants coaching to be the default behaviour for employees and there line managers.

Line manager will sign on mentally to the need for coaching but you will also need them to sign on emotionally to the coaching process. Clutterbuck and Megginson suggest that line managers need to sign up to the four emotional factors listed below:

i. Coaching other is in their best own interest

ii. Coaching is in the organisation's interests

iii. The coachee wants and needs to be coached

iv. They are capable of coaching

Only when the line managers have positive emotions towards all of the above will they commit to the coaching process which will result in it becoming part of their day-

to-day rountine. Coaching is something managers have to be comfortable with and are not forced into, as it could have a negative effect on the coachee.

2. Rewards – Employees are influenced by the behaviour norms they observe around them, in particular the praise of other employees. As all coaching is conducted in private and confidentially which means that good coaching cannot be observed by all employees. Even if the employees performance improves in the eyes of other employees this may not be associated with coaching process. It is important in the beginning to reward the employees performance and that of the coaches help. The HR department may want to have a scheme in place such as, coach of the month or best improved performance, as these awards can link the coaching process with improved performance in the eyes of other employees.

3. Best Interests – Managers must believe that coaching others will help them with there own ability in their job. They must believe that coaching will have an impact on their own self-esteem and that the coaching will be recognised by an influential third party within the organisation (such as senior management). If TCD line managers are onboard with coaching this will have a positive impact on the organisation. Many managers still identify with the well-being of their employing organisation, and seeing the organisation succeed is a source of personal satisfaction.

In chapter two the literature review detailed how to develop a coaching culture and build good relationships in an organisation. This can help demonstrate how important employees are to the organisation. The current business environment is too complex for just one person to have all the correct answers, and therefore it would be best for everyone to come together.

The academic review and the interviews for this thesis have resulted in the below recommendations which TCD should implement if they wish to introduce a coaching culture which can work to the benefit all the employees in the organisation. The below four areas are the recommendations of this thesis which TCD must implement to ensure that a coaching culture is successful.

- **_Start at the top and sell the benefits_** - The first people to receive coaching should be the Board and Council of TCD. A clear presentation and proposal must be sent to the Board and Council of the University so the business case for a coaching culture can be assessed. Simply because once they have discovered its uses they will be keen to see it implemented throughout the rest of TCD.

  The HR team should be prepared, however, to sell the benefits to the employees and line managers. It is important to note that human resources lingo may not be understood by everyone in the organisation, so HR and line managers should talk in terms of the business benefits to the employees. An example or case study, whether this be within a particular division, department or indeed school, would be of benefit to the employees. This can show employees that other organisations have experienced problems when introducing coaching, and more importantly how they resolved those problems in a timely and professional manner.

- **_Develop a clear coaching methodology_** - If a coaching culture is to become an accepted part of the organisational fabric, coaching must demonstrate clear outcomes for employees and line managers. It should be related to actual projects and issues which employees and line managers deal with on a day-to-

day basis, not just theoretical issues. The coach and coachee (participant) must agree clear goals from the start of the session (as discussed in chapter 2), and there must be a process where two-way feedback is provided as a matter of course. This can help address any issues which maybe arise during the course of the coaching session. It is likely that the coaching strategy may differ from school to school within the TCD context, as within its institutional core (and unlike many profit driven organisations) it is involved with teaching at many levels. It is imperative that a coaching culture should be employed that meets the requirements of undergraduate, postgraduate, temporary and full-time members of staff, both at the research, administrative and executive level.

- **<u>Communicate clearly</u>** - Introducing a coaching culture is a major change for any organisation and there is always the likelihood of resistance to any change. This resistance can be dealt with by communicating to all employees exactly what is happening, why, and what the intended outcomes are.

Organisations are subject to change which affects there employees such as their well being and their job security. Change can be managed only by ensuring that the reasons for and implications of change are communicated to those affected in terms which they can understand and accept. This means to ensure that the HR language can be understood by all the employees. Above all, good two-way communication is required so that management can keep their employees informed of new policies and plans which affect them. This means that employees can react promptly with their views about the new management proposals and actions. The change of culture cannot be managed properly without an understanding of the feelings of those employees who you want to

change. TCD will need an efficient communication system to understand and influence those attitudes to change.

- *Embed the process* - Coaching modules should be included in the organisations induction programme. This will show all new employees that TCD is a learning organisation for its employees, and as such they are encouraged to seek coaching if they require it.

The first step for TCD will be to train all the senior staff in the organisation in relation to coaching. They should be encouraged after their training to coach members of their own team or department. It would be envisaged that a coaching culture would filter down through the organisation, as has been successfully achieved in other companies and organisations that have introduced this culture at the senior management level. It is also important to involve all employees in the change process at an early stage of its implementation, to give people the chance to raise and resolve their concerns and make suggestions about the form of the change, and how it should be introduced to the wider population of TCD employees.

Effective coaching includes a follow-up that monitors progress of the coachee. This follow-up can help the coachee stay on the improved track. If they are getting off track, a follow-up is an excellent opportunity for the coach to get them back on course and to reassess the targets.

The coaching process should be built into the annual appraisal process within TCD. If possible TCD should come up with a few points of performance criteria such as 'manager regularly sits down with employees and encourages them to

think of new ways of behaving to achieve goals'. TCD is reinforcing the coaching culture through the appraisal system

TCD should ensure that it publishes internal successes with coaching. TCD need to promote stories around employees that have managed to step up and achieve more for themselves and the business as a result of being coached. The rewarding of great coaches is essential too. TCD could do monthly rewards to both coaches and coachee. This could be highlighted through monthy TCD bulletins or indeed the TCD website (which are currently used to highlight college achievements or awards etc).

At the end of year one it would be envisaged that a complete review will take place to assess the success and failures of introducing a coaching culture into TCD. A pool of employees would be taken from each faculty and they would take part in a focus group and one-on-one interviews. The idea behind this process would be collect information on what is working and not in relation to coaching. The coaching process could be amended to reflect any positive or negative changes.

In conclusion, coaching has embedding itself as a widespread development tool in a large amount of organisations across Ireland and the United Kingdom. Although it is now maturing as a routine aspect of management and learning and development, there is still a lack of understanding about how best to implement coaching in an effective manner in organisations. It is critical that HR understands when and where each type of coaching is appropriate, and that all parties are fully equipped for their role in the coaching process,

whether it is as a participant, as a line manager or as the coachee itself. The importance of developing coaches is crucial in this respect.

The CIPD remind us that the coaching industry itself is very young, and because of this there is a lack of established standards, professional bodies and qualification frameworks. HR professionals need to ensure they have a good understanding of the coaching industry when advising their organisations in regard to whether or not they should introduce coaching to the organisation. HR also has an important role in ensuring that coaches are supported by supervision arrangements and that effective quality assurance and evaluation arrangements are in place.

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Appendix

Interview Questions →

1. Would you like to receive coaching?

2. Do you have the time to be coached?

3. Is there good two-way communication in your department/school?

4. Is there a coaching culture in your department/school?

5. Is there a coaching culture in your department/school?

6. Do you have weekly or monthly meetings with your supervisor/line manager?

7. Do you believe that you should receive compensation for taking part in coaching?

Interviewees → list →

1. Senior Lecturer — Department of Clinical Medicine, School of Medicine. (Graham Pidgeon).

2. School Executive Officer — Department of Surgery, School of Medicine. (Siobhan Ryan).

3. Executive Officer — Staff Office, Human Resources department. (Ruth Rafferty).

4. Executive Officer — Treasurers office, accounts payable. (Helen Farrell).

5. School Administrator — School of Psychology (Siobhan Walsh).

Interview: [illegible] (DESPAL) Date: 3rd April 2001
Room location: Staff Office 11 Interview Roo... Time 1:05p...

(Q1.) [Would you like to wlike [illegible]?]

Yes – [always] part [of the res... st s... a...
... [illegible] you... [illegible]
+ people]
"Mr X is a very acc. scientist, with superb
technical skills. However his communication +
management skills are lacking. He would much
rather spend time at his lab bench than
developing new research within the team
structure of the dept. with students. The development
of high quality research is hugely dependant
on an organised team structure to ensure that
all research team are working in tandem to
meet deadlines ultimately communicating the
findings through quality manuscripts + scientific
comm. with this shortfall, this individual's
career progression has been limited.

(Q2.) Do you have time to be coached?

Not always but the interviewee said they would
make the time as they can see the benefit
for them + the individual in question.

(Q3) Is there good two-way comm. in your dept./school?

Yes – 100% agreed the dept + school could
not function without it.

(Q4) Is there a learning culture in your dept./school

Yes – this is academic environment people have
to share there result so research + tech are
not being copied.

(Q5) Is there a coaching culture in your dept./school?

Yes – coaching is mainly provide to undergraduate + post grad. within the dept. an emphasis is placed on their career development as researchers Where as coaching + development of post doc fellows are some what lacking across the school. But the interviewee is working on this + he can correct it. Some researchers in other groups don't have good coaches or mentors.

(Q6) Do you have weekly or monthly meetings with your line manager?

Yes – he meets with head of dept. once a week for one-on-one meeting. And then once a week (theirs) they have a team meeting. A researcher each week presents their findings.

(Q7) Do you believe that you should receive comp/ reward for taking part in coaching?

No – part of my job description.

(School of Med.)

Interview 2 - Executive officer   Date: 2nd April 2009
Room/location - Staff Office - Interview Room Time: 17:00pm 17:30pm

(Q1) → Yes/No When I first started in my role, I did not know
what was expected of me. Was placed into office on
her own.
Would have like coaching to guide her through
parts of her work + how to deal with certain
academics.

(Q2) Yes → "I would make the time or would be
willing to stay after work - something I am
interested in. Would like to coach others
at her own level but outside her department.

(Q3) Yes - most of the time at times signals
can be confused which can lead to errors.
↳ Expand → Sometimes Prof. of depart. means
one thing but tell you something else.

(Q4) Yes → 100% a learning culture but this is
mainly for the student/researchers" when
pure admin you have to do things a
certain way + you cannot do something
new"
would be great to get involved with some of
lab work, help out with admin areas in the
lab. only recently started also believes that this
will come in time?

(Q5) Is there a coaching culture in your dept./sch?
Yes/No → like ans.
(a)   At times there is a coaching
culture in the dept. who said there is
no consist to coaching
Some people will receive coaching +
others will not.

Qs Asked :- (Some sort of politics?))
Follow on ↓

No to a politics culture but some
people do seem to get more support
than others.

(2)

(Q.6) Yes to weekly meeting with her supervisor —
they discuss class schedules + course
issues.
Any issues which the interviewee has are
discussed here.
She talked about a time when she had
written up minutes + they were not to the
TCD standard. Her supervisor (School Admin)
set down with her + made the time
to show here where she went wrong/what she
passed on old minutes to the exec off (Interviewer

(N.B. I think the above shows a coaching culture)

(Q.7) No → people should not receive compensation as
she believes this should be part of everyone
work + daily life. Everyone should make
time to support the individuals in their team.

Also she stated that in the current climate
there is no money for something like that
+ there would be public anger to it.

She talked about some sort of recognition
for the coaching. Such as book token or
coach of the month or employee of the
month.

HR should come-up with some sort of scheme

Interview: School Admin (Psych) Date: 2nd April 2009.
Room/Location: Interview room/staff off) Time: 08.15am - 08.40am

(Q1.) Would you like to receive coaching?

Yes → it could help with difficult parts of job. May help her overcome some of the difficult parts in the busy session - would help to discuss issues with someone at any level

(Q2) Do you have the time to be coached?

Yes - I would make the time, as it would help here in the end.

(Q3) Is there good two-way communication in your dept./school?

Yes - everyone shares there skills + they keep a shared drive which contains a step-b step guide how to do there jobs
The admin meeting here team on a one-to-one basis once a week to discuss problems or to see how everyone is doing
The team has a chance to share their own thoughts and issues with the sch. admin too

(Q4) Is there a learning culture in your dept./school?

Yes → As the academic share knowledge, she believes it is important for them (admin) to share here working knowledge too
Once a week everyone comes together to share something. So one person each week present something new to the team
Excellent way of everyone learning something new each week.

(Q5.) Is there a coaching culture in dept./school?

Yes - but it is an informal basis "I would like to receive formal training" so she can coach better + help the team

(Q6) Do you have weekly or monthly meetings with your supervisor/line manager

Yes - "I met with Head of Department once a week". We discuss finances, and course issues

(Q7) Do believe that you should receive comp/reward for taking part

No — 100% No. it is part of her job to mentor/coach staff when they are having performance issues

(4)

Interview: Exec. Off. (Treasurers Off) Date: 3rd April 09
Room/Location: Staff Off. Interview Rm Time: 17:02 pm 17:39

(Q1) Would you like to receive coaching?

Yes — none currently takes place in my team.

(Q2) Do you have the time to be coached?

No — the team is short staff and under pressure from the TCD to get bills paid + research grants set-up

(Q3) Is there good two-way communication in your dept./school?

No — team does not have time to have weekly meeting

(Q4) Is there a learning culture in your depart./school?

No — People in this dept. worry about sharing knowledge may result in them being let go

(Q5) Is there a coaching culture in your dept./schoo

No — repeated what she said for Q3 (Maybe politics + fear to sharing knowledge)

(Q6) Do you have weekly or monthly meetings with your supervisor/line manager?

None to weekly meetings but they do meet monthly But they have no input into the agenda

(Q7) Do you believe that you should receive compensation for taking part in coaching?

No — this is part of a manager job.

Interview 3: Exec. Off. (Staff Office) Date: 2nd April 2009
Room/Location: Interview Room (Staff Office Time: 10.10am / 10.34am

(Q1) Would you like to receive coaching?

Yes — As there is no recruitment taking place
at the moment which means that the recruitment
team have time to learn new skills +
contribute to the team in other ways.
And there would be no cost involved as the
manager or supervisor could make the time to
do the training.
The staff office or other dept are saving on
costs as they don't have to get new
people in or get agency staff.

Exec off → would prefer to be trained or
coached to do something new rather than
be made redundant.

(Q2) Do you have the time to be coached?

Yes → current a recruitment freeze on within
the public sector so the recruitment team has
nothing but free time.
She repeated alot of what she said in Q1
would prefer to learn something new rather
than lose her job.

When things were busy there would be less
time for coaching.

(Q3) Is there good two-way communication in our school?

Yes/No — The team lead has a good two-way
chat with the team every day. Exec. off
informed me that it was a 100% honest
chat. It makes thing run more smoothly within
the team as everyone knows where they
stand.

However the HR manager is not interested
in two-comm. She just wants everyone to
do what there told + that is it. Can be
hard at times.

(Q4) is there a learning culture in dept./school?

Yes → everyone in staff office shares there knowledge on how to do the job. As it help with sick / annual leave cover. Also people on the team may have the same issues / problem as you with interview schedules + people. "

(Q5) is there a coaching culture in your dept./school

No + Yes → With the staff office overall there is not a coaching culture. However the exec. off. said that within the recruitment there a good supportive / coaching culture.

(Q6) Do you have weekly / monthly meetings with your supervisor / line manager?

Yes → weekly meeting with team leader and on a monthly basis they all meet together as a team with the HR Director and rest of staff office team.

(Q7) Do you believe that you should receive comp / reward for taking part in the coaching process?

No — people should not receive comp / reward for coaching.
It would be nice but where would the money come from?

The table below presents similar disconnects in perceived organisational 'walk' and 'talk' from our survey findings.

Comparison of manager responses (expectations, beliefs, compensation)

| | % Who Agree or Strongly Agree | | | | | |
	Asia	Australia/ New Zealand	Continen- tal Europe	North America	UK/ Ireland	TOTAL
I am expected to coach and develop my team	86%	86%	83%	84%	76%	84%
There is an established belief in this organisation that coaching by managers leads to greater business results	74%	74%	71%	65%	63%	67%
A portion of my compensation is tied to my coaching activities	26%	25%	24%	26%	9%	24%

Although the overwhelming majority of managers surveyed indicated they are expected to coach their employees, few are rewarded for it. The most dramatic gap can be found in the UK/Ireland, where fewer than one in ten said their compensation is tied in any way to their coaching activities.

Candid contrarians

We encountered a few organisations where coaching is just not valued and no one pretends it is. One L&D leader of a financial institution based in Europe observed, "Coaching is not a leadership style common in investment banking — certainly not in the front office. It is more prevalent in Shared Services and IT. A more directive style is favoured in the front office, where the word 'coaching' is viewed with scepticism. It is seen as too 'woolly' for our culture."

Goodwill is widespread; coaching is not.

People like to coach and be coached.

The large majority of survey respondents overall (87%) agreed or strongly agreed that, in general, they like to be coached. (See page 24 for more information on Generation Y's love of coaching.) Likewise, most managers surveyed (84%) indicated that they love to coach others.

Employees like to be coached. Managers love to coach.

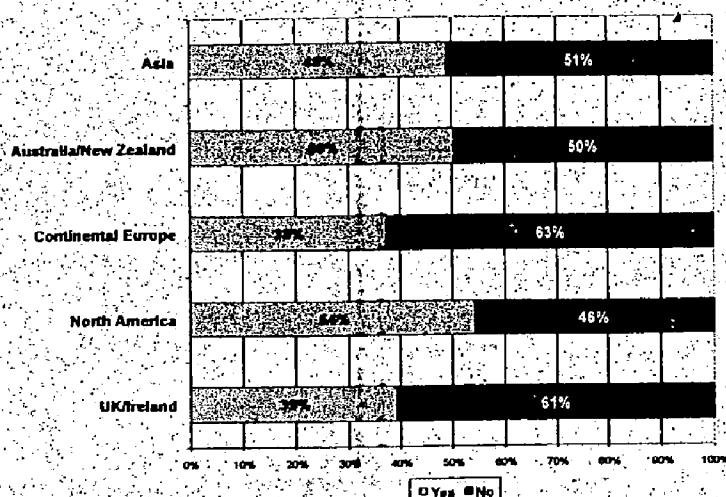|	% Who Agree or Strongly Agree					
	Asia	Australia/ New Zealand	Continen- tal Europe	North America	UK/ Ireland	TOTAL
In general, I like to be coached	85%	92%	89%	86%	92%	87%
I love to coach	85%	82%	84%	84%	88%	84%

Experience influences manager sentiment about coaching; 76% of respondents with less than one year's tenure as a manager love to coach compared to 85% of the most seasoned managers surveyed. In fact, 1 in 10 new managers *disagreed or strongly disagreed* with the statement 'I love to coach.'

One in two employees receives coaching.

52% of respondents overall indicated that they receive coaching from their current manager. As the charts below illustrate, respondents from Continental Europe and the UK/Ireland were the *least* likely to receive coaching. Younger workers overall were the *most* likely.

Do you receive coaching from your current manager?

By region

Asia	51%
Australia/New Zealand	50%
Continental Europe	63%
North America	46%
UK/Ireland	61%

□ Yes ■ No

By generation

Generation Y (1978-1990)	38%
Generation X (1965-1977)	47%
Baby Boomers (1946-1964)	51%
Seniors (1930-1945)	54%

□ Yes ■ No