MASTER'S THESIS

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COACHING
As a Management Philosophy

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ABSTRACT

As the business environment becomes more competitive, companies are forced to push themselves to the very edge of their capabilities. Ultimately the success of the company relies on the people within. Coaching has become an increasingly used method in order to enhance the individual and organizational performance. The purpose of this study is to provide a better understanding of how coaching is used as a management philosophy within corporations. To reach this purpose we have conducted multiple case studies of Nordea, Plastal Group, and Freys Hotel. We have investigated the objectives with coaching, the strategies of coaching, and how the effects of coaching can be measured. Our main findings show that the objectives could be described on both an individual as well as an organizational level. The main objectives are to enhance the individual's performance level; however, the overall aim is to create synergy effects that affect the entire organization. Regarding the coaching strategy we found that coaching is not considered a time-limiting event with an initial phase and a final stage. It is considered to be an ongoing function, and the factors affecting the process are continuously changing and the process must adapt to this. We have further found that coaching is considered a hands-off leadership style. Regarding the specific techniques used, our findings indicate that a structured technique exclusively for coaching is not commonly used. Fixed frames and criteria are only used to a limited extent, due to the fact that it is the individual situation that is considered the most important factor. Finally, measuring the effects of coaching was found to be extremely difficult to conduct, since the impact of coaching is hard to isolate and the fact that it is an on-going process. However, we did find monitoring of the progress to be the most commonly used method in order to evaluate the effects of coaching.

SAMMANFATTNING

I takt med att affärsmiljön blir allt mer konkurrensbetonad har företagare blivit tvingade att prestera till deras yttersta. Framgången för ett företag hänger i slutänden på prestationen av människorna. Coaching har blivit en allt mer använd metod för att förbättra den individuella samt den organisatoriska prestationen. Syftet med denna studie är att få en bättre förståelse för hur coaching fungerar som en management filosofi inom företag. För att nå vårt syfte har vi genomfört en multipel fallstudie på Nordea, Plastal Group och Freys Hotel. Vi har undersökt målen med coaching, coaching strategier, samt hur effekterna av coaching kan mätas. Vår studie visar att målen kunde beskrivas både på individuell samt organisatorisk nivå. De huvudsakliga målen är att förhöja den individuella prestationen; emellertid är det övergripande syftet att skapa synergieffekter som påverkar hela organisationen. Beträffande coaching strategier så fann vi att det inte är en tidsbegränsad process, med början och slut. Coaching anses vara en fortgående process. Faktorerna som påverkar denna process är ständigt i rörelse. Därför måste processen vara flexibel och anpassningsbar. Vidare fann vi att coaching anses vara en "hands-off" ledarstil. Beträffande coachingtekniker, fann vi att någon strukturerad teknik exklusivt för coachningen inte används regelbundet. Fasta ramar och kriterier är ytterst begränsat, på grund av det faktum att det är den individuella situationen som anses vara den viktigaste faktorn. Slutligen fann vi att mätningen av coachingens effekter är extremt svår att genomföra, eftersom effekterna anses svåra att isolera samt att coaching anses vara en fortlöpande process. Emellertid fann vi att den mest vanliga metoden att utvärdera coachningen är genom att övervaka utvecklingen.

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1. INTRODUCTION

This chapter will begin with a presentation of the background of our research area. The presentation will thereafter be followed by a problem discussion that will result in the statement of the purpose and research questions of our study. Finally, a disposition of the thesis will be presented.

1.1 Background

The history of coaching can be traced back as far as to Socrates (427 BC - 347 BC). Socrates suggested that people learn best when they take personal responsibility and ownership of a given situation (Edwards, 2003). The word "coach" however, originates from "Kocs", a village in Hungary where high quality carriages were produced. In the 19th century English university students began to use this word as slang for tutors that helped them through their academic career. They said they were in a carriage driven by their tutor. (Wilson, 2004)

Athletes and actors have known the value of coaching for many years (King & Eaton, 1999). As O'Shaughnessy (2001, p. 194) expressed "As anyone who has watched a superbly-fought tennis match will testify, it is often down to how the contestants play a couple of crucial points. They are both so good at what they do that these marginal – one might even say minimal- differences in performance are of crucial importance in defining how someone's career will plan out". In today's competitive world, no athlete should assume that it is possible to make it to the top without world-class coaching support (Burdett, 1998). Mike Powell, a 32 year-old American long jump champion, gave credit for his achievements within the long jump event to a five-year scientific training plan, designed by his coach, Randy Huntington (Liu, Srivastava & Woo, 1998).

It is suggested that what is true in sports in general, is also true in business (O'Shaughnessy, 2001). In sports as well as in more conventional organizational models, individual excellence and teamwork are equally important. Teamwork is just as important as individual excellence, since it is the ability to move beyond once ego and showing a willingness to put the needs of the organization above personal gain, and a desire to win. (Burdett, 1997)

Today, business takes place in a highly competitive international arena, and the only way for companies to become successful is to push themselves to the very edge of their capability. There is only so much a company can do productively in regards of downsizing, restructuring, focusing on the core business and the like, ultimately the success of the company relies on the people within it - building a winning team. As a result, coaching has become the secret weapon for many organizations. (Burdett, 1998)

According to Parsloe and Wray (2000, p.41) coaching can be defined as follows:

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

Coaching first appeared in management literature in the 1950's. Managers began using coaching since it was viewed that a manager had a responsibility to improve subordinates performance through a sort of master-apprentice relationship. Coaching, at this time often took the form of "boss coaching" the employees. In the mid-1970's sports coaching was starting to make its way and being translated into the managerial situation. Since 1980's coaching has been presented as a training technique in the context of management development. Coaching literature nowadays makes a connection with mentoring, career development, management development over a long period of time, and generating team and individual performance. (Evered, & Selman, 1989)

Almost in every undertaking where performance is crucial, coaching is an integral part. The more successful and outstanding a player is, the more likely it is that they are backed up and have an outgoing and committed relationship with a coach. Coaches share the same commitment of improving performance as the players do, but they do it from a different perspective. Their role in the game is to observe the player since they cannot observe themselves in action. The coach's role is not primarily to provide information, even if some technical expertise is provided. The ability to help someone move beyond ones current level of performance is more relevant. (Evered & Selman, 1989)

Coaching is not about generalities but about specifics, such as specific behaviours, specific causes, and specific actions (Brocato, 2003). Coaching is an open-ended process that analyse the present situation, defines the performance goals, elicits personal and extra personal resources, and implements a plan for achieving the goal. Business coaching deals with aspects such as helping clients to set measurable performance goals; career decisions; solve problems; manage relationships; analyze major decisions; handle communicate to and motivate others; tackle stalemates, deal with problems, deal with problem employees; handle stress; and improve presentations and negotiations. (King & Eaton, 1999)

The coaching industry is today highly fragmented, with no single professional body or sets of standards and qualifications. The majority of the practitioners are self-employed. However, several coaching corporations have emerged in recent years. (Smith & Sandstrom, 1999). Marshall (2002) identifies a number of different organizations. The International Coach Federation established 1992 is the most recognized organisation with over 4000 members. Others are The Coaches Training Institute and The Academy for Coach Training. According to Smith and Sandstrom (1999) the demand for coaching services is strong. However, the limited standardization and certification in the industry has generated a great credibility hazard. On the other hand, there has once been a time where there was no standardization in the fields of medicine or consulting.

Coaching is working to identifying itself, however, according to Bluckert (2004) coaching has reached a point where there is a great need for professionalization.

1.2 Problem Discussion

The leaders in today's environment are moving at warp speed. Companies are hurtling through space like a ship on a mission that could change before the destination is reached. When travelling at the speed of light it is crucial for leaders to work at peak performance levels and anticipate change, prepare people for it, and develop additional leaders who contribute to the journey and meet or exceed established goals. (Smith & Sandstrom, 1999) Few people within consulting and management have escaped to notice that coaching has gained massive attention during recent years. (Bluckert, 2004) Organizations world-wide are increasingly using coaching as a leadership method in order to face the complex challenges and meet the ever increasing demands. (Smith & Sandstrom, 1999)

The overall objective with coaching becomes to identify the behaviour that has to change in order to respond to the number of different drivers that has affected the organization. Corporations need to build insights into how to lever this change into benefits and create competitive advantage. (Jarvis, 2004) However, despite the fact that coaching is gaining an increased status within the corporate world, Waldroop and Butler (1996) state that some executives and managers are reluctant to use coaching. Scepticisms concerning the objectives with coaching are prevalent. (Jarvis, 2004) It is considered expensive and time consuming. Hesitant executives and managers fear taking on too much responsibility, overstepping personal boundaries by playing psychiatrist. (Waldroop & Butler, 1996) The reputation has been slandered by descriptions like paid friendship, the latest executive accessory or pinstripe counselling. (Jarvis, 2004)

According to Bluckert (2004) the recent development and increased popularity within coaching have generated a flood of practitioners. However, there are no barriers to those wanting to call themselves coaches. The backgrounds of current practitioners are widely spread and consist of retired executives, HR managers, teachers, police officers, and psychotherapists. A large share of current practitioners is also former coaches from the sporting world. Bluckert (2004) further states that diverse backgrounds of the coaches enrich and strengthen the field. However, according to Jarvis (2004) there is a great concern about the number of "cowboy" coaches that enter the market with little or no previous experience, training, or appropriate knowledge and skills.

There is a tendency to broadly use trendy terminology to describe different or other practices in order to generate interest. The concept of coaching is today used to describe various types of services and processes. (Marshall, 2004) According to Burdett (2001) there are four functions of coaching. These are counselling, mentoring, tutoring and confronting. However, Edwards (2003) and Jarvis (2004) state that there are differences between coaching, mentoring and counselling. According to Garvey (2004) all the

previously mentioned activities are similar due to the fact that they are all "helping activities", but claims that they are different methods and should not be considered coaching. The broad use might generate confusion both among practitioners, businesses and the general public. (Marshall, 2004)

Coaching can cover a wide spectrum of approaches and the selected coaching strategy depends on the current situation (Wade, 2004). Jarvis (2004) and Burdett (2001) further imply that the situation is relevant in order to select appropriate coaching process and tools. A direct approach is often linked to formal authority were as an indirect or reflexive approach is linked to collaboration, empowerment and consensus. Bell (2001) furthermore elaborates on the importance of matching player performance to coaching technique by drawing an analogy between sports and management: Every world class sport coach applies to two constants; first they are very good at a number of coaching tools (or tactics) and second they know which tool to employ with a particular condition of a player. Bell (2001) further states that one must have chosen a good player matched to the role requirement and that the plays are clear to that player. Without taking these aspects in consideration ones best coaching efforts may falter. (ibid)

The coaching process mainly focuses on two areas: helping employees recognize the need to improve his/her performance as well as develop an employee's commitment to taking steps to improve performance permanently. Even if all steps within a coaching process are important, recognizing and agreeing that there is a need is viewed as the most critical aspect of all the steps. (Philips, 1998)

The process of coaching is, however, considered a bit of a mystery and the results are not guaranteed. The effect is difficult to measure (Waldroop & Butler, 1996). According to Wilson (2004) the "question" is if the value can be measured, is it worth the "feel-good" factor? Can it actually make the company more profitable? The return on investment (ROI) is always a crucial aspect in business. However, there are a growing number of statistics supporting the benefits of coaching. One example is the Metrix Global, a professional service providing corporations with performance measurement. A fortune 500 company recently engaged them in measuring the business benefits of a coaching program. The survey found that coaching produced a 529% ROI. (Wilson, 2004) However, the selected indicators that are evaluated vary widely. A British study conducted on 80% of the workforce indicated that 90% of the organizations only evaluated the reaction of the coaching program. Only 19% attempted any evaluation in terms of benefits to the organization. Of this 19% only half were using before and after comparisons and only 3% were attempting to relate benefits to costs. (Bramley and Kitson, 1994)

Coaching has rapidly become a widely used philosophy within many organizations learning and development strategies. However, its recent emerge has generated many question marks regarding its future. (Jarvis, 2004) Coaching stands before many challenges, however its impact is hard to neglect. There are many drivers and trends operating within the coaching field both as a profession and as a corporate management philosophy. The current situation brings the emerging concept of coaching to a critical

stage and the question is whether coaching is here to stay or just a fad? (Jarvis, 2004 & Bluckert, 2004)

Based on the previous discussion an overall purpose emerges and also some more specific research questions.

1.3 Purpose and Research Questions

The purpose of this study is to provide a better understanding of how coaching is used as a management philosophy within corporations.

To be able to achieve the stated purpose above, following research questions will be further investigated:

RQ1: How can the objectives of coaching be described?

RQ2: How can the strategy of coaching be described?

RQ3: How can the effects of coaching be measured?

1.4 Disposition

In this section we will outline how the thesis is structured:

Chapter 2: This chapter will present theories related to our research questions:

Chapter 3: This chapter will explain and justify our choices of methodology that will be used in order to conduct our thesis.

Chapter 4: This chapter encompasses the empirical findings based on our case study of corporations using coaching as a management style.

Chapter 5: This chapter will combine the theories and the empirical findings in order to conduct an analysis.

Chapter 6: This chapter will present the conclusions and implications based on our findings.

2. LITERATURE REVIEW

The purpose of this chapter is to present our theoretical framework. Initially we will present objectives with coaching followed by theories regarding the coaching strategy. Furthermore, we will present how the effects of coaching can be measured. Finally a conceptual framework of the theories will be presented and will function as a frame of reference in the empirical research.

2.1 The Objectives with Coaching

The business environment has become increasingly complex and competitive. The changes find expression in every aspect of the organizational life. (Burdett, 1991) The philosophy of do more with less is putting more pressure on the leaders, managers and employees (Brocato & Rick, 2003). Successful leaders need to manage this constant change. However, in a competitive environment they need to build insights into how to lever change into competitive advantage. (Burdett, 2003) The objectives with coaching is to identify the behaviour that has to change by examine the drivers that has generated the emergence of coaching. Furthermore, use these insights in the process to create benefits for the individual and the organization. (Jarvis, 2004)

Jarvis (2004) presents a number of different drivers (see figure 2.1) that has influenced the increased popularity of coaching. These include:
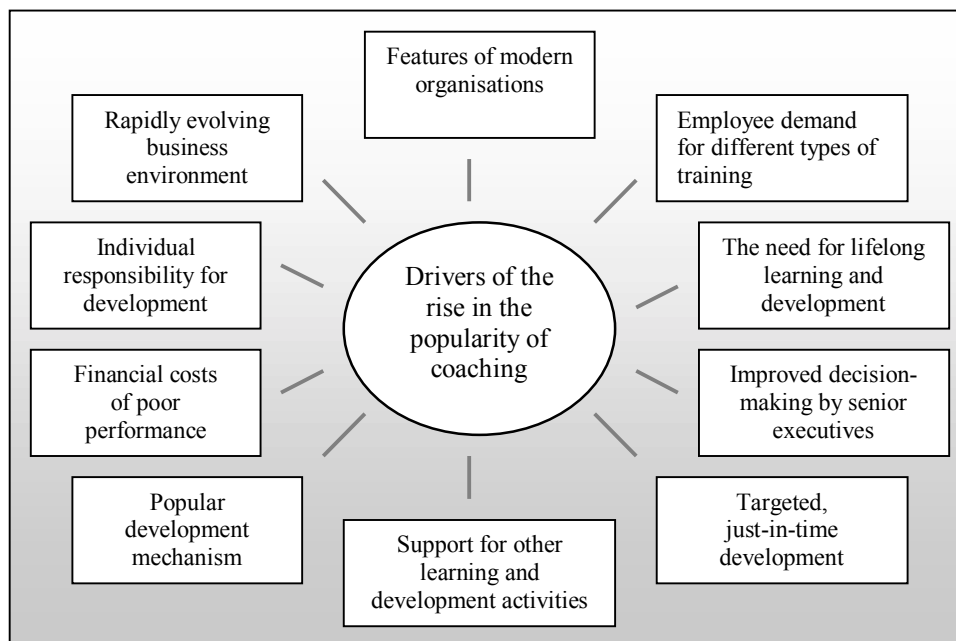
Figure 2:1: Drivers of the rise in the popularity of coaching
Source: Jarvis (2004, p. 17)

- **A rapidly evolving business environment** - Today's fast paced business environment along with time pressure are forcing companies to be able to deal with change rapidly. The ability to adapt has become a crucial and essential skill for companies in order to be successful.

- **The features of modern organizations** - Flatter organizational structures, broader management roles, and lower job security are some aspects that have lead companies into using coaching. Newly promoted employees will take on more responsibility, make large step-changes in skills, and performance due to the flatter structure.

- **Lifelong learning** - The importance of learning that a person acquires over time is being more recognized. Coaching has the adaptability that is required to support different learning styles.

- **The need for targeted, individualised, just in time development** - The development needs of individuals can be highly diverse. Coaching offers the flexible, responsive approach to development that can be delivered on a tailored basis and just-in-time in comparison to the traditionally one-size fits all programs every few months.

- **The financial costs of the performance senior managers/executives** - Coaching can be used as a means to undertake pre-emptive and proactive interventions to improve senior managers/executive performance.

- **Improving the decision-making of senior employees** - A coach helps senior employees by providing support and discussing issues. This might lead to better performance in concern to skill level and decision-making.

- **Individual responsibility for development** - Employees start taking larger responsibility for their personal and professional development. If they are to take responsibility they need support and guidance. Coaching can thus help an individual to identify development needs, plan development activities and support in personal problem solving.

- **Employee demand for different types of training** - Employees prefer learning at work than in a training room. It is proven that people are more motivated and learn better when they se that the training is relevant for their work. This fits well with coaching since it focuses on work issues and improving job performance.

- **Support for other learning and development activities** - If the personal development momentum dissipates after a training session, the invested money is wasted. The benefit with coaching is that it can provide ongoing support for personal development plans.

> ➢ **A popular development mechanism -** People enjoy taking part of coaching. It provides a one-to-one assistance and attention, and there is potential to see quick results for those who are really dedicated. (ibid)

Coaching has exceptional benefits for both organisations and the individuals they employ. Coaching produces long-lasting learning by providing the base for a deep understanding and employees that have the potential to go on learning. Furthermore it contributes to a high level of motivation and good working relationships. (Redshaw, 2000)

O'Neill (2003) presents a survey conducted by the international coach federation (ICF) where a wide range of benefits from coaching are presented. These following benefits were: increased self-awareness, better goal setting, a more-balanced life, lower stress levels, enhanced self-discovery, increased confidence, improved quality of life, enhanced communication skills, increased project completion, improved health or fitness level, better relationship with co-workers, and better family relationship (ibid).

McDermott (1996) revealed the following benefits with coaching; clarifies issues and expectations; creates an environment for solving problems instead of avoiding them; provides personal satisfaction by contributing to others' growth; opens up mutual dialogue to improve work relationships; productivity, quality, and creativity, nurtures others' self-esteem and confidence; eliciting more and better contributions from employees, builds employees' commitment and loyalty, raises the organization's performance bar, encourages employees' continuous personal development.

Jarvis (2004) has further divided the benefits of coaching into two categories: benefits for the individual and benefits for the organisation. These benefits are provided in table 2.1 below:

Benefits for the individual	Benefits for the organization
- 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 great confidence - Become more effective, assertive in dealing with people - Have a positive impact on performance - Have great self-awareness and gain of new perspectives - Acquire new skills and abilities - Develop greater adaptability to change - Improve work-life balance - Reduce stress levels	- 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 tem 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 satisfactory process for self-development - Support other training and development initiatives e.g. Reduce leakage from training courses.

Table 2.1: Organizational and Individual Benefits of Coaching
Source: Jarvis (2004, p.41)

2.2 The Coaching Strategies

The quality of the coaching and the results depends tremendously on the selected strategy and how it is implemented. However, there are various alternatives that can be used in order execute a successful coaching activity. Therefore, it becomes crucial to determine how the process should be structured, which styles that are the most appropriate and furthermore select the most suitable tools or techniques. (Jarvis, 2004)

2.2.1 Coaching as a Process

Coaching, like any other process, requires each step to be properly carried out and completed in order for the entire process to be successful. By concentrating or missing out on any stage of the process might lead to confusion and poor results. (Parsloe & Wray, 2000)

The coaching process mainly focuses on two areas: helping employees recognize the need to improve his or her performance as well as develop employees' commitment to take steps to permanently improve performance (Philips, 1998). Thach (2002) suggests that the coaching process ranges from three to six steps. However, there are three steps that generally is a part of the process:

- Contracting
- Data collection
- Coaching

Contracting
In this phase the coach and the individual develop an agreement about the coaching contract. This includes the goal of the coaching, estimated resources, time and confidentiality commitment, potential methods and cost. There will be several of planning conversations in order to come to an agreement. (Thach, 2002)

Data collection
The second phase will consist of data collection, which can take the form of for instance one-on-one interviews by the coach with direct reports, peers, managers and customers. The length of the data collection is determined by the goals of the coaching relationship. (Thach, 2002) Rider (2002) suggests several of ways to receive this information. It can be done through; the individuals themselves-through psychometric testing, role-play, stimulation exercises and one-on-one discussions; other key individuals such as managers, colleagues or direct reports; observations by attending meetings, shadowing individuals, seeing their work; or other coaching relationships within the organization. (ibid)

Coaching
In this section the coach and the individual spend time to analyse the results and data and designing a plan of action to overcome identified issues. The time involved depends on how quick the coached individual accepts the feedback from the coach. This phase further involves follow-up meetings to assess progress, observe client interactions; offer advice and support; and perhaps assist the individual in evaluating the results of the coaching progress and terminate the relationship. (Thach, 2002)

Parsloe & Wray (2000) has divided the coaching process in the following stages:

1. Analysing for awareness
2. Planning for responsibility
3. Implementing the plan, using styles, techniques and skills
4. Evaluating for success

Analysing for awareness
The only way for coaching to start is when the learner becomes aware of the need to improve their performance or change the way they are doing things. The coach's role is to help the learner develop this awareness. It is said that you can bring the horse to the

water, but you cannot make it drink. This is also true in coaching since you cannot coach anyone until they aspire to be coached. There are a number of ways for a learner to develop this awareness. The best way is foremost analysing the current situation, as far as performance and comparing it to the level that an employee seeks to attain. By having specific standards, or performance competences, which is aimed for, makes it very clear and facilitates in developing the desired skills. In this stage it is further important to consider the learning style preferences of both the learner and the coach. By doing this the learner will provide insights into the ways of learning that they prefer whereas the coach can recognize the differences in preferences between themselves and the learner. This is also a way for a coach to spot situations where the learner's choice of method impedes the learning process. (ibid) To determine the need for coaching is further supported by Gåserud (2000). The author suggest that the coach identifies areas where coaching is needed by observing, getting advice from others or by receiving suggestions from the coached individual. Gåserud (2000) also implies that it is important that the coached individual confirm that this is the area in need for coaching.

Planning for responsibility
It is suggested that the only way for effective learning and development takes place is that the individual takes personal responsibility for the outcome. In this stage it is time for the individual to start exercising responsibility. To often there is a tendency to ignore this stage, especially in situations where the coach or learner is impatient and want to get on with it. By failing to recognize the importance of this stage the danger is that the coaching can become ad hoc, in other words unstructured and failing to focus on the right issues. Learning programs should however not be imposed on an individual by coaches. The individual should be actively involved in the program. A personal development plan (PDP) is suggested in this kind of situation, since it ensures that the necessary time and space in the working day will be readily available. The PDP program answers the following key questions:

- What is to be achieved?
- How will it be done?
- Where will it be done?
- When will it start and end?
- Who will be involved?
- Who needs to agree to the plan?

In order for the PDP to be effective it should focus on only one or two specific development goals within a very short timeframe. All the goals set within a coaching program should be SMART: specific, measurable, achievable, relevant and time-framed. (Parsloe & Wray, 2000) The best coaches ask penetrating questions about the goal to make sure that the goals have real relevance to the coached individual and not a restatement of organisational goals or a socially expected goal. (Dembkowski & Eldridge, 2003) King and Eaton (1999) further argues that it is important to set both specific goals and long-term aims in the coaching process; explore the current predicament in terms of personal reactions, problems and possibilities; identify the options through which a realistic goal can be achieved; and commit to a timed action plan

through which the goal can be accomplished. (ibid) Gåserud (2000) agrees with the fact that goal setting is an integral factor to get a coach process to succeed. Tangible goals facilitate the process of planning, as well as it indicates when a goal has been achieved. Gåserud (2000) further argues that a coaching plan is a good way to make sure that enough time will be available for the activities so that both parties has an overview of what should be done and when it will be done.

Implementing the plan, using styles, techniques and skills
There are several different implementation styles and techniques that coach can choose from, however they have to be appropriate to the situation in which the learner is operating. Opportunities for coaching can arise at any point in time and it is therefore important to take advantage when they do occur. Thus, people state that there is little need for formal planning, and that the best coaching takes place in a very informal setting, that relies almost on questioning and immediate feedback. The flipside of informal coaching is that it often leads to no coaching at all. With a formalized approach time has already been set aside which makes it more likely to occur. However, The two approaches should not be seen as mutually exclusive but rather as complementary, formal awareness and planning is important, and informal coaching should take place whenever opportunity arises. (Parsloe & Wray, 2000) King and Eaton (1999) further elaborates on the fact that the coaching process should be flexible and take into account changing needs and priorities of the client since the process foremost is driven by the need to remain client-centred and goal-focused. Gåserud (2000) also mentions implementation as a part of coaching process and further suggest that the plan might need correction along the way or that goals might even be changed if it appears that they might be over ambitious.

Evaluating for success
According to Parsloe and Wray (2000) many people confuse monitoring with evaluation. Monitoring involves regular checking of the PDP to detect progress. Evaluation however is an activity that reviews the PDP once it is completed. It is a one-time activity that will involve both the learner and the coach. When evaluating there are certain key questions that will be answered, such as if the development goals achieved and what would you do differently next time. (ibid) Gåserud (2000) further argues the importance of evaluating what the coach and the coached individual have received from the coaching activities. This is the time to answer questions that concern what has worked well, and what could have been done better. As a result the coach will become an even better coach and the coached individual can use the support of the coach even better next time. (ibid)

Giglio, Diamante, & Urban (1998) presents the coaching process in three different phases. The authors further present several of steps involved in the coaching process (see figure 2.2)
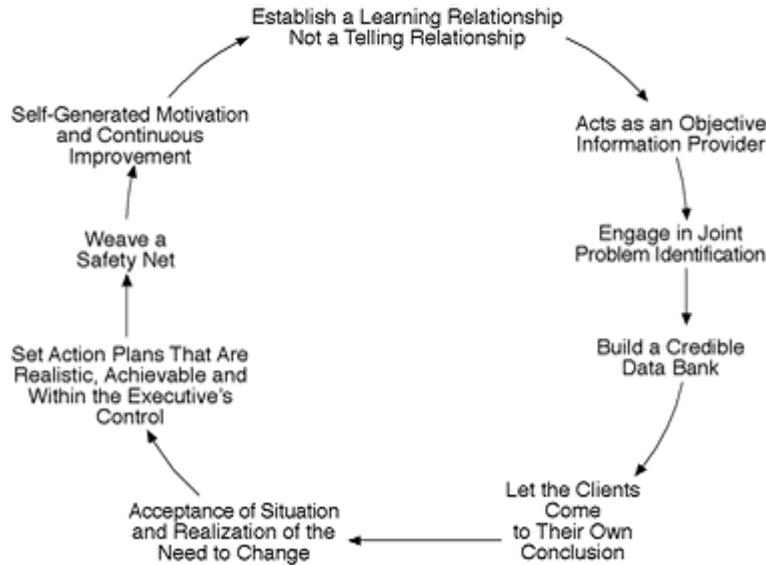
Figure 2.2: A Systematic Approach to Coaching
Source: Giglio, Diamante, & Urban (1998, p.97)

Phase I: Building commitment and personal transformation

Step 1. Establish a learning relationship not a telling relationship
It is unlikely that the coach will be welcomed with open arms by the person being coached. The person being coached might resist working with a coach, due to the fact that they might feel angry and threatened. Rejections can take form of blaming someone else, denial, making light of the situation at hand, or unwillingness to respond. It is essential that the coach overcome such problems and rejections.

Step 2. Act as an objective information provider
A coach should act objectively, and with empathy. Thus, the coach will be able to move into the problem identification phase with mutual curiosity. The coach will provide the person being coached with information, in order for them not only to understand the focus of the activities, but will also fully understand his/her role in the process. The both parties will then agree and accept on the task at hand. The role of the coach's role expands over time into becoming more of a classifier, questioner, elaborator, and motivator.

Step 3. Engage in joint problem identification
As the coaching process develops, the person being coached will most likely become more supportive, and they might even become excited about identifying problems and

understanding the system and the interrelationships that are associated with the organization. In this stage it is essential that the coach, apply his/her expertise to encourage the person being coached to see the individual, group, and organizational factors that influence the current situation. By doing this, the coached individual can begin to get a realistic understanding of the problem and might even come to realize that they are a part of the problem. For the individual, this becomes a major step in the coaching process.

Phase II: Moving the executive forward

Step 4. Build a credible data bank
The coach must "sort" through all the information they receive and determine what is true and what is simply perception. By carefully examining all interview data the coach will receive a strong indication of where the truth lies, which usually is somewhere in between all the facts. The way data is collected, analyzed, and fed-back is crucial since it is a cornerstone in the change process. If the coach does not have credible data nor an understanding on how to use it, the coach is on the way to destruction.

Step 5. Let the clients come to their own conclusions
At this point in the process it is time to start specifying the problem, by providing objective feedback to the individual. It is important that the coach do not lead. They should simply just unfold the information that has been collected from several of sources such as interviews, questionnaires, peers, the executive, daily observations of interaction. Once the information has been presented allow the coached individual the courtesy of seeing the picture first. The coach should be supportive and help to clarify the situation, however the coach should not get in the way of letting the coached individual to accept responsibility for his/her role in the problem.

Step 6. Acceptance of the situation and realization of the need to change
It is important for the coached individual to accept personal responsibility for change. If this acceptance does not occur, there can be no growth. This is not a short-term process; it can range from a few weeks to several of months for the coached individual to realize that they might be a part of the problem. However, a fear-free environment, that promotes learning and understanding of why things happen and how not to make problems occur again, is a must if a coaching program is going to succeed. Once this environment has been settled, the coach makes the transition from a problem-defining process to a problem-solving facilitation process.

Phase III: Facilitating the personal transformation

Step 7. Set action plans that are realistic, achievable and within the coached individual control
To focus the coached individual on the task, the goal and the actions that are needed in order to meet the developmental plan are worthwhile efforts. The coach and the coached individual should jointly discuss and explain how a developmental plan will be accomplished.

Step 8. Weave a safety net
As the coached individual implements the developmental plan there is a realistic chance that something will go wrong and mistakes will be made. It is the coach's responsibility to teach self-monitoring skills, and work on improving the executive's personal management skills in order for the coached individual can cope with failure, reduce stress and learn from this challenging experience. It is important to remember that goals are a continuous improvement, and not perfection. Share the developmental plan with everyone that has taken part of the coaching effort. Involve changes that have been made as a result of the process, such as new business strategies, performance appraisal systems, and feedback on sales performance, and celebrate the success with everyone that has been involved.

Step 9. Self-generated motivation and continuous improvement
Achievement is highly gratifying. If people feel good about themselves, they will be more creative and productive. At this point the coached individual is in a new cycle of adding value to the organization. The focus now lies on action, improvement, performance, development, team co-operation, and understanding interpersonal dynamics. Coaching has succeeded when the executive has incorporated the above philosophies into his/her personalities. (ibid)

2.2.2 Coaching Styles

Coaching styles describes the manner in which the coaching takes place. However, style is sometimes also used in order to describe different roles or types of coaching. Different coaching styles ranges from situations where the individual is totally inexperienced to situations to individuals that highly experienced and capable.

In the case where the individual is totally inexperienced the appropriate coaching style is termed hands-on style. On the other side of the spectrum lies hands-off style, which is appropriate when dealing with an experienced high performer, such as an Olympic athlete or a chief executive. The coaching here relies mainly on questioning and feedback skills. In between the two extremities lies a variety of coaching styles, all depending on the level of experience and performance of the learner. It is further suggested that the faster a person can transcend from hands-on to hands-off style, the faster the improvement of performance will be accomplished. (Parsloe and Wray, 2000)

Downey (1999) as referred by Wade (2004) illustrates the spectrum of coaching in figure 2.3 below:
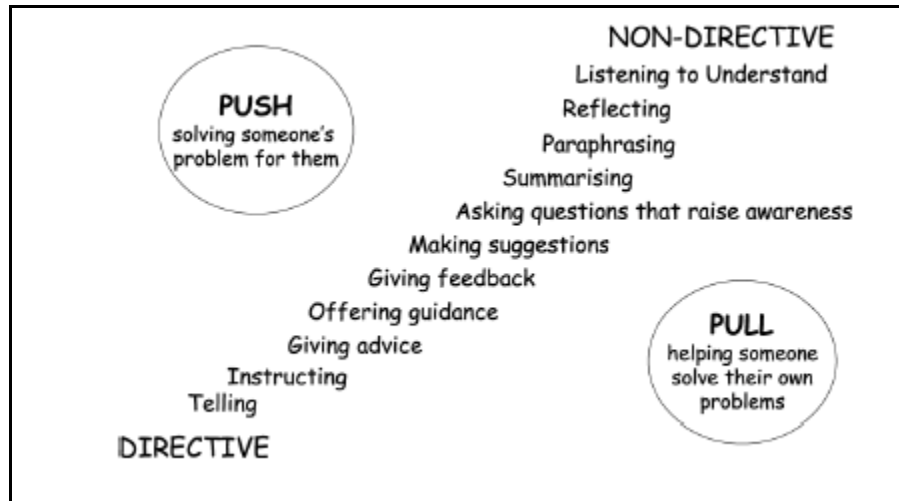
Figure 2.3: Spectrum of coaching
Source: Downey (1999) as referred by Wade (2004, p. 76)

According to Burdett (1991), effective managers coach in two ways: a directive approach and a reflective coaching approach. A directive coaching approach originates in a power base that has been linked directly to formal authority linked to the job in question. Reflective coaching not only stimulates empowerment but also plays a crucial role in an arena or dimension where the coaching discussion is based on collaboration and consensus. However, the author further suggests that directive coaching must be balanced with a reflective approach to coaching, especially in working environments that encourage empowerment.

Jarvis (2004) presents many different niche types of coaching:

Executive coaching
By improving the performance of the most influential people within an organization, will result in business success. These coaching sessions are often requested from external coaches. (ibid) O'Shaughnessy (2001, p. 196) further supports this fact by describing executive coaching as" the route to liberating not only the full potential of careers, but also the full potential of an organisation". Just like sports coaching, executive coaching focuses not only on technical issues, but also on psychological considerations (ibid). The coach and the executive will work together to identify areas that can be used more effectively, areas of weakness and blind spots in self-awareness that is necessary to be managed better. (Jarvis, 2004)

Performance coaching
The focus is aimed at improving an individual's performance in their current role at work. The coaching sessions will vary in specific issues, however the aim is always to increase effectiveness and productivity of the employee at work. (Jarvis, 2004)

Skills coaching
Custom made coaching programs that generally focus on achieving a number of skill development objectives that are linked to the need of the organization (Jarvis, 2004).

Career coaching
The focus is on the individual's career concerns. The coach extracts and uses feedback on the individual's capabilities as part of a discussion of career options. (Jarvis, 2004) Colombo and Werther (2003) further argues that career coaches help identify unknown capabilities and polish the already existing skills, and thus the coaches move those they advise toward greater effectiveness through greater self-awareness

Personal and life coaching
Provides support to individuals that wish to make a considerable change in their lives. The coach's role is thus to help the individual to explore what they want in life and how they might go about fulfilling their needs and achieve their aspirations. (Jarvis, 2004)

Business coaching
Any coaching activity that takes place in a business setting, thereby overlapping other terms of coaching. The coaching session is conducted within the constraints placed on the individual or a group by the organizational context. (Jarvis, 2004)

2.2.3 Coaching Techniques and Tools

According to Parsloe and Wray (2000) there are different coaching techniques that can be employed depending on the situation.

Practical Spiral
This technique has been found to be the most helpful when coaching inexperienced learners. It is especially appropriate when the inexperienced learner has to aquire mechanical skills or has to learn to master a new operating technique. The model consists of four stages and each and every step carry key points for the coach to follow. Parsloe and Wray (2000)

Stage 1: Explain and Demonstrate
The model begins with an initial explanation and demonstration stage. At this stage the coach should summarize what is about to be explained or demonstrated. The coach should also emphasize why it is important and outline how it is going to be done. The demonstration or explanation should be done in a logical manner, and in the end the coach should summarize and re-emphasize why it is important. There should also be time for questions, clarifications and feedback to check understanding.

Stage 2: Reflecting on the Learning
This stage can be characterized by reflecting on the previous learning in the initial stage. This stage should be intentionally timed. Allowing a few minutes for private thought, not taking or handling of a piece of equipment is often all that is necessary.

Stage 3: Review Progress
The review stage focuses on drawing conclusions about the progress that has been made so far in the quest to achieve the eventual goal. The coach's responsibility is thus to remind the learner of the ultimate goal and encourage them to articulate the progress they believe they have made so far. Using well formulated questions can help the learner to localize barriers for learning as well as clarify any areas of misunderstandings that might have occurred.

Stage 4: Plan to Practice Again
The final stage includes planning to practise again. The opportunity to practice will provide the learner the opportunity to see whether the required competence standards have been achieved. The coach should provide the learner with three different practice sessions:

- *Risk-free opportunities*: The learner should be in an environment where mistakes can easily be made and remedial action taken with no damage done or blame expressed
- *Close-observation opportunities*: The learner can practise in real life situations with the coach in close presence to be able to intervene in order to help and correct any faults and to build confidence with constructive feedback and praise.
- *Spot-check opportunities*: The learner should be free to operate in a real life situation but with the knowledge that there will be occasional spot-checks by the coach to offer feedback and motivation.

As the learners improve their performance they will progress up in a spiral, and the type of practice sessions the coach will agree with the learner will move from risk-free to spot-check. In other words, as the learners move up in the spiral the coach will move from a totally hands-on style, towards a hands-off position. (ibid)

The Skills Framework Technique
This technique is appropriate when soft skills such as presentations, influencing and interviewing skills has to be acquired by the learner. In this technique the coach has to have a clear competency framework of the identified learning need on which to focus the coaching programme. The framework is based on a checklist, which is backed up by a more detailed set of checklists. These checklists will then provide both the coach and learner with an opportunity for thorough self-assessment of exactly what the outcome of the learning programme should be. The coach and learner will go through the checklist together and mark off those areas the learner already understands or perform well. This will allow the coach to focus on areas that require detailed attention. (Parsloe & Wray, 2000)

The 3-D Technique

This 3-D technique is appropriate when the focus lies on potential solutions that the other person can recognize and take personal responsibility for implementing. This technique focuses on recognizing a three dimensional analysis. The learner is asked to define the problem in one single sentence. Through careful questioning and the use of the 3-D technique allow the learner and the coach to identify three different elements of the problems. These elements include:

➢ *The situation*: e.g. Timescales, lack of resources, geography
➢ *People involved*: e.g. Unhappy customers, impatient boss, unreliable supplier
➢ *You:* e.g. Lack of technical expertise, conflicting priorities, the learner's general attitude.

Having identified the problem, and the three dimensions, it facilitates the identification of several solutions. The technique works best when the coach relies simply on questioning and allows the learner to work best throughout the process. (Parsloe & Wray, 2000)

The GROW Technique

The technique has its origins from sports coaches (Parsloe and Wray, 2000). The model was developed by Sir John Whitmore and has become one of the probably best-known coaching model (Dembkowski & Eldridge, 2003). This technique is useful when the coach is dealing with an individual that already has the basic knowledge, expertise and enthusiasm for the task at hand. The technique is not recommended when dealing with inexperienced learners since it is time consuming and too sophisticated for practical day-to-day work-based coaching situations. However, the GROW technique is excellent if you wish to use a hands-off coaching style, and it has proved to be successful. The technique relies heavily on questioning and a clear structure. The Grow technique can be summarized as:

➢ Establish the **G**oal
➢ Examine the **R**eality
➢ Consider all **O**ptions
➢ Confirm the **W**ill to act

The first question relies on the goal the learner wants to achieve with the coaching sessions. The next step focuses on the reality the learner is operating in, which is followed by the options that the learner can choose. The final step deals with the will to actually take the steps towards implementing one or more of the previously identified options. (Parsloe and Wray, 2000)

Simple coaching techniques

Move from easy to hard: It is highly recommended to go from easy to hard. A person learns to ski on the beginner slopes, which will give the skier the confidence and the skills to advance to intermediate runs. The goal will not be reached without some trial and error along the way. If the learner needs work on several behaviours, pick one as the likeliest to generate the quickest change and the least amount of trauma. (Waldroop & Butler, 1996)

Set micro goals: Setting micro goals can be a very effective way for practicing with very little risk. These goals will serve as the basis for reflection and discussion between a coach and the learner. For instance, if the ultimate goal is to stop overly controlling behaviour, a series of micro goals might encourage the manager to hold back his/her opinion in a meeting until everyone else has spoken, to delegate an important piece of work, and to practice active listening. (Waldroop & Butler, 1996)

Use tape delay: Tape delay is another helpful technique for a coach to use. A manager who tends to get into trouble by speaking before thinking is advised by the coach to wait for five seconds before reacting in meetings. This can be compared to live television that delays broadcast by a few seconds to allow network censors to delete any profanity. (Waldroop and Butler, 1996) Dembkowski & Eldridge (2003) further elaborates on this technique by suggesting that novice coaches often tends to rush ahead and begin to make suggestion to the client rather than taking it slowly and allowing the coached individual to generate his/her own ideas and options. Even if long pauses can be embarrassing they provide a critical part of the coach/client relationship. By providing a period of silent reflection may result in new fresh ideas and new ways of thinking in regards to an issue. (ibid)

Practice script writing and role-playing: If the learner has problems to communicate, the coach can encourage him/her to write scripts and then play out possible scenarios (Waldroop & Butler, 1996).

Set up relationship-repair meetings: In order to examine a malfunctioning relationship, it is necessary for the coach to ask many questions to the learner. As soon as the manager is ready to work on the relationship, the coach is there to help him/her to play out a first meeting. It might even be beneficial that the coach acts as meeting facilitator. (Waldroop & Butler, 1996)

2.3 The Effects of Coaching

Wilson (2004) states that the most frequently asked question regarding coaching is if the value of the process can be measured. In the last few years many organizations and consulting firms has started to offer coaching as a service. Despite the fact that corporations invest large amounts of money in coaching, yet, to date, the research regarding the impact of coaching is very limited. Executives and Human Resource often speaks highly of coaching and are pleased with the results. However, it is difficult to provide quantitative data to support their standpoint. (Thach, 2002)

2.3.1 Options of evaluation

According to Jarvis (2004) formal evaluation is often missing, with large proportion of organizations relying on little more than anecdotal evidence to measure the effect. It is furthermore considered difficult to isolate the impact of coaching intervention on regularly used business indicators such as turn-over and productivity. Jarvis (2004) identifies a number of different options that can be used in order to measure the effect:
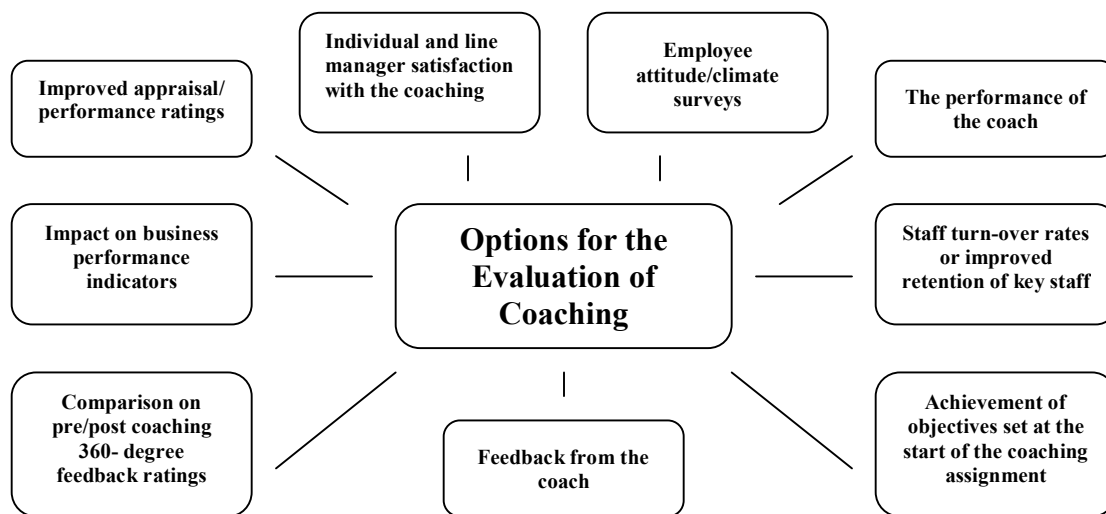
Figure 2.4: Options for evaluating coaching
Source: Jarvis (2004, p.68)

2.3.2 The 360 Degree Feedback

According to Thach (2002) the best practitioners combine coaching with 360 Degree Feedback Technique. In recent decades these functions combined has become one of the fastest growing development options within global companies. The 360 degree feedback reports were created in order to facilitate before and after comparative measurements. (Tyson & Ward, 2004) The idea behind the 360 degree feedback is to draw responses

regarding leader effectiveness from upward, peer level and downward sources. The ratings of the measurements are then compared with the self-ratings in order to detect disparities or blind spots. It is believed that such information will enhance the individuals self awareness, subsequently leading to improved performance and also increase the understanding of others expectations. (Testa, 2002)

Thach (2002) used the 360 degree feedback together with coaching when studying executives and according to Testa (2002) the conjunction generated an increase in leadership effectiveness by as much as 60 %. The procedure of this method is implemented in three phases over a period of three years: Thach (2002)

Phase one: Develop and pilot the 360 feedback process (Eight month)

In the first phase the survey is designed in collaboration with external consultants and internal executives, including the CEO. Employees are interviewed in order the identify leadership competences needed to achieve organizational strategies for the next five years. The survey is put together based on standard questions and customized organization specific questions. In order to measure the results a five point satisfaction scale is used, with 1 being "very unsatisfied" and 5 being "very satisfied."

The next step is to conduct a pilot survey on selected sample of individuals in the organization. Furthermore, the result is evaluated and modifications are made in order to enhance validity and facilitate the coaching process.

Phase two: Implement the year one 360 feedback with coaching (12 months)

During the second phase the modified 360 degree survey is distributed to the selected individuals. Additionally, during this phase, the selected individuals receive four coaching sessions over a period of six months. The coaching sessions were scheduled as follows:

1. *First coaching session:* This first meeting includes analysis of the results, discussion, and preliminary preparations of a development plan. A list is made with specific development actions. The "coachee" is also instructed how to communicate with managers and peers in order to follow up and seek assistance to identifying the specific actions and development plans.

2. *Second coaching session:* It is conducted one month later. In order to follow up how the conversations and development plans conducted. It includes the specific actions and how the implementations are progressing.

3. *Third coaching session:* It is conducted three months later. The coach and the coachee assess the result of implementing the development plan. Identifies any obstacles or issues. If needed, the plan is modified and the "coachee" is prepared to follow up with peers, direct reports and managers in order to receive feed back.

4. Fourth coaching session: This meeting is conducted in a similar pattern as previous meeting, furthermore, the preparation for evaluation surveys is conducted.

Phase three: Implement year two 360 feedback with coaching (12 months)

Phase three follows the identical procedure as phase two, both with coaching sessions and the 360 feedback surveys. After the three year period the result of the surveys are analyzed by descriptive statistics on the development. Furthermore, a compilation of all data is prepared. The results are provided in three areas:

➢ **Participation rate:** The overall participation is evaluated. The general attitude and reaction of the process are evaluated. Drop out rates are counted and reasons are investigated.

➢ **Leadership effectiveness:** The self effectiveness ratings are measured and evaluated. Furthermore the follow up frequency is measured and also the impact of the changes made.

➢ **Coaching Impact:** The coaching impact is measured based on how many meeting that actually were conducted and if the development plan was completed. Furthermore, if the self-reported increase in leadership effectiveness correlates with the amount of coaching sessions conducted. (ibid)

Thach (2002) argues that this methods combines is proven to demonstrate an increase in leadership effectiveness and performance. Furthermore, the author state that by using these methods provides the necessary support the claim that talented coaches can contribute with hard evidence improvements in an organizations.

Testa (2002) furthermore states that the 360 degree feedback can be implemented in every aspect of the organization. Following model describes the framework:
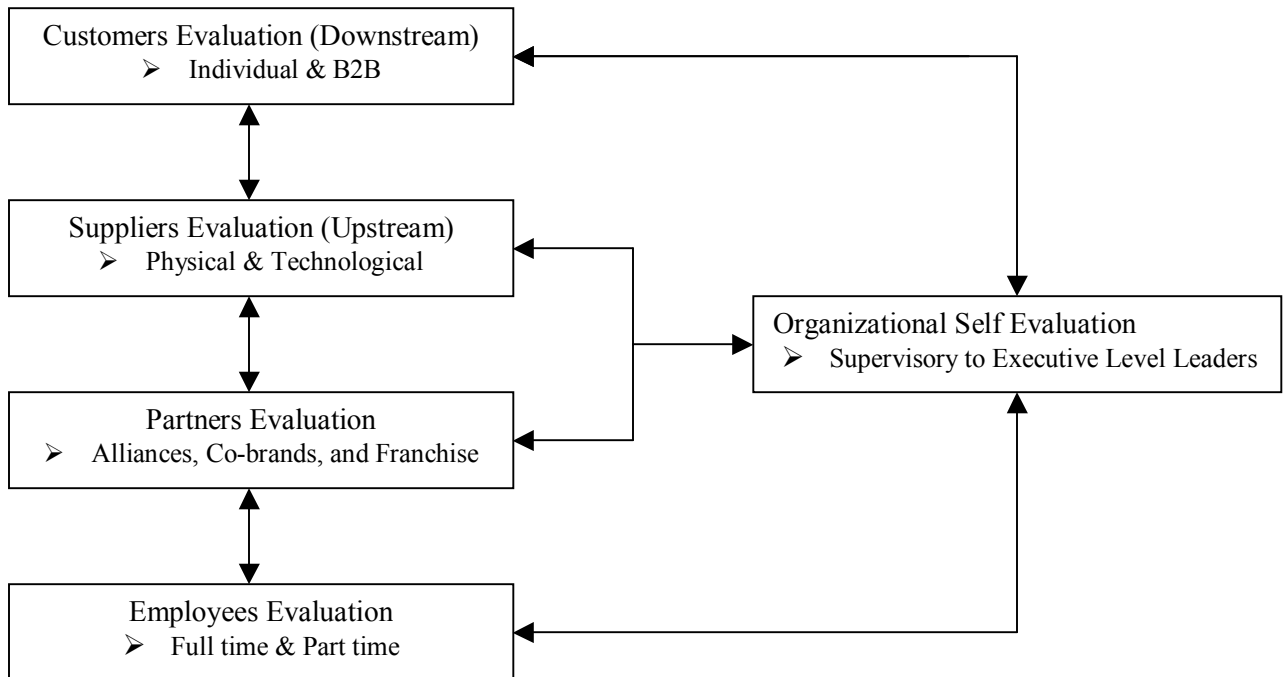
Figure 2.5: Framework for Organization- based 360 Degree Feedback
Source: Testa, (2002)

2.3.3 Kirkpatrick's four levels of evaluation

After a training or workplace learning program has been implemented it is crucial to conduct an evaluation of the impact. According to Miller (2004) there are several models that can be used. However, the evaluation is generally undertaken at several levels. Kirkpatrick (1994) state that the evaluation should occur at four distinct levels:

Level 1: Emotional reactions to the program (Reaction)
This is generally undertaken using a post-course questionnaire and attempts to measure the attitudes to the program and the perceived overall value of the program. The process is subjective and generally lacks any external quantification.

Level 2: Achievement of learning objectives contained in the program (Learning)
This level aims to assess to knowledge gained by the end of the program. Knowledge in this context would refer to a heightened awareness of the concepts, issues and skills that might be used when back at work increase performance.

Level 3: Behavioral changes for the managers in the programs (Behavior)
The third area focuses on the behavioral changes back in workplace following participation in the program. Surveys, interviews, observations and critical incident could be used in order to measure the behavioral changes.

Level 4: Concern the impact on the organization of the program (Result)
It could be measured through profit contribution, or levels of safety or productivity. However, this is the most complex and is difficult to measure due to the various factors that affect the interaction between employee, manager, organization and environment. Furthermore, in order to measure the impact the workplace learning interventions need to be isolated.

According to Miller (2004) the fourth level of measurements have until recently solely been concentrated on financial measures, such as profit, earnings per unit, and market share. However, recently attempts towards a more balanced and strategic approach view of business performance have emerged. The emergence of the balanced score card approach. The idea is to measure performance from other perspectives, including customers, internal business processes and learning and growth.

The balanced score card is divided into *two* areas of measurements:

1. The measurements of performance and development of the review process.
2. The measurement of the performance and development, furthermore, the impact of the behavioural change and the organizational performance. (The third and the fourth level of Kirkpatrick's model)

Questions on the survey is rated on a five point Likert scale with 1= strongly disagree and 5= strongly agree.

Examples of questions to the *first* area:

➢ The training I attended for X was helpful in understanding how it would work.
➢ I am confident in setting goals with my manager.
➢ I will be better at goal-setting next time I have to undergo the process.
➢ The process allowed me to feel more in control over my job.
➢ The process allowed me to feel more in control over my future career.

Examples of questions to the *second* area:

➢ Since using the process, communications with my manager has improved.
➢ Since using the process, I have a better understanding of my department's business plan.
➢ Since using the process, I now understand the key performance indicators.
➢ Since using the process, I better understand the expectations of my job.
➢ Since using the process, I think the performance of my work unit has improved.
➢ Since using the process, I think my individual performance has improved.

2.3.4 Personal Development Plan, PDP

Wilson (2004) state that the most successful methods of measure the result of coaching is by thoroughly explore what the individual or the organization want the coaching to achieve before the process initiates.

According to Parsloe and Wray (2000) the learner must be involved in decision making by suggesting a Personal Development Plan, (PDP). The idea behind this model is to ensure that both coach and coachee take an active role in the process. A successful PDP needs to answer following questions:

Initial Key questions:

➢ What is to be achieved?
➢ How will it be done?
➢ Where will it be done?
➢ When will it start and end?
➢ Who will be involved?
➢ Who needs to agree to the plan?

Implementation & Monitoring

Evaluating key questions:

➢ Were the development goals achieved?
➢ Did the different components of the PDP work in the sequences they were designed to?
➢ What changes, if any, were made to the PDP and why?
➢ Was the PDP cost effective?
➢ Were there any unexpected benefits?
➢ What would you do differently next time?
➢ Is there a need for a new PDP to improve performance still further?

Figure 2.6: The Personal Development Plan
Source: Parsloe and Wray (2000)

Parsloe and Wray (2000) states that there is a difference between monitoring and evaluating and the evaluation is the activity once a program has been completed. When the evaluation is being conducted it is crucial to determine if there are other aspects of improvement. If the situation demands for further improvements, the process should start again.

2.4 Conceptual Framework

2.4.1 Objectives with Coaching

Regarding the objectives with coaching within organization, we have decided to base our conceptualisation on Jarvis (2004) suggested theory for benefits with coaching. We found these objectives to be both the latest and the most extensive list of factors. These factors are further supported by other authors (Redshaw (2000), O'Neill (2003), and McDermott (1996)). Since we base our conceptualisation on Jarvis (2004) we will only include researcher who will add to the model.

Benefits for the individual
- Learn to solve own problems
- Improve managerial and interpersonal skills
- Have better relationships with colleagues
- Enhanced communication skills (O'Neill, 2003)
- Learn how to identify and act on development needs
- Have great confidence
- Become more effective, assertive in dealing with people
- Have a positive impact on performance
- Have great self-awareness and gain of new perspectives
- Acquire new skills and abilities
- Develop greater adaptability to change
- Improve work-life balance
- Reduce stress levels
- Better goal setting (O'Neill**,** 2003)
- Increased project completion, (O'Neill, 2003)

Benefits for the organization
- 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 tem 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 satisfactory process for self-development
- Support other training and development initiatives e.g. Reduce leakage from training courses
- Clarifies issues and expectations (McDermott, 1996)

2.4.2 Coaching Strategy

Process
We have decided to rely on Parsloe & Wray (2000) when conceptualising the coaching process. We found their process to be one of the most recent studies and they carry the most extensive list that many other researchers support (Giglio, Diamante & Urban (1998), Gåserud (2000), King & Eaton (1999), and Tach (2002)). Since we base our conceptualisation on Parsloe & Wray (2000) we have decided only to present those researchers who add to the model.

➢ **Analysing for Awareness**
  - Analysing the current situation
    - The coach observe, receives suggestions from other and coached individual about areas that is need coaching (Gåserud, 2000)
  - Specific standards / performance competences
  - Learning style preferences

➢ **Planning for responsibility**
  - The individual should be actively involved in the program
  - Goals
    - Long-term aims and specific goals (King and Eaton, 1999)

➢ **Implementing the plan, using styles, techniques and skills**
  - Formal/Informal Planning
  - Flexibility of the program

➢ **Evaluating for success**

Styles
We have decided to base our conceptualisation on Parsloe and Wray (2000) suggested theory for coaching style. Parsloe and Wray (2000) is further supported by other researchers (Wade (2004), and Burdett (1991)) Since we base our conceptualisation on Parsloe and Wray (2000) we will only include other researchers who adds to the model.

➢ **Hands-on Style**
  - Telling and instructing (Downey (1999) as referred by Wade (2004)
  - Inexperienced employees

➢ **Hands-off Style**
  - Questioning and Feedback
  - Experienced & High Performers
  - Stimulates empowerment

Techniques

Parsloe and Wray (2000) have suggested many different techniques and we have decided to rely on them for our conceptualisation in regards to coaching techniques.

- The Practical Spiral
- The Skills Framework Technique
- The 3-D technique
- The GROW Technique

2.4.3 The Effects of Coaching

We have decided to rely on Jarvis (2004) as the base for the conceptual framework regarding measuring the effects of coaching. This due to the fact that it is one of the most recently presented theories and provides various evaluation options.

Options for the Evaluation of Coaching
Impact on business performance indicators   **Improved appraisal/ performance ratings**   **Staff turn-over rates or improved retention of key staff**
Comparison on pre/post coaching 360- degree feedback ratings
Achievement of objectives set at the start of the coaching assignment
Individual and line manager satisfaction with the coaching   **The performance of the coach**   **Employee attitude/climate surveys**
Feedback from the coach

These options are further supported by, Kirkpatrick (1994) Waldroop & Butler (1996) Wilson (2004). Miller (2004) supports these options, however, claims that the effects of coaching is hard to isolate when considering coaching.

Thach, (2002) further support this theory by stating that the best practitioners combine coaching with 360 Degree Feedback Technique. In recent decades these functions combined has become one of the fastest growing development options within global companies.

Wilson (2004), Parsloe and Wray (2000) further states that the most successful methods of measure the result of coaching is by thoroughly explore what the individual or the organization wants the coaching to achieve before the process initiates.

Wilson (2004) and Bramley and Kitson (1994) further supports these options and state that these types of evaluations is the most common alternatives used when evaluating an improvement process. Miller (2004) refers to these options as reaction of the process.

Wilson (2004 and Parsloe (2000) further state that the most important issue concerning coaching is to involve the individual in the evaluation. However, according to Burdett (2001), Marshall (2004), Garvey (2004) coaching practitioners can use a direct teaching approach, were the coach evaluate the impact.

2.5 Emerged Frame of Reference

Previously in this chapter relevant theories have been conceptualized. This emerged frame of reference (see figure 2.7) has been developed in order to understand how our research questions relate to one another and will all serve as a base to reach our research purpose.

RQ 1   **RQ 2**   **RQ 3**

| OBJECTIVES | | STRATEGIES | | EFFECTS |

| Benefits | | Processes | | Measurements & Evaluations |
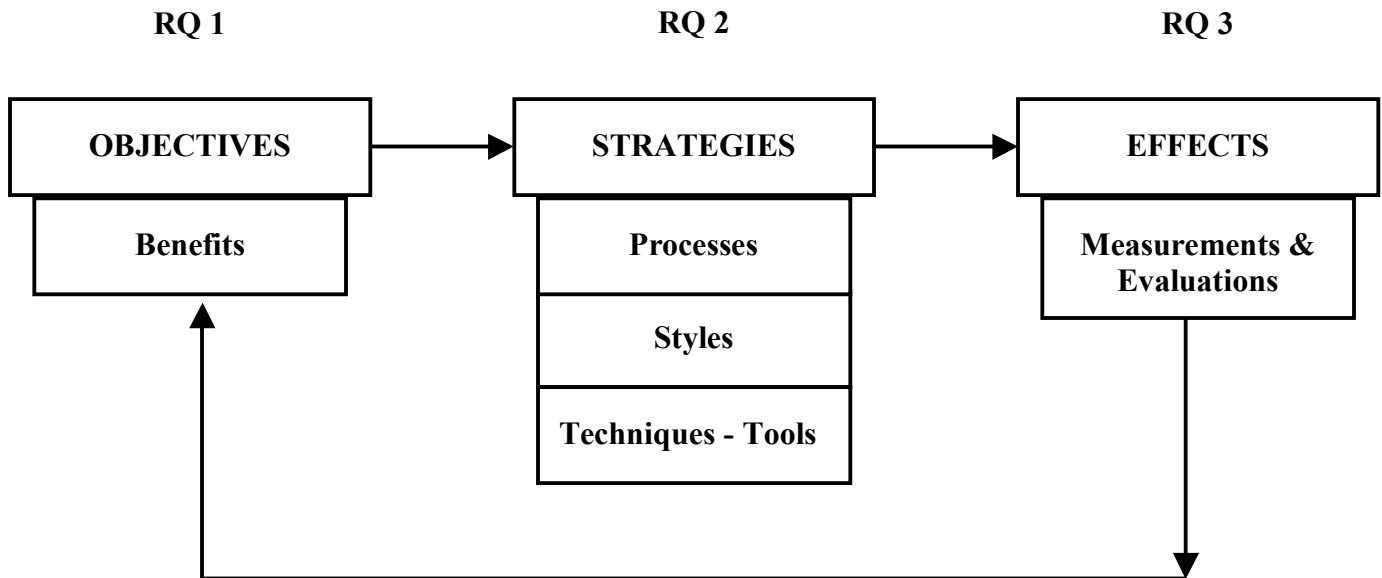
Figure 2.7: Emerged Frame of Reference
**Source:** Authors own construction

The objectives with coaching indicate what organizations or/and individuals want to achieve with coaching. These objectives set the frame from which a strategy should be selected. Furthermore, the outcome illustrates the effect of the coaching whole process. The evaluation should then be considered in order to set new objectives for further development.

3. METHODOLOGY

This chapter should give the reader detailed and sufficient information in order to make an estimate of the reliability and validity of the methods used. We will explain and justify the choices of methodology approaches that we have adapted in order to answer the research questions posed.
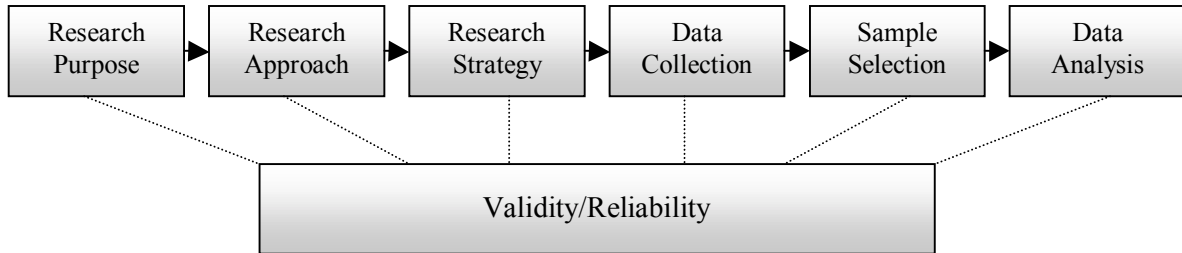
Figure 4.1: Research Methodology
Source: Adapted from Foster (1998), p.81

3.1 Research Purpose

According to Yin (2003), the purpose of an academic study can be exploratory, descriptive, or explanatory.

- ➤ *Exploratory studies* are practical if you wish to clarify your understanding of a problem (Saunders, Lewis & Thornhill, 2000). Robson (1993, referred by Saunders, Lewis & Thornhill, 2000, p. 97) describes exploratory studies as a method of finding out "what is happening; to seek new insights; to ask questions and to assess phenomena in a new light".
- ➤ *Descriptive studies* are appropriate when you wish to portray phenomenon such as events, situations or a process. Furthermore, a descriptive study is also appropriate when the problem is clearly structured, but the intention is not to conduct research about the connections between causes and symptoms (Eriksson & Weidersheim-Paul, 2001).
- ➤ *Explanatory studies* are useful when you wish to establish casual relationships between variables. The emphasis in this sort of study is to examine a situation or a problem in order to explain the relationships between the variables (Saunders, Lewis & Thornhill, 2000).

The purpose of our thesis is somewhat exploratory since we wish to provide a better understanding of how coaching is used as a management philosophy, since very little was found on the subject. We are descriptive in the sense that we portray the objectives, the strategy and the measurements of the effects of coaching. The descriptive purpose is also justified by the sense that our research purpose is clearly structured. Finally, our research purpose is partly explanatory since we are trying to summarize and explain the findings in our study by answering our research questions and drawing conclusions. However, our study is foremost descriptive in nature.

3.2 Research Approach

According to Denscombe (2000) a qualitative research is practical when a researcher wants to transform what has been observed, reported or registered into written words and not numbers. Qualitative research tends to rely on detailed and thorough descriptions of events or people. They are often associated with small-scale studies, and due to its ability to penetrate a situation or problem it is considered to be an excellent tool to handle multifaceted situations (ibid). In regards to this previous discussion we have decided to rely on a qualitative approach in this study. The aim of this study is to provide a better understanding of how coaching is being used as a management philosophy. Our aim is not to make generalization. Instead, by using small-scale studies we could investigate certain variables in depth and thus, provide a better understanding of our research area.

3.3 Research Strategy

Yin (2003) recommends that case studies should be used when the research questions are of "why" and "how" nature, the strategy requires little control of behavioral events, and finally when the focus is on a contemporary occurrence within some real life context. Case studies further contribute uniquely to our knowledge of individual, organizational, social and political occurrences and it allows an investigator to retain the holistic and meaningful characteristics of real-life events, such as individual life cycles and organizational and managerial processes. The design of a case study can either be a single- case study or a multiple case study. A *single case study* investigates a single entity in the form of one industry, company, or district in depth. However, a *multiple case study* allows the researcher to or more entities to be studied and compared, which increases the validity of the study (ibid). Each case within a multiple case study will however not be investigated in the same depth (Eriksson & Widersheim-Paul, 1997).

The purpose of our study was to find information to answer our "how" questions. The study did not require control over behavioral events. Furthermore, the study focused on contemporary event and it allowed us, the investigators, to retain characteristics of real-life events such as managerial processes. Further, we wanted to collect and analyze new data, compare it to existing theories and get the opportunity to make comparisons between cases to detect possible similarities or differences. With the previous discussion in mind we decided to conduct a multiple case study.

3.4 Data Collection Method

Yin (2003) argues that no source of information is better than others. In fact, they should be considered complementary, and therefore a good case study will rely on as many sources as possible. When gathering information for case studies a major strength is the opportunity to use many different sources of evidence. The use of several sources of evidence means that the researcher has the opportunity to obtain multiple measures of the same phenomenon that adds validity to the scientific study. According to Yin (2003)

interviews are one of the most important sources for case study information. Eriksson & Weiderheim-Paul (1997) explain that telephone interview and personal interview can be used as potential techniques. Based on this reasoning, we conducted two personal interviews and one telephone interview. We decided to use a telephone interview with one respondent due to the limited time and geographical distance. According to Yin (2003) documentary information is relevant in every case study. It is further suggested that documents can take many forms. We used documentation that was gathered from the companies' homepages in order to describe the companies' backgrounds.

According to Yin (2003) case study interviews can take the form of being open-ended, focused, or structured. In an open-ended interview, the key respondent is asked about facts of a matter as well as their opinions about an event. In a focused interview, the respondent is interviewed for a very short period of time. A focused interview can still remain open-ended but you will most likely follow a certain set of questions derived from the case study protocol. Finally, the structured interview follows the same lines of a formal survey (ibid). We decided to conduct a focused interview since we had a certain set of questions that needed to be answered in order for us to obtain relevant data to our research questions. Furthermore, we wanted to keep the interview open ended to some extent. This in order to preserve the flexibility of the interview and to make room for additional information not thought of. The interviews were conducted in Swedish and we used an interview guide developed from our conceptual framework to guide our discussion.

3.5 Sample Selection

According to Saunders and Thornhill (2000), sampling techniques provide a range of methods that enable you to reduce the amount of data you need to collect by considering only data from a sub-group rather than all possible cases or elements. Non-probability sampling is done without chance selection procedures. Purposive sampling or judgmental sampling is a non-probability sampling method that basically allows a researcher to select cases that seems to be best suited to answer the research questions. This form of sampling is often used when working with small samples, especially in a case study when a researcher is looking for cases that are particularly informative. (ibid)

Our sample selection is based on a judgmental sampling, which is a non-probability sampling. Acquaintances suggested companies to us that they knew used coaching in their organization. Miles and Huberman (1990) suggest that investigating contrasting cases can help understand a single case finding, by specifying how, where and possible why it proceeds as it does. Based on this reasoning, we have chosen to include companies from divergent industries in our sample selection by included both companies carrying tangible products as well as intangible products. Miles and Huberman (1994) suggest that the number of cases to include in a multiple case study depends on how rich and complex the within case analysis is. Since our research questions and conceptual framework provides a fairly complex situation for each case, we have decided to include three cases in our study.

With the previous discussion in mind we ended up with the following companies; Nordea, the leading financial services group in the Nordic and Baltic Sea region and operates through three business areas: Retail Banking, Corporate and Institutional Banking and Asset Management & Life. Plastal, a leading supplier of surface treated, injection-molded plastics in Europe; and Freys Hotel, a hotel in central Stockholm. We got in contact with our Nordea respondent, Fredrik Lundberg through a meeting at Luleå University of Technology. Mr. Lundberg has been an employee at Nordea since 1986 and is responsible for the Upper Norrbotten division of personal customers and functions as the coach at these local branch offices located in Boden, Haparanda, Luleå. Our respondent at Plastal Group, Anna Nyström, was forwarded to us by the manager of the Human Resource Department. Mrs. Nyström has been an employee at Plastal Group since 1997, and is currently working as an in-house consultant for the activity development program within Plastal Group. Moreover, Mrs. Nyström functions as the project leader for a new quality management system. Our respondent at Freys Hotel, Anna-Karin Neuman was forwarded to us through the switchboard. Mrs. Neuman has been an employee at Freys since 1995 and works as the human resource and project manager, and further functions as the overall coach.

3.6 Data Analysis

When analysing the data collected, the intentions were to find answers on the previously stated objectives. Miles and Huberman (1994. p.10) present the following three parallel flows of activity to explain the analysis.

- ➢ *Data reduction*: The process of selecting, focusing, simplifying, abstracting and transforming the data. The purpose is to organise the data so that the final conclusion can be drawn and verified.
- ➢ *Data display*: Taking the reduced data and displaying it in an organised compressed way so that conclusions can be more easily drawn.
- ➢ *Conclusion drawing/verification*: Deciding what things mean, noting regularities, patterns, explanations, possible configurations, casual flows, and propositions.

Miles and Huberman (1994) further present pattern coding as a way to present data. For a qualitative analyst, pattern coding is important since it reduces large amounts of data into a smaller number of analytic units. This facilitates for the researcher since they can stay more focused and helps the researcher to elaborate a cognitive map in order to understand local incidents and interactions. (ibid)

We decided to reduce data by initially presenting pattern-coded tables to illustrate key findings. Furthermore a within case analysis followed by a cross-case analysis was conducted in regards to each section of the research question. The within-case analysis was conducted in a way in which we compared existing theory, according to our conceptualisation, to our empirical findings. Finally, conclusions of the research were drawn.

3.7 Validity and Reliability

In order to reduce the risk of obtaining incorrect answers to our research questions emphases on two particular research designs has to be considered: reliability and validity. (Chisnall, 1997)

3.7.1 Validity

Validity is the quality of fit between an observation and the basis on which it is made according to Kirk and Miller (1987). Validity is concerned with whether the findings are really about what they appear to be about (Saunders & Thornhill, 2000). It refers to how well a specific research method measures what it claims to measure (Chisnall, 1997). Yin (2003) has presented three commonly used tests for a researcher to test the validity. These include construct validity, internal validity, and external validity. Yin (2003) claims that internal validity only is used for explanatory or causal studies this study mainly is descriptive and therefore the test will not be dealt with further. Yin (2003) also states that external validity deals with the problems of making generalizations of the case study. This study is not aiming to make any generalizations, thus this test will not be taken into consideration.

3.7.2 Construct Validity

There are three tactics according to construct validity: Use multiple sources of evidence; Establish chain of evidence; Have key informants review draft case study report (Yin, 2003). In our research we have used documents and interviews as sources of evidence. However, the documents have been used to complement the interviews and are not included in the analysis. To establish a chain of evidence is, according to Yin (2003, p. 105), "to *allow the derivation of any evidence, ranging from initial research questions to ultimate case study conclusion*". Throughout this study we have made references to all the sources from which evidence has been collected. Our supervisor has reviewed our draft reports. Furthermore, after designing the interview guide, we had it approved by our supervisor before conducting the interview with our respondent

We were recommended two of the three case study companies by a relative to one of the authors. This might have decreased the validity to a certain extent, however the relative is through his area of expertise well aware of companies that do use coaching. Further, we put effort into finding the most suitable and most knowledgeable respondent for answering our research questions. However, except in the case of Nordea, we were recommended respondents from people within the company. There is a slight chance that we have spoken to the wrong people through this direction, but after describing the purpose to the person directing us we believe we have found people with the right knowledge.

The interview was conducted in Swedish and later translated to English, which increases the risk for interpretation errors. However we decided to conduct the interview in Swedish since the respondent otherwise might have misunderstood our questions, and

might have felt constrained with the language barrier and not been able to talk as freely. We used an mp3-player when conducting our interview, so that we could double-check the answers in order to reduce the possibility for wrongly interpreting or translating the answers.

3.7.3 Reliability

Reliability refers to the stability and consistency of the results derived from research: to the probability that the same results could be obtained if the measures used in the research were simulated. Essentially, reliability is concerned with the consistency, accuracy and predictability of specific research findings. (Chisnall, 1997) One factor that might run the risk of affecting the reliability of the study is the respondent's lack of knowledge. It is further suggested that if a respondent at the moment is tired or stressed, or have negative attitudes toward the interview it can impact negatively on the reliability of the study (Eriksson & Wiedersheim- Paul, 2001).

We have strived to find the most suitable respondent with the right knowledge with regards to the research area. It is possible that if someone were to do the interview again the respondents might be more prepared because it has been done once before and they also will know what to answer. The respondents might also remember more and possibly add additional depth into the interview. We further scheduled an interview time that the respondents choose in order to reduce a stress factor. It is however possible that they might be stressed by other factors. Our impression was however that they were relaxed and enjoyed talking with us.

Yin (2003) has suggested that the use of a case study protocol and develop a case study databases are techniques, which increase, research reliability. We have throughout this report explained the procedures of our research. We have also designed an interview guide, which reflects the conceptualisation of our research questions. We have further organised the thesis in a way so that any reader or researcher can retrieve any desired material. There is a risk that personal biases might have been present in the interview to some extent, therefore the results could be questioned due to the influence from the respondent as well as our own attitudes and values. We further have the interviews documented. There is a possibility that over the years the objectives, procedures, techniques and processes might be changed or improved which means that the results of the study with the same nature of ours might take another turn.

4. EMPIRICAL DATA

This chapter will present the empirical data from the selected companies. To begin with, we will present a background of the company and thereafter the data collected will be presented in the same order as our research questions are presented. Thus, this chapter will include objectives with coaching, followed by different coaching strategies, and finally how the effects of coaching can be measured.

4.1 Case One: Nordea

Nordea was established in 2001 and originates from four Nordic banks: Merita Bank, Nordbanken, Unibank, and Christiania Bank og Kreditkasse, from Finland, Sweden, Denmark and Norway respectively. Today, Nordea is the leading financial services group in the Nordic and Baltic Sea region and is currently operating in three business areas: Retail Banking, Corporate and Institutional Banking and Asset Management & Life. Nordea has the largest customer base of any financial service group in the region, which includes 9.6 million personal customers, 930 000 corporate customers and 1000 large corporate customers. Nordea further carries the most comprehensive distribution network in the region, which includes 1 209 bank branch offices and leading telephone banking and Internet services. Nordea have approximately EUR 262 billion in total assets, and in the end of 2003, Nordea had 31,000 full time equivalents.

Up until 10 years ago, leadership within the banking industry has always been a position that has been achieved through hard work and loyal service to the company. If an employee was a good bank official, they became branch manager over time. In other words, the more an employee knew about banking, the more responsibility they were given in regards to organizational tasks. Today, it is more important that a leader possess certain leadership skills. Nordea has mentioned five leadership skills, Strategic orientation, Communication, Coaching and Inspiration, Show power as a leadership, Able to make decisions and implement them. Coaching became apart of these leaderships skills as far as this year.

Our respondent, Fredrik Lundberg has worked at Nordea since 1986. Today, he is responsible for personal customers and acts as the coach at the upper Norrbotten branches in Boden, Haparanda and Luleå. Mr Lundberg has given his view on Nordea's objectives, strategy and measurement of the effects in regards to coaching.

4.1.1 Objectives with Coaching

Objectives for the individual
Nordea states that they do use coaching as a means to help co-worker to *solve their own problems* as well as it works as a means to *improve managerial and interpersonal skills.* Nordea further suggests that using coaching can indirectly create *better relations with colleagues*. Nordea makes this connection by suggesting that communication is essential in order to function within a group and to be able to do this you have to have a good

coach. *Improving communication* is therefore very important to Nordea. Since Nordea works a lot with team play it is essential that the team members can communicate to one another since they depend on each other. Crisis situations are usually the result of miscommunication or no communication at all. Another individual area of interest for Nordea's use of coaching is to let the co-workers *act and identify areas that need development*. It is important that the co-workers influence the organization by being who they are.

Coaching is further being used by Nordea as a means for employees to *gaining better self-confidence*. For the team to become successful it is essential for the leader to make a group of people want to play the same game. The team members have to have the desire to make their own decisions. Having a leader writing lists of things to do for thirty people the organization will become very ineffective. As a result coached individuals who before who would under no circumstances expose themselves have through their increased self-confidence become visible by taking either small or big steps. According to Nordea, the reason behind this is the fact that the individual has been seen. Nordea also sees coaching as a means to become *more effective and assertive in dealing with people* as well as it is seen to have a *positive influence on the performance ability*.

Nordea suggests that there is a motto to reaching *good self-awareness and gain new perspective* as a specific objective with their coaching. The more individualized the coaching becomes the more self-aware the person will be. Nordea suggests that it is this lack of awareness that hinder the individuals to perform as possible. Seniors within a company have a hard time to talking about themselves and the qualities unless they have gone through leadership courses where you are forced in doing so. In order to receive this self-awareness you have to expose yourself. With a management position comes feedback from co-workers since a leader is always in focus. However people further down in the organization does not provide this feedback among one another, it is thus up to the coach to provide this information.

Coaching is further used by Nordea in order to *acquire new knowledge and skills*, as well as to develop co-workers ability to adjust to change. Nordea are of the opinion that if an individual gets the opportunity to be involved and influence, the individual will be forced to use their own creativity to solve problems which will automatically result in increased knowledge and skills as well as improved adaptability. Since Nordea operates in a highly unpredictable industry, the skill to *adjust to change* becomes an essential characteristic in employees.

Nordea does not specifically state improved *balance between work and life* as a specific objective, however Nordea does indicate that it could influence one another. Nordea does indicate that if an employee feels well at work, they might bring some of that into his or her own home as well. However, an organization does not have the ability to master the private life of employees. Further, some people have a hard time to let down the guard and expose them selves. This is especially true amongst the seniority since they are not used to talk about these issues.

Coaching is further used to *reduce stress levels* at work. Nordea suggests that the more the individual is prepared the easier one can adjust to certain situations. Furthermore it becomes more likely to reduce stress that comes in highly stress related situations. However, stress can come from other aspects of life such as personal economy.

Coaching is further used by Nordea as a means to *improve goal setting*. Everyone have individual goals and everyone has to reflect in order to set these goals, and in order to do this the coach must have had an individual dialog with the individual. Within Nordea, arrangements such as customer meetings or other projects used to be arranged by managers. However, this has over time been delegated down in the organization. Coaching has thus become an important tool in getting people to actually *complete projects*.

Objectives for the Organization

Nordea's overall objective for using coaching on the organizational level is to inspire the co-workers. Coaching creates the condition and the inspirations that can make the co-workers use their full potential to develop and perform in the best way. *Improving productivity, quality, customer service and shareholders' value* are further important objectives to why Nordea uses coaching. Nordea further uses coaching to *increase the satisfaction and commitment of the co-worker*, which can lead to improved retention. However, the respondent further says that whether this is true or not, is a different story. Coaching is also used by Nordea as a means to *develop the employees and improve their skills*. The respondent however states that it is essential that the employees are aware of this in order for it to be successful. Communication thus becomes very important.

Support employees that have been promoted into *handling new areas of responsibility* is something Nordea would like to be true within the organization, but it is not. It is hard to find managers that are willing to take on the responsibility. At the moment the process of filling a vacancy ends with a signature, the focus is then moved on to the next position to be filled.

It is not an ambition for Nordea to help co-workers to *solve personal matters that would otherwise affect the work*. The respondent states that Nordea's responsibility relies in getting people to feel good at work and hopefully bring some of that home into their personal situation. In order to be able to affect an individual in their personal life demands insight. It is possible that if a manager has this insight they can also intervene and say that an individual need to seek help.

Achieving *a satisfactory process of self-actualization* is not stated as a specific coaching objective for Nordea. The respondent does however mention that the company invest time in individual development. This is achieved by letting the employees investigate matters on their own with the support of coaching sessions that are combined with pure instruction.

Supporting other training and development initiatives (e.g. reduce leakage from training courses) are not directly mentioned by Nordea as objectives. The respondent mentions

that the essence of coaching within Nordea is that they do have development conversations with every individual once every year in combination with two coaching conversations every month. Knowledge is perishable and if it is not looked after it will be of no good.

Finally, Nordea suggests that *clarifying concerns and expectations* is not a part of the coaching. From Nordea's point of view, directive is not coaching it is instructing.

4.1.2 Coaching Strategy

The Process
Nordea does not see the coaching process as a time limited event. It is considered an on going process. The respondent states that there is no structured and formal overall process used when implementing coaching. It has recently been established, however, it is the GROW technique that stand as a base for the actual process. The process is about creating a dialogue with the employee, to change a working behaviour. Some employees find own responsibility very stimulating and motivating, however, some question the manager and wonders if he/her really knows how to lead.

The respondent describes the process based on the GROW Technique and it is structured as following:

1. Objective: What do you want to achieve?
2. Present: What is the current situation, what affecting?
3. Possibilities: What needs to be adjusted, or what possible solutions can be thought of?
4. Implementation: How are you going to do, which decision, what assistance is required, when should it be completed?

The respondent states an example: The coach and the employee discuss having 20 clients a week. The employee states that it is not possible. The job for the coach becomes to facilitate the possibilities by asking questions like: Why, What do you need added, What do you need eliminated To the next meeting the employee need to work out a plan on what needs to be done in order to reach the objectives. The most important thing is that the individual becomes aware of what factors that is reducing the chance for success.

The respondent states that this could be used in an organizational setting as well, on a team. The coach could address the entire team and work with the same structure. However, the interesting dilemma is that some people like it and some people wonders if the managers knows how to do the job.

Both the coach and the employee address issues that are not working or address new objectives for the employee. However, it is not always the individual knows that he is working in the wrong way. The coach can use the personal conversations held every two weeks to address a problem, that has not been adjusted or the employee can identify something. It is all about getting people to speak. The whole aim is to get the individual

to self suggest a solution to the problem. This covers the entire spectra from bagatelles to crucial issues of development. This dialogue can be solved in 10 seconds or take months.

The overall objectives are presented from the head office. Based on the customer base, you should be able to reach an estimated objective. The budget from the sales is put from head office. The office gets the question from the head office, what they think of the set objective for the year. Then that it processed on an office level and then each person becomes responsible for implementing each owns part in order to reach the overall objective.

It would be better if everyone was included in the objective setting and problem solving, however, the time is too expensive. Sometimes it is just not possible. Coaching is being used with the objective to let everyone take part of the overall problem. The respondent states that if just the four managers discusses, maybe 10 issues are left out. It would be better to engage everyone! It is furthermore important is that the solutions is coming from the employees i.e. more motivating. It is easier to implement.

The grow technique is used as a selected technique, however, all steps are considered simultaneously. It is also important to understand that every manager applies coaching to their own attitude and values. The best incentive to use the GROW models to get a structure and eliminate to risk of forgetting something along the way. The problem that is stated by the employee might not be the real issue. It could lay in that person behaviour or attitude towards an issue. The respondent state an example: Do I want to change my behaviour at work, or is it really the other issues that are limiting the progress or objectives.

Styles
The respondent describes how Nordea has defined the actual coaching:
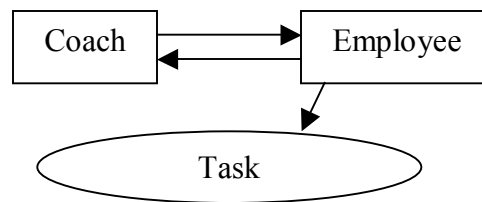
Figure 4.1: The definition of Coaching by Nordea
Source: Explained by Fredrik Lundberg during the interview

The respondent states that during the coaching course it took the managers three hour just in order to understand what coaching really was. However, it is based on concept that it is the employee that is taking the decisions. As a manager/coach you must let go of all thoughts of admiration and respect concerning the leadership. If you as a manager want to be the leading star on the job, coaching is not going to work. The coach must let go of own demands and focus on the other person completely. However, if you succeed to open people up you will be praised for that, however, some managers do not see that and are scared of the fact that you might loose power. "If it is high to the ceiling it should not be

close to the door" Create a risk free environment for the employees to communicate and be innovative. Let the prestige go as a manager.

Coaching is used as tool for solving problems, to reach new objectives and generates change. It is very useful when things are going well. But it is not usable if things are going to hell. You cannot talk about everything. The selection to use coaching or not is not always easy. You as a manager must feel when it is time to leave people alone and when to intervene. The respondent draws an analogy with war: One must not forget the old way of leadership! If it is war it is war. If the enemy is coming you cannot stand on the trench asking every soldier what they think they should do. Then you do not ask: Should we shoot or not boys. Sometimes you cannot wait and you cannot discuss. You as a manager must step up to the plate and simply say: You are doing the wrong thing; your way of working is not acceptable. You have to do it like this. I.e. very hands on. However, that is not coaching to Nordea. It could be situations where security is on stake. This can also be traced to the leadership of old vs. young managers. The background is important. Some managers' attitude implies that you have to be part of everything in order for things to work out.

The respondent draws another analogy regarding his indoor bandy coaching: When his players are not performing at all, he calls for a time out. And he forces to tell them how to play. He tells them what needs to be done. If the team is loosing, you must replace the defender to a forward position when it is 5 minutes left. When the team feels well, when they know what to do and the objectives are clear to everyone, then it is time for hands off.

Techniques
Regarding the Practical Spiral, the respondent says that that the spiral models is used in some form but is not structured as a technique. The respondents states that the reflection part of the learning process in this model often is neglected. It is crucial to reflect on a regular basis. However, it could be used when dealing with newly employees.

The Skills Framework Technique is not used at all. The respondent states that there has been an idea of creating lists of demands regarding knowledge, however, states that in this day and age the situation and the demand changes so rapidly that it would not work.

The 3-D Technique is not used at all as a technique. However, the respondent states that it is an interesting technique, and should be used. It is always helpful to have structure when facing a problem in order to reduce the risk of overseeing important factors.

The Grow Technique that has become the formally used technique within Nordea. It has been implemented as an official model only during recent months. It is structured as previously mentioned.

Finally, the respondent concludes by stating: If you get an individual to talk, you succeed. It is hard for the manger to understand who is stressed and who is not. Despite the fact

that it is easy to see who have a clean desk and who is not. The skill as a manager is to see what activates the individual and maximize the possibilities.

4.1.3 The Effects of Coaching

Nordea does not see the coaching process as a time limited event. It is considered an on going process and *before and after evaluations are not implemented.*

Business or key performance indicators, KPI are considered however, they are not isolated to coaching. The indicators vary annually but one large indicator is the sale result. However, it could also be more soft indicators such as the Customer Satisfaction Index, where an external consulting team conducts surveys in order to determine which bank is considered the best. The overall objective is to become the number one bank. Nordea is not at the top but is striving to reach that objective. The KPI is also used in order to compare similar offices with the Norrbotten office and determine how the separate units are doing. It is not directly linked with coaching as a separate activity but it is interrelated. The respondent states that if we are meeting the set expectations, using coaching, we are in good shape. However, it is hard to isolate the effect. It is looked upon indirectly.

It is furthermore hard to generalize between the offices, due to the fact that every office has a different situation. Nordea in Norrbotten has three offices, Boden, Haparanda and Luleå. This situation affect the cost efficiency rate negatively, however, if they would close Boden and Haparanda in order to increase the Staff Cost vs. Income, Nordea might loose many customers in the region.

Regarding *staff turn over* it is not considered in Norrbotten. The bank has a very low staff turn over due to the labour market is limited. However, in larger cities the situation might be totally different and therefore considered.

Nordea also has a major *survey* performed by every employee in the organization. It is called the Staff Satisfaction Index and it is very extensive covering various aspects of the organization. Examples are: image of the bank, collaboration between colleagues, offices, regions, job content, stress levels, salary, development possibilities and loyalty. Among these subjects the leaders i.e. the coach is being thoroughly evaluated and receives a grade. The coaching is measured indirectly. The leadership is measured from 0 to 100. 65 is good, 60 is hygiene level and under 60 you as a leader are in trouble.

The employees answer 20-30 question based on the coach/manager as leader, but also as a person. That provides great feedback to the leaders. This is done with every manager in the entire bank. This should be done with every employee, however, there is no time. As a manager you get the truth once a year. It is confidential and it is analysed and evaluated in order for the coach to make behaviour changes.

The coach also has personal *development discussions*, where feedback of the progress is given. It is based on different focus areas which are set annually. Questions are asked to

the respondent, concerning their priorities. E.g. what is important to you? It could be based on different objectives, such as sales, projects, but also as individual developments. This is made once a year, however, this office has chosen to conduct these meetings on a more regular basis. It is made every two weeks.

One survey is on the way. 10 people will be questioned regarding how the coach really functions and that is then sent down to the HR department in the head office and based on that they will create an action plan with the coaching techniques as a base. What need to be improved as a coach? However, this has not yet been conducted.

Finally, the respondent states that it is simple to determine the effect: "You do not need a scientific study to measure the effect on leadership. If I succeed and manage to make the employees more open, stimulated and satisfied, we sell better. No questions asked. That is simple fact". However, in order to measure it you must know how it was before, preferable during a stabile time. Evaluation is very difficult in general if it is not easily measured goals. The respondent gives an example: Sell 100 cars and when you're done you're done. Coaching is used to lift the colleagues in order to achieve a little more. No one has the time and no one has the knowledge to really measure it. However, it should be measured and it is very interesting.

4.2 Case Two: Plastal

Plastal Group has been in business since 1934, and when the first thermoplastic product was made in Sweden in 1940, the Plastal Group became the leader in European autoplastic industry. Today, Plastal is one of the leading suppliers of surface treated, injection-moulded plastics. The company manufactures surface treat interior and exterior system, and other function related plastic components. Plastal has 12 production units in seven countries: Sweden, Belgium, Germany Italy, Spain, Norway and Poland. The company has around 2200 employees and reported a turnover of 3800 MSEK in 2003. The Arendal facility was established 1997 and have 330 employees.

Plastal uses coaching as a part of an overall PGT program, Plastal Growing Together. It can be described as an activity developmental program. Each and every employee at Plastal is a member of a PGT team. The teams are divided based on in-house departments and consists of between 6-12 people. That specific team has one coach that is directly connected to the team. The coach's function is foremost to coach the team leader in what could be defined as executive coaching. However, the teams are also coached to some extent once a level of maturity of the group has been reached.

Our respondent, Anna Nyström has been an employee at Plastal Group since 1997, and is currently working as an in-house consultant for the activity development program (PGT) within Plastal Group. Moreover, Mrs. Nyström functions as the project leader for a new quality management system at the Arendal facility. She furthermore educates and support coaches within the organization. Mrs. Nyström has given her view on Plastal's objectives, strategy and the measurement of the effects regarding coaching.

4.2.1 Objectives with Coaching

Individual Objectives

In regards to coaching as a means for individual to become better at *solving problems*, Plastal states both yes and no. The goal is to develop leaders and teams and in order to do so the coach has to provide the nuts and bolts for the employee to solve situations and tasks. However, the coach is not there to tell the employee what and how they are supposed to do it. That is not their responsibility.

Improving leadership and social competence is important to Plastal since they focus on developing and supporting the team leaders to become better in their daily work. It is further mentioned that improving relation with colleagues is a part of that process. In regards to *improved communication skills* is according to Plastal a major part of the coaching program. In order to create common perceptions and understandings within a team, communication is necessary, and thus it becomes an important objective for coaching. In regards of coaching as a means to *identify and act on development needs*, Plastal mentions that it is important for the individual to see themselves as a part of a team and an organization, and state that coaching indirectly can be used to assist the employee in this process.

Plastal states that coaching is used to *improve the employee's confidence*. Further, it is mentioned that coaching is used to make individuals become more effective and better at handling people. Individuals that have been coached have proved that they have grown as people in a way that they have improved in areas such as having the courage to stand in front of a group, be ahead and forward, be better at reaching objectives and generating less errors. In line with this, Plastal further mentions that coaching is there as a mean for the individual to have *better influence on the output capacity*.

In regards for the individual *to receive better self-awareness and see new perspective* through the use of coaching, Plastal states that this is a part of the coaching concept since the coaches are there to provide new perspectives. The coach might not have it all when starting out as a coach. However, experience is built up over time and it has to take its time.

Helping an individual to improve their *adaptability to change* is something that is further valued by Plastal, due to the fact that the main idea of coaching within Plastal functions as a support to the transformation efforts that are taken within the organization. The respondent further mentions that the coaching is not only work related. Indirectly, coaching can lead to an *improved balance between work and life*. By improving and strengthening leaders through the use of coaching they can take advantage of it in their personal life and that can lead to a stronger and more balanced person, however all of these aspects are hard to determine. Plastal has however, seen evidence that the employees that really have understood the concept of coaching have taken it with them into their personal life. One thing that is highlighted is that the coaches have no responsibility or coaching is not being used for this purpose.

In regards to *reducing stress levels* through the use of coaching, Plastal states it is very indirect. When coaching a team leader, a work procedure is structured. During this process the coach can provide the individual with tools that can prevent pressured situation, and thus reduce the stress levels.

Better goal setting are very important to Plastal and coaching is viewed to play an important role in Plastal's coaching. The coaching is being used in order to make sure that the work within each team strives to reach the overall goals of the organization. Regarding coaching as a means for *enhanced project competition*, Plastal indicates that the two have nothing to do with each other. Coaching is about developing leaders, which will lead to activities. If coaching leads to an increased number of finished projects, it is due to the fact that the leaders' functions better in their individual teams.

Organizational Objectives

Plastal states that *improved productivity, quality, customer services as well as the shareholders value* are important organizational objectives. It is further suggested that the improved result during the latest three year is partly an effect of the coaching activities within the organization. In regards of *increased commitment and satisfaction* among employees that can lead to reduced personnel turnover, Plastal states that coaching plays an indirect role but only to a certain extent. This is not applicable to all areas, however in the Arendal's facility it is said to be true.

In a way, Plastal uses coaching as a way to *demonstrate that the organization is involved in developing and help them improve their skills and abilities*. Plastal has a well-defined activity plan that is supposed to be followed and in order to keep to this way-of-work there is a need for a support structure. In Plastal's case, coaching plays a highly important role in the support structure. The coaches are there to make sure the work is moving ahead.

Regarding s*upporting employees that have recently been promoted to handle new areas of responsibility,* Plastal considers this an important objective. When an individual becomes a team leader, they will be responsible for a PGT team. It is highly important that a strong coach supports these team leaders in the beginning of the process. Some of the newly promoted team leaders might be promoted directly from the production line and they might be very inexperienced on how to hold meetings and get everyone involved and so on. The coaches' most important role is to get this to function well.

Plastal does not consider the role of the coach is to help employees to *solve personal matter that otherwise would have affected the work* as a part of the coaching. If it so happens that an employee have problems they have to bring the issue to their line manager. In regard to using coaching as a means to *achieving a satisfactory process in consideration to self-development*, Plastal states that there are two ways at looking at it. When working in the line you as an individual will receive the prerequisite to become a manager or a team leader, but with the use of coaching it is possible to more rapidly reach a level of satisfaction or even an outstanding level of performance.

In regards to *supporting other training methods and development initiatives* through the use of coaching is not considered directly by Plastal. The coaches do not intervene in the training or development of the team leader. Internal consultants educate within the PGT program, other competence development are conducted by internal or external consultants depending on the situation. Moreover, Plastal does not consider *clarifying matters and expectations* as the objective for their coaches. That is the job for the line manager. The top management already presents the strategy and is up to every line manager in order to clarify those matters and expectations.

4.2.2 Coaching Strategy

The Process
Plastal considers coaching to be an ongoing process and therefore never uses coaching for time limited projects. The respondent states that the coaching process is very structured. Plastal has annually based educations with the coaches where they receive training. Plastal furthermore works with different frameworks that the coach has the possibility to choose. Plastal bases the coaching on the philosophy of the living process. The living process can be a human body, a fire or a team. In order for these things to develop, certain criteria must be met. Furthermore the corporation has instructed the coaches on how to give feedback. It is based on asking questions, the coach never argue or approach the coached individual with arguments.

Plastal has a development program where all the team leaders of the corporation is educated on why Plastal uses coaching. Initial meetings are held between the team leader and the coach where expectations are cleared. Furthermore a presentation is made regarding the objectives of the process and clarification are made concerning the reason for the coaching. The respondent explains that the coach do not want the team leader nor the team to see him/her as a police or authority. The coach is there to support and to provide feedback. Everything between the coach and the team leader is confidential.

The coach is generally not active during the meetings between the team coach and the team members. The coach does not sit at the same table and does not have any part of the conversations. This is due to the fact that Plastal does not want the coach to intervene on the team process. It could reduce the authority of the team leader. However, the implementation plan is very flexible and situation dependant. In some cases the team leader wants the coach to coach the entire team or just take a more active role on the meetings.

After each team meeting the coach and the team leader discusses the meeting and the coach gives relevant feedback that could help the leader to become better. Plastal recommends that a written execution plan is formulated, however, the respondent states that it is not conducted on a regular basis. Furthermore, does the coach and team leader evaluate the progress from last meeting continuously. However, no written objectives are constructed today.

Some team leaders have come so far with their progress that stated objectives can be possible in the future. The objectives for the team leader are very individual. Some leaders have short term objectives and some have long term objectives. It depends on the readiness of both the team and its leader. The first priority is to get the team well functional. Depending on the progress and readiness, strategic objectives become more considerable.

Styles

The role of the coach is to support the team leaders. The coach should never intervene in the team leaders' work or the line managers' issues. The coach should not affect the regular activities, unless it is asked for, the coaching style is clearly hands off. Plastal does not believe in coaching the line activities. Hands on is a leadership behaviour not a coach behaviour. If hands on is used, you look at the coach as a hockey coach, Plastal do not.

Techniques

Regarding the Practical Spiral technique it is not used by the coaches. These types of learning processes are however used by the line function in order to train new employees. The coach does not intervene in that process.

Regarding the Skills Framework Technique, the respondent states that it is very similar to their own technique used when dealing with coaching. However, the framework is continuously and just because a team leader knows a criterion at one point does not mean that it is remembered six months later.

Regarding the 3-D Technique it is not used and not considered.

Regarding the GROW technique, it is not formally used, however it is very similar to the used techniques at Plastal. It is all about how to break down goals and how to work with them, facilitate the possibility for success by helping and supporting the team and the team leaders. Examples are made: How to brain storm, how to select the right path, how to visualize.

4.2.3 The Effects of Coaching

The result of the coaching is not evaluated except for the emotional feeling. The current evaluation made regards the personal development and chemistry between team leader and coach. There are currently no existing techniques measuring the effects of coaching. The respondent states that it is difficult to isolate the effect of coaching. It is very easy to see if a team leader has developed during a period. However, you never know if it is due to the actual coaching itself. As mentioned earlier the coach participate in support group meeting with the other coaches and during these meeting it is easy to understand if the coach actually does a good job. Discussions are held regarding the progress and they give a good indicator if the process is working out.

Regarding the *business performance indicators* and staff turn over, there is no measurement isolated to coaching. This is due to the fact measurement techniques is unknown by the company and the extreme difficulty to isolate the coaching itself.

Coaching is a part of the business development program that has been implemented by Plastal as a method in order to enhance the productivity. The respondent states that coaching has affected the system as a part of the process, however, how much cannot be told.

The 360 degree feedback and *before and after* evaluations are not implemented. However, Plastal conducts scoring evaluations on some teams in order to determine the development. The evaluation includes many factors related to the company and the set objectives of the team are only one part of the test. The coaching itself is not measured exclusively, but can be considered to be measured indirectly.

No *surveys* regarding the performance of the coach are used within the company. The respondent states that if the chemistry does not work between the coach and the team leader, there is a possibility to change coach. The objectives of the team are however evaluated every six months; the coach is not part of that process. Plastal does not have any *attitude or climate surveys* among the employees. The respondent states that it is not done on a regular basis and not to a sufficient extent.

The *coach* provides *feedback* regarding the team leader on a continuous basis. The coaches in every department have meetings every other month with the department head discussing the situation, so called support teams meetings. The department heads furthermore have a meeting with the plants manager, the so called program owner and some external consultants. This structure is implemented on every plant Plastal have in Sweden, Norway, Denmark and Belgium. Furthermore it is also implemented in the headquarters and every administrative level in the entire organization. The respondent says it is like rings on water.

4. 3 Case Three: Freys Hotels

The company consists of two hotels located in the centre of Stockholm, the Freys Hotel and the Lilla Rådmannen. Freys Hotel was established 1989 and has 119 rooms, the Lilla Rådmannen became a part of the Freys Hotels in 1997. The hotels are not part of any chain. Today the hotels have 15 employees since all food and beverage activities and the house keeping have been outsourced.

In September 1999, Freys eliminated all managerial levels and staff took over the running of the entire company. The philosophy of this concept is found in Ricardo Selmer's book Maverick. Mr Selmer runs a major industry in Brazil and has based his entire organization on this philosophy. Freys Hotels has taken some ideas of it and adapted it to their setting. At Freys, coaching is viewed as a method of work. It is considered to be leadership based on coaching, which include bottom up philosophy where every employee should have a mental ownership of its area of responsibility. You as an

employee do not own the area financially, but it is yours to manage. This generates a totally different engagement. There are no bosses, however, everyone is a coach with certain responsibilities. The organisation distinguishes itself as follows:

> Freys focus on the team spirit – the philosophy is that if this is good, the details tend to sort themselves out automatically
> All permanent staff are on the management team
> All staff are allowed to choose their own titles and change these when they feel they have "grown out of them"
> Freys have an open salaries system: each and every staff member justifies his or her salary to the rest of the team
> All staff strive to do what inspires them
> Each and every member of staff is responsible for one or more areas of development
> Freys make their decisions using concordance, which is an advanced form of consensus. Everyone concerned and/or who has competence in the matter make the decision. Openness is crucial and respect is taken to both sense and feelings.
> All staff take responsibility for arranging stand-in staff when they are away from work

Coaching is a very important step in this work method. Each and every member of staff has a coach group within the team from which they can get support. Every employee further has an individual coach where a confidential dialogue is held on a regular basis. The individual coach is chosen by the coached person.

Our respondent, Anna-Karin Neuman, has worked at Freys Hotels since 1995. Mrs Neuman currently works as the Human Resource and Project Manager. Mrs. Neuman further functions as the overall coach within the team. Mrs. Neuman has given her view on Freys objectives, strategy and measurement of the effects in regards to coaching

4.3.1 Objectives with Coaching

The objectives for the individual
The overall goal is to *support, encourage and help the employee*. Freys states that improve *problem solving, improving leadership and interpersonal skills* becomes important in this method of work. In regards to creating better *relationships with colleagues*, Freys states that this is one of the most deep-rooted explanations in why coaching is being used. It is important that there are no unresolved problems or among the employees. These problems are referred at Freys as bloody elephant heads i.e. problems. Prior to the management change employees could see these heads, but closed their eyes to them. With the new system there is no one to hold responsible or blame due to the fact that everyone is responsible towards each other. *Improving communication* is thus extremely important for Freys in order to reduce conflicts and misunderstandings among the staff. As a result of the prior discussion coaching is used as a way to *learn to identify and act on development needs*.

Coaching is used by Freys in order to *improve the employees' confidence* in the employees so they will feel comfortable with this new method of work. Freys furthermore states that coaching is being used in order for the employees to be more *effective and assertive in dealing with people*. It is mentioned that the effect of coaching has had impact on the contacts with the guests. Many guests has identified and appraised the commitment and caring from the staff. The coaching is thus also used in order to improve the *impact on the performance* of the employee.

The respondent states that the current management philosophy to some extent limits the possibilities to make a traditional career. However, it generates great *self awareness* and you as an employee have a major opportunity to develop yourself and *gain new perspectives*. You as an employee need to be very open due to the fact that you share everything with your co-workers. Regarding *acquire new skills and abilities*, it is seen as a very important part of the objectives with the coaching system. Regarding *reducing stress levels* Freys states that coaching is used in order to reduce stress. Due to the increased personal responsibility that can be a stress factor for many employees it is important to learn how to set limits in regards to ones own capabilities. This can further be used as a way to improve the *balance between work and life*. Get for instance people who live for their work see that it is important to cherish the private life as well. Freys further considers the importance for individuals to feel that they can get support or just have anyone to talk to about any aspect of ones life. Improving employee *goals setting* thus becomes an important objective in for instance as a way to reduce stress. In regards to *increased number of completed project,* Freys states that the coaching is not directly linked to this since the coaching is an ongoing process.

The objectives for the organization
The respondent states that the idea with the coaching processes and the entire philosophy is to *increase quality, customer service and value of the company*. The first year when Freys implemented this idea, the result increased 28% which was very satisfying. However, that was not a set goal that was just the impact of the change. One of the largest objectives is to increase the employee commitment. Freys has a very low staff turnover compared to other hotels.

You cannot get promoted at Freys, however you can get *new responsibility areas where new skills are required* and the entire team and the coach's job is to assist that person in every way. Furthermore does the respondent in her role as an overall coach help identifying issues that need to be addressed or adjusted. Freys also uses coaching as a means to *gain increased employee commitment and satisfaction, which can lead to improved retention.*

In regards to using coaching as a means to *demonstrate to employees that an organisation is committed to developing its staff and helping them improve their skill*, Freys states that this is very indirect since the employees are both managers and subordinates. Using coaching, as a means to *support employees who have been promoted to cope with new responsibilities,* is not directly applicable according to Freys. This is due to the fact that one cannot get promoted at Freys. However, one can get different areas of responsibilities where coaching can be used in order to support the individual.

Regarding sorting out *personal issues* that otherwise would affect the work is something that Freys definitely think is the coaches role in order to make the situation right. This is based on the idea that you need to see the overall picture in order to determine what has to be done. Issues that could affect the working situation can be based on private issues and needs to be considered. The respondent states that it is a strength that the employees know that people listen and people care at work. How can you understand the entire situation if you are unable to see the whole picture? Coaching is used by Freys in order to *support other training and development initiatives, e.g. reducing leakage from training courses*. This could be done through follow-up meetings in the team.

4.3.2 Coaching Strategy

The process
Coaching is not considered a time limited process with a start and a goal, it is considered an ongoing process. However, both the employee and the coach can lift up issues that need to be addressed. It could also be that other persons sees a conflict or a situation between two other employees and confront them. Sometimes they can solve it themselves and sometimes a third part needs to go in and assist them to improve the situation. The respondent states that there are no standards or required performance that has to be considered in the process.

The employee takes personal responsibility for its set goals and objectives. Depending on the situation the employee could create an activity calendar where set goals are listed. Furthermore can specific tasks be followed based on an instruction, however it is highly situation dependant. The coach takes an active role during the entire process in order to assist the employee on the way. When an employee starts at Freys you do not receive a work description, you create your own based on your own objectives. That description is being updated every six months.

The coaching process is also evaluated on regular basis and if the coach-employee relationship does not work, an opportunity to change is possible. You choose your own coach based on your own preferences.

Styles
Coaching is clearly considered as hand off. The coach should assist by asking questions regarding the situation. It is based on a technique called the human element. It is based on asking question regarding feeling and reactions of certain situations. Every employee has own responsibility over their selected area and should know what needs to be done. However, sometimes you as a coach must be the instructor in order to show how things might be done. Every three month, the staff gather in a meeting and conduct a feedback session where things are being discussed.

As mentioned in the introduction Freys makes their decisions using concordance, which is an advanced form of consensus. Everyone concerned and/or who has competence in the matter make the decision. This requires great openness from the entire team in order to function.

Techniques

Freys does not use any structured technique, however the coaches always look at the situation and the individual in order to see the overall picture. The aim is to identify the things that need to be addressed.

Regarding the Skills Framework it was used back in the days in order to clarify potential characteristics of the team leaders, however, that system is cancelled. The elimination was due to the change from fixed positions to self-created positions.

The GROW Technique is very similar to how Freys works, but they do not structure it like the model. The respondent states that some people want to lead and some wants to be led, that has to be considered and the coach needs to be very open to these shifting demands. You have to be very flexible and look at every situation.

4.3.3 The Effects of Coaching

The respondent states that everything is being evaluated and questioned all the time. Due to fact that everyone is responsible for everything in the hotel, minor errors are addressed, analyzed and questioned. In a traditional organization you do not question the current system, however, at Freys the system is questioned every day.

Business performance indicators are considered by the entire team. Everyone does their own budget and these are presented and followed up on a regular basis. However, it is not isolated to the coaching process. It is a method to see how the company functions in general and if objectives are achieved.

The staff turn over is very low and the respondent states that the employees say that it is due to the current management philosophy. However, it could also be a dangerous and limit the development of the employee. The respondent says that you like the company so much that you could get stuck and slow down your career.

It was previously considered by the owners that the company had reached a highest possible level regarding the result. However, since the implementation of the no boss philosophy the result has drastically improved, as mentioned earlier 28% only in the first year. It could be due to the coaching structure, but it can also be due to the fact that the empowerment has generated more cost awareness amongst the employees. Since each employee has its own budget it becomes their money to spend and that can generate reduced spending.

The set objectives by the employee and the coach are evaluated continuously. However, Freys has implemented "the pig" This means that if the employee has failed to reach one of the set objectives he/she is fined 5 Swedish crowns. Every three months the accountability of all the employees is controlled and the entire pig full of money should be given to the employee that has implemented all the set goals i.e. the most accountability. The idea is to make it a little humorous and the goal is to always have an empty pig.

Working with no bosses and the use of coaching has been evaluated annually by discussion and the things that have not worked have been changed or eliminated.

The evaluation of the coaching is continuously evaluated on the team meetings. However, the respondent states that there is a risk of discussing everything to much. It can generate frustration for some people. There is a fine line and some people like to discuss and some do not, this also has to be considered.

The company has a *stress survey* that asks questions regarding headaches, sleeping habits and overall state. This is conducted in order to get a snap shot of the state of the employees. It also provides a tool to analyze the development.

Both the coach and the employee evaluate each other in front of each other, but their conversation is confidential and is never revealed by the whole team. However, the coaching system itself is discussed in the team. The advantage is that the team is so small and that everyone is very close, this generates great trust and possibilities to discuss things openly.

5. DATA ANALYSIS

The following chapter presents an analysis of the empirical data gathered and theory from previous research. Each research question will be analyzed separately, and will show similarities and differences between theory and the empirical data. Initially we will present pattern-coded tables to illustrate key findings. A within-case analysis followed by a cross-case analysis will be conducted in regards to each section of the research question.

5.1 The Coaching Objectives – Research Question One

The following pattern coded table 5.1 will present a summary of key findings in regards to individual and organizational coaching objectives:

INDIVIDUAL OBJECTIVES	NORDEA	PLASTAL	FREYS
Learn to solve own problems	+/+	−/+	+/+
Improve managerial and interpersonal skills	+/+	+/+	+/+
Have better relationships with colleagues	−/+	+/+	+/+
Enhanced communication skills	+/+	+/+	+/+
Learn how to identify and act on development needs	+/+	−/+	+/+
Gaining better confidence	+/+	+/+	+/+
Become more effective, assertive in dealing with people	+/+	+/+	+/+
Have a positive impact on performance	+/+	+/+	+/+
Have great self-awareness and gain of new perspectives	+/+	+/+	+/+
Acquire new skills and abilities	+/+	+/+	+/+
Develop greater adaptability to change	+/+	+/+	+/+
Improve work-life balance	−/+	−/+	+/+
Reduce stress levels	−/+	−/+	−/+
Better goal setting	+/+	+/+	+/+
Improve project completion	+/+	−/−	−/−
ORGANIZATIONAL OBJECTIVES	NORDEA	PLASTAL	FREYS
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 satisfactory process for self-development	−/+	−/+	−/+
Support other training and development initiatives e.g. Reduce leakage from training courses	−/+	−/+	+/+
Clarifies issues and expectations	−/−	−/−	+/+

Table 5.1: The Objectives with Coaching
Source: Authors own construction
+/+ = Stated as an direct objective
−/+ = Not stated as an objective, but considered important
−/− = Not stated as an objective

Objectives on the individual level

Jarvis (2004) suggests that coaching can be used in order to learn to *solve own problems*. Nordea is inline with the suggested theory since they can see that coaching can result in better problem solving. Plastal partly supports the suggested theory, by suggesting that the coaches are there to support individuals and provide tools if requested, however the coach is not supposed to tell the employee on what and how they are supposed to do it. Freys is in line with the suggested theory, by suggesting that coaching becomes an important tool in order to help the employee to improve their ability to solve problems. Nordea and Freys both state solve own problems as an objective for their coaching, wereas Plastal only considers it to be important, but do not specifically state it as an objective.

According to Jarvis (2004), coaching can be used in order to *improve managerial and interpersonal* skills. Nordea supports the suggested theory by viewing it as an important objective. Plastal supports the suggested theory since one of Plastal's main objectives with coaching is to focus on developing and support the team leaders to become better in their daily work. Freys supports this theory and does state it as an objective. In all three cases improve managerial and interpersonal skills are considered as a direct objective with coaching.

Coaching can according to Jarvis (2004) further be used as a means to *create better relations with colleagues*. Nordea agrees with the suggested theory, but further argues that it is an indirect result of the coaching. Plastal supports the theory by stating that it becomes a part of the coaching process. Freys is also inline with the suggested theory by stating that this objective is the most deep-rooted explanation to why coaching is being used within Freys. Both Plastal and Freys state creating better relations with colleagues as a direct objective for the coaching. Nordea on the other hand only considers it to be important, but not a direct objective.

O'Neill (2003) argues that coaching is used in order to *improve communication skills*. Nordea is very much in line with the suggested theory, since they use coaching as a means to avoid crisis situations by improving the communication among employees. Plastal supports the suggested theory by arguing that improving communication skills is a major part of the coaching program, due to the fact that it can create a common perceptions and understandings within a team. Freys supports the theory by emphasising the importance of using coaching as a means to improve communication in order to reduce conflicts and misunderstandings among the staff. In all three cases improve communication skills are considered as a direct objective with coaching.

Jarvis (2004) argues that coaching can help an individual to *identify and act on development needs*. Nordea supports this fact and emphasise its importance. Plastal does not specifically state this as an objective, but does supports the suggested theory by arguing that the coaching can result in the fact that individuals see themselves as part of a team and an organisation, and thus realize areas where they can improve. Freys does support the theory by stating it as an objective. Both Nordea and Freys state identifying

and acting of development needs as a direct objective. Nordea on the other hand only states it to be important, but not a specific objective.

Gaining better confidence through the use of coaching is further brought up by Jarvis (2004). Nordea goes in line with Jarvis (2004) by stating this as an objective. Plastal is in line with suggested theory, by stating that the coaching is used to develop the team leaders to become more effective and confident in their work situation. Freys Hotel supports the suggested theory and does state it as an objective for their use of coaching. In all three cases gaining better confidence is stated as a direct objective for their use of coaching.

Jarvis (2004) suggests that coaching is used in order to make individuals become *more effective, and assertive in dealing with people*. Nordea goes in line with the suggested theory since they consider these factors to be very important objectives with their coaching. Plastal also supports the theory by suggesting that helping employees to grow and in that way they can become more effective. Freys fully supports the suggested theory and do state it as objectives. In all three cases becoming more effective and assertive in dealing with people is stated as a direct objective for their use of coaching.

It is suggested that coaching is used in order to get a *positive impact on performance* (Jarvis, 2004). Nordea goes in line with Jarvis (2004) by arguing that this is one of the most important aspect to way coaching is being used. Plastal supports the theory by stating that coaching is there as a means for the individual to have better influence on the output capacity. Freys further supports the theory by stating it as an objective. In all three cases using coaching as a means to get a positive impact on performance is stated as an objective.

It is suggested that coaching will lead to *great self-awareness and the gaining of new perspectives* (Jarvis, 2004). Nordea supports the theory and furthermore mentions that not all individuals are willing to expose themselves to such an extent that they will receive this awareness. Plastal is in accordance with previously stated theory, by suggesting that these factors are an important part of the coaching concept. However, Plastal further argues that not all coaches are able to help the individual to come to these insights. Freys Hotel support Jarvis (2004) theory by discussing the value of coaching as a means to improve self-awareness and the gaining of new perspectives, and is thus also stated as an objective. In all three cases coaching as a means to receive greater self-awareness and gaining new perspectives are stated as objectives.

Jarvis (2004) argues that coaching can be used in order to *acquire new skills and abilities*. Nordea argue that this objective is stated as a direct objective for coaching. Nordea is of the opinion that if an individual gets the opportunity to be involved and influence, the individual own creativity will automatically result in increased knowledge and skills. Nordea adds to theory by suggesting that coaching is used in order to *inspire* the co-workers. Coaching creates the condition and the inspirations that can make the co-workers to use their full potential to develop and perform in the best way. Plastal supports the theory since they use coaching as a means to develop their team leaders. Freys goes

inline with the suggested theory by stating that uses acquiring new skills and abilities as an objective for their coaching. All three cases state acquire new skills and abilities as a direct objective.

It is further suggested by Jarvis (2004) that coaching can develop *greater adaptability to change* (Jarvis, 2004). Nordea is in line with the suggested theory and do state it as an important objective since they are operating in a continual transformational industry. Plastal supports Jarvis (2004) by arguing that coaching is there to act as a support function to the transformation efforts that are taken within the organization. Freys supports the suggested theory since their work method since everyone is supposed to know everyone's position. The coach's role is therefore to support the coached individual to better adapt. All three companies agree with one another that coaching is used as a means to attain greater adaptability to change.

Jarvis (2004) argues that coaching could be used as a means to improve *work-life* balance. Nordea does not state improved balance between work and life at home as a specific objective, however it is suggested that the effects of coaching at work could have positive effects in the individual's personal life as well if all goes well. Plastal agrees with the suggested theory by arguing that the coaching is not only work related. Indirectly, coaching can lead to an improved balance between work and life. By improving and strengthening leaders they can take advantage of it in their personal life; however all of these aspects is according to Plastal hard to determine. Freys fully supports Jarvis (2004) suggested theory since they use their coaching to get people to feel good both at work as well as in their private situation. Nordea and Plastal both state that improving the balance between work and life can be achieved by the use of coaching. They do, however, not state it to be a direct objective. Freys on the other hand does state it as an objective opposed to the other two companies.

According to Jarvis (2004) coaching can be used as a means *to reduce stress levels*. Nordea is in accordance with the suggested theory since they use their coaching as a means to prepare their employees and thus they indirectly become better at handling highly stress related situations. However, Nordea does mention that stress can come from other aspects of life such as personal economy and in those aspects the coaching does not help. Plastal also suggests that coaching can be used as a means to reduce stress levels, even if it is considered to be very indirect. Freys also supports the theory but state it to be very indirect. All three companies state that coaching can be used to reduce stress levels, but is agreed to be very indirect.

O'Neill (2003) argues that coaching can be used as a means to improve goal setting. Nordea goes in line with the suggested theory by stating *improved goal setting* as an objective for their coaching. Plastal also goes in line with this by stating that goal setting is a very important part of the coaching process. The coaching is being used in order to make sure that the work within each team strives to reach the overall goals of the organization. Freys further support the importance of goal setting as an objective.

According to O'Neill (2003) coaching is a way to *improve project completion*. Nordea supports the suggested theory by arguing that the delegated responsibility for

subordinates has increased the need to support individuals through coaching to complete projects. Plastal does not support the theory by stating that the two has nothing to do with each other. According to Plastal coaching is about developing leaders, which will lead to activities. Freys does not support the theory since they view coaching as an ongoing process and do not directly link the number of completed projects to their coaching. Opposed to Freys and Plastal, Nordea does state improving project completion as a direct objective for their coaching. Both Plastal and Freys state that it has nothing to do with it.

Objectives on the Organizational Level

Jarvis (2004) suggests that organizations uses coaching as a means to *improve productivity, quality, customer service and shareholders' value* are all clear objectives. Nordea fully supports this theory and state these as objectives. Plastal supports these objectives and state these as important organizational objectives. Freys agrees with the suggested theory since this is the philosophy within the company. All three companies agree with one another and state that they use coaching as a means to improve productivity, quality, customer service and shareholders' value.

Jarvis (2004) suggest that coaching is used in order to *increase commitment and satisfaction among employees, which can lead to improved retention*. Nordea is inline with the suggested theory by stating it as an objective. Plastal supports the theory, but indicate that the coaching plays an indirect role and only to a certain extent. Freys support this theory by stating this as one of the most important objectives for their use of coaching. Both Nordea and Freys state increase commitment and satisfaction among employees, which can lead to improved retention as an objective. Plastal on the other hand only considers it to be important, but do not specifically state it as an objective.

According to Jarvis (2004) coaching is used to *demonstrate to employees that an organisation is committed to develop its staff and helping them improve their skills*. Nordea supports this theory, but ads that it is essential that the employees are aware of this in order for it to be successful. Plastal supports the theory by using it as a support function in order to get the work to move forward. Freys further supports the theory and use it as one of their cornerstone objectives for the organization. All three companies agree with the fact that coaching is used to demonstrate to employees that an organisation is committed to develop its staff and helping them to improve their skills.

Jarvis (2004) argue that coaching *support employees who've been promoted to cope with new responsibilities*. Nordea does not state this to be an objective since it is hard to find managers to take on the responsibility. However, Nordea wishes it to be true within the organization. Plastal fully supports this theory since they consider this to be the coaches' most important role. In the case of Freys this is not applicable since you cannot be promoted. However, Plastal supports the theory by using it as a means to support individuals in their areas of responsibility. Both Plastal and Freys do state coaching as a means to support employees who've been promoted to cope with new responsibilities. Nordea on the other hand states it to be important, but it is not presented as an objective.

According to Jarvis (2004) coaching is used in order to help employees solve personal *matters that would otherwise affect the work.* Nordea does not support the theory since it demands insight in a person's life, and not everyone is willing to give that. Plastal does not use coaching as a means to solve personal matters. If they have problems they have to bring it to their line manager. Freys fully supports the theory and use coaching as a way to help individuals solve personal matters. According to Freys you have to see the overall picture. Opposed to Nordea and Plastal, Freys states that coaching is used as a means to solving personal matter that would otherwise affect the work. Nordea and Plastal do not consider this.

Jarvis (2004) further suggest that coaching is used in order for employees to receive *a satisfactory process of self-actualization.* Nordea does not state this as a specific objective, but do state that the coaching sessions are there to support the employees that wish to investigate matters on their own. Plastal supports the theory by arguing that with the use of coaching it is possible for an individual to more rapidly reach a level of satisfaction or even an outstanding level of performance. Freys supports the theory but suggest it to be very indirect. All three companies do consider this to be important, however it is not stated by any of the companies as specific objectives.

Jarvis (2004) further suggest that coaching can be used in order to *supporting other training and development initiatives* (e.g. reduce leakage from training courses). Nordea supports the theory since knowledge is perishable and if it is not looked after it will be of not good. However, Nordea does not mention this it as an objective. Plastal does not fully support this theory since they do not consider this to be a part of the coach's role. However, during the coaching sessions issues regarding training and learning may be brought up for discussion. Freys goes inline with the suggested theory by stating it as an objective for their use of coaching. Opposed to Nordea and Plastal, Freys state that coaching is used as a means to support other training and development initiatives. Nordea and Plastal do consider it to be important, but they do not state it as a specific objective.

Jarvis (2004) suggest that coaching can be used in order to *clarify issues and expectations*. Nordea does not support this theory since they do not consider it to be a part of coaching. From Nordea's point of view, directive is not coaching it is instructing. Plastal does not support the theory since the top management already presents the strategy and is up to every line manager to clarify those matters and expectations. Freys supports the theory and do state this as objective with their coaching. Opposed to Nordea and Plastal, Freys does state that the coaching is used to clarify issues and expectations. Nordea and Plastal do not consider it to have anything to do with their use of coaching.

5.2 The Coaching Strategy – Research Question Two

We have divided the coaching strategy into three sections: the process, the style and the technique. These sections will be analysed accordingly.

5.2.1 The Process

The following pattern coded table 5.2 will present a summary of key findings in regards to the coaching process:

CONCEPTUALIZATION OF THE COACHING PROCESS	NORDEA	PLASTAL	FREY'S
Analysing for Awareness			
Analysing the current situation	+/+	+/+	+/+
The coach observe, receives suggestions from other and coached individual about areas that is need coaching	+/+	+/+	+/+
Specific standards / performance competences	−/−	+/−	−/−
Planning for Responsibility			
The individual should be actively involved in the program	+/+	+/+	+/+
A personal development plan	+/−	+/−	+/−
Long-term aims and specific goals	+/−	+/−	+/+
Implementing the Plan			
Formal/Informal Planning	+/−	+/−	+/−
Flexibility of the program	+/+	+/+	+/+
Evaluating for Success	+/+	+/+	+/+

Table 5.2: The Coaching Process
Source: Authors own construction
+/+ = Stated as a part of the coaching process
+/− = Depends on the situation
−/− = Not stated as part of the coaching process

Analysing for Awareness:
According Parsloe and Wray (2000) the first step of the process is to analyze the current situation and make the individual aware of its need for improvement. Having standards or sought competences can stand as a base for this initial step.

Nordea does not consider coaching a time limited event. It is considered an ongoing process. At Nordea there is no structured process when implementing coaching, however the GROW technique stand as a base for the continuous process. At Nordea both the coach and the employee address issues that need improvement. However, in some cases the employee is not aware of the actual problem. There are no fixed standards, the focus is on the set goal and how it is going to be achieved. The aim is to get the individual to self suggest solutions towards the set goal.

Plastal does not consider coaching a time limited event. It is considered an ongoing process. At Plastal the process is very structured and various frameworks are used in

order to implement the process. Which framework to use is very situation dependant and flexible. The initial process for the coach is to clarify the purpose with the coaching and establish trust. Make the team leader understand that the coach will not intervene in the teamwork. The coach will furthermore take a passive listening role in the teamwork and continuously work with leader in a confidential dialogue. In accordance with theory Plastal works with some specific standards and performance competences that the team leader should posses.

Freys does not consider coaching a time limited event. It is considered an ongoing process. At Freys there is no structured process when implementing coaching. Both the coach and the employee address issues that need improvement. A third part could also address potential issues that need to be improved. There are no standards or required performance that needs to be considered in the process. The employee sets its own goals based on the individual's objectives and preferences.

All three cases strongly agree that coaching is considered an ongoing process. It is not a time limited event with a start and a finish. However, all cases put a strong emphasis on the importance to analyze the current situation when conducting coaching. At Nordea and Freys both the coach and the individual can address issues. It could also be addressed by a third part if necessary. However, the major concern for the coach is to help the individual to understand the situation. At Plastal the coach takes a very passive role and emphasis is put on clarifying the purpose and listening to the team meetings. Nordea and Freys does not have specific standards and performance competences, it is strictly situation dependent. Plastal uses various fixed frameworks that can be used. However, which one selected, depends on the situation.

Planning for Responsibility:
Parsloe and Wray (2000) further suggest that the second step in the coaching process is planning for responsibility by involve the individual in the plan making. King and Eaton (1999) suggest that there should be long term aims and specific goals.

At Nordea it is crucial that the individual take own responsibility. The coach should only facilitate and clarify the path for the employee. The goals are based on the corporations set goal from the headquarters. Every employee becomes personal responsible for their set objectives in order to reach the over all goals. The time line and character of the goals is highly dependant on the situation.

The team leader has the responsibility of the set objectives. However, at Plastal it is highly dependant on the situation. Initially the coach must only analyze the current situation and suggest potential improvements and objectives. The first priority is the get the team to become well functional. Depending on the progress and the readiness of the team leader strategic objectives become more considerable.

At Freys the employee takes personal responsibility for its set goals and objectives. Depending on the situation, the employee has the possibility to create an activity calendar

where set goals are listed. There are no fixed job descriptions, every new employee develop their own.

All three cases put strong emphasis on that the coached individual takes personal responsibility for the set objectives and is involved in every aspect of the process. It is furthermore stated by all companies that the individual should make a personal development plan. The design is highly situation dependant. Plastal does state that the initial focus is to get the team to become well functioning. All cases indicate that long-term goals and specific goals are implemented, however, Plastal states that the extent of the goal depends on the readiness of the team leader.

Implementing the Plan:
According to Parsley and Wray (2000) there are different styles, techniques and skills that can be used when implementing the coaching plan. However, it is crucial that selected method is appropriate to the situation. The implementation could furthermore be formally structured, with time set aside for the implementation. It could also be informal, used when needed and with a structure based in questions and immediate feedback.

Nordea uses both formal and informal structure when implementing coaching. The formal is based on the GROW technique and meetings are held every two weeks in order to follow up and create an ongoing dialogue concerning the progress. However, there is also an informal structure where to coach and the employee can solve smaller issues on a more informal approach. The importance of the issue and the situation decides which approach that is appropriate.

Plastal uses both formal and to some extent informal structure. When the coach participates in the team meetings it is highly formal, where the coach takes a passive and structured role. However, this depends on the situation and if the team leader desires the coach can take a more active and informal role. The team leader and the coach furthermore have debriefing meetings after every meeting with the team where a dialogue regarding the progress is conducted. These activities are formally set as standards and time is earmarked for these activities.

Freys uses both formal and informal structure when implementing coaching. Coaching is formally implemented as a standards activity within the company, however, the use of it takes a more informal approach. Meetings with the entire team are conducted on a regular basis, the employee and the coach met when needed, more of an informal structure.

All three cases indicate state that both formal and informal structures are used when implementing coaching. The formal structures in all cases represent scheduled coaching sessions with structured content. The informal structure represents both the dialogue within the formal structure, both also the constant availability and support back-up between the coach and the employee. All cases further imply that the flexibility of the program is crucial in order to succeed with coaching.

Evaluation for Success:

According to Parsloe and Wray (2000) there is confusion between evaluation and monitoring of the progress. The evaluation is an activity that is conducted when a coaching process is over. It is a one-time activity that should involve both the coach and the employee.

Nordea never considers the process to be completed, however, evaluations of the progress are made on a regular basis. The coach has meetings with the employee every two weeks where set objectives are discussed and potential new issues are addressed. Nordea furthermore has an annual meeting with the coach and the employee where a more extensive dialogue is made concerning the outcome of set objectives.

Plastal never considers the process to be completed, however, evaluations of the progress are made on a regular basis. Plastal does not evaluate the outcome except for discussions between the coach and the team leader. The coach furthermore discusses the progress with the other coaches within the company.

Freys never considers the process to be completed, however, evaluations of the progress are made on a regular basis. Freys evaluate the outcome on regular basis. A dialogue between the employee and the coach are conducted and the progress is furthermore discussed within the entire team.

All cases strongly imply that the coaching process never ends. However, evaluations of the progress are made on regular basis. Nordea evaluates the progress every two weeks and on an annual meeting with the employee. Plastal evaluates both with the team leader and the other coaches. At Freys the evaluation is conducted both between the coach and the employee and the entire team.

5.2.2 The Style

The following pattern coded table 5.3 will present a summary of key findings in regards to the coaching styles:

THE COACHING STYLES	NORDEA	PLASTAL	*FREY'S*
Hands- Off	+/+	+/+	+/+
Hands-On	−/−	−/−	−/+

Table 5.3: The Coaching Styles
Source: Authors own construction
+/+ = Stated as a selected coaching style
−/+ = Depending on the situation
−/− = Not stated as a selected coaching style

Hands-off should be based on questions and feedback, stimulate empowerment and used on experienced and high performance. (Parsloe and Wray, 2000) Hands-on coaching are preferred when dealing with inexperienced employees. Wade (2004) furthermore suggests it should be based on a telling and instructing approach.

Nordea defines coaching as strictly hands-off. It is based on the concept that it is the employee that is taking all the decisions. The role of the coach is according to theory a supportive function. However, it is only utilizable when things are going well, when people know what to do and when the objectives and goals are clear to the employee. Hands-on style as a leadership style is very important when things are not working, but is not considered as coaching.

Plastal only uses the hands-off style. The role of the coach is to support the team leader in order to enhance the team synergy. The coach should never use hands-on style and intervene in the line manager or the team leaders' issues.

Freys clearly considers coaching as a hands-off style. The coach should assist the employee by asking questions based on the human element technique. However, the coach should also when needed take a more hands-on style and instruct the employee.

All three cases indicate that coaching is strictly hands-off when implemented. The role of the coach is to support and facilitate the employee. Nordea states that coaching is applicable when things are working well, if not a more hands-on leadership must be implemented. However, that is not part of the coaching process. Plastal does never intervene in the line manager or team manager's job. Despite the fact that Freys considers coaching hand-off, sometimes the coach must take a hands-on approach. In most cases related to instructing a new employee.

5.2.3 The Techniques

The following pattern coded table 5.4 will present a summary of key findings in regards to the coaching techniques:

THE COACHING techniques	NORDEA	PLASTAL	*FREY'S*
The Practical Spiral	+/−	−/−	−/−
The Skills Framework Technique	−/−	+/−	−/−
The 3D Technique	−/−	−/−	−/−
The GROW Technique	+/+	+/−	+/−

Table 5.4: The Coaching Techniques
Source: Authors own construction
+/+ = Stated as a used technique
+/− = Similar method used
−/− = Not stated as an used technique

The Practical Spiral:
According to Parsloe and Wray (2000) The Practical Spiral is based on different stages where an initial explanation and demonstration are used followed by reflection. Furthermore a review is conducted followed by a plan to practice again.

Nordea does not use this technique as a structured model. However, they use part of it when dealing with new employees. The reflection stage is considered very important, but often neglected.

Plastal does not use this technique as a tool when dealing with, however, is used in the line function when dealing with new employees. Freys does not use this technique. The focus is on the situation of each case.

The Practical Spiral is not used in any case. Plastal uses a similar technique when dealing with line functions, but not as a part of the coaching process.

The Skills Framework Technique:
According Parsloe and Wray (2000) the skills framework technique is based on a checklist with sought competences of the employee. The coach uses the framework as goals and the objective is to fulfil every requirement.

Nordea does not use this technique at all. The constant change on required knowledge makes it impossible to utilize.

Plastal does not use this technique formally, however it is very similar to the one used. Plastal states that the difference is that their framework is continuously updated and repeated. Knowledge acquired six month ago must be repeated in order to be utilized. The list is never complete.

Freys does not use this technique. It was used before the implementation of coaching but is considered old fashioned, due to the fact that the situation of every individual is important not a fixed skill framework. It was furthermore impossible to use after the implementation due to the fact that Freys shifted from fixed positions to self created positions.

Neither Nordea nor Freys use the skills framework technique. Nordea states that the constant changes in the business environment hinder the use of the technique. Freys cannot use the following technique do to the fact that the employee creates his/her own job description. Plastal uses a similar technique in order to keep the employee updates on what competences that is required.

The 3D Technique:
This technique is according to Parsloe and Wray (2000) based on a three dimension analysis. The learner is asked to formulate the problem in one sentence. The situation is furthermore looked upon through the situation, the people involved and the individual.

Nordea does not use this technique. However, it is considered a very interesting tool in order to have structure when dealing with a problem. Having structure can reduce the risk of overseeing important factors. Plastal does not use this technique, since they were unaware of its existence. Freys does not use this technique, since they were unaware of its existence.

The 3D Technique is not used or considered in any case.

The GROW Technique:
According to Dembkowski and Eldridge (2003) this technique is preferred when dealing with experienced individuals and is suitable with hands off coaching. The technique is based on four steps: Establish the goal, examine the reality, consider options and confirm will to act.

Nordea uses the Grow technique formally when implementing coaching. It has recently been implemented in the organization and stand as the base for the entire coaching process. It is structured as following:

- ➢ *Objective:* What do you want to achieve?
- ➢ *Present:* What is the current situation, what is affecting?
- ➢ *Possibilities:* What needs to be adjusted, or what possible solution can be thought of?
- ➢ *Implementation:* How are you going to do, which decision, what assistance is required and when should it be implemented?

Plastal does not use this technique as a structured tool in order to implement coaching. However, it is very similar to the used technique. At Plastal it is all about facilitate and support the team and the team leaders in the process of reaching the goals.

Freys does not use this technique as a structured tool in order to implement coaching. However, it is very similar to the used technique. The situation is the deciding factor and the individuals' desires and goals stands as a base for the implementation of coaching.

Nordea uses the GROW Technique as the official coaching technique within the entire organization. Freys and Plastal on the other hand do not use any official technique. However, both cases state that they use a similar way of handling the coaching. At Plastal it is all about support the team leader in order to reach the objectives. Freys state that the situation and the individual stand as a base.

5.3 The Effects of Coaching – Research Question Three

The following pattern coded table 5.5 will present a summary of key findings in regards to options for measuring the effects of coaching:

OPTIONS for measuring the effects of coaching	NORDEA	PLASTAL	FREYS
Impact on Business Performance Indicators	+/−	−/−	+/−
Improved Appraisals/ Performance Ratings	+/−	−/−	+/−
Staff Turn Over Rates or Improved Retention of Key Staff	−/−	−/−	+/−
360 Degree Feedback	−/−	−/+	−/−
Achievement of objectives set at the start of the coaching	−/+	−/+	−/+
Individual and line managers satisfaction with the coaching	+/+	−/−	+/+
The Performance of the Coach	+/−	−/+	+/+
Employee attitude/climate surveys	+/−	−/−	−/+
Feedback from the Coach	+/+	+/+	+/+

Table 5.5: Options for the Evaluation of Coaching
Source: Authors own construction
+/+ = Stated as a method to measure the effect of coaching
+/− = Considered indirectly linked to coaching
−/+ = A similar method used in order to measure the effect of coaching
−/− = Not stated as a method to measure the effect of coaching

Impact on Business Performance Indicators, BPI:
Wilson (2000) state that coaching can be measured based on the stated indicator. However, according to Miller (2004) it is difficult to isolate the effect to coaching.

Nordea does not directly relate the BPI: s to coaching. It is considered hard to isolate, however, coaching might have an impact and can be considered as measured indirectly. The BPI: s also varies annually and also regionally. This makes it even harder to isolate.

Plastal does not measure coaching with regards to the business performance indicators. The measurement techniques are unknown. It is considered hard to isolate effect of coaching.

Freys considers the business performance indicators to be indirectly linked with the implementation of coaching. However, it is hard to isolate the effect.

No case indicate that the Business Performance Indicators can be directly linked to the coaching activities. It is considered difficult to isolate. Nordea and Freys state that it is indirectly linked to coaching. Plastal on the other hand states that they do not have any indicators that imply that there is a correlation.

Improved Appraisals/ Performance Ratings:
Wilson (2000) state that coaching can be measured based on the stated indicator. However, according to Miller (2004) it is difficult to isolate the effect to coaching.

Nordea uses appraisals and performance ratings, generally linked to sales and result. However, it is considered difficult to isolate coaching when evaluating. It is considered indirectly linked with good performance. There are furthermore difficult to compare the results with other offices due to the fact that different regions work under different conditions.

Plastal separates the line function and the coach function. Coaching is furthermore only a part of the overall activity development program and it is considered hard to isolate the performance to coaching.

Freys sees a positive correlation between coaching and performance. However, if it is due to the coaching or the empowerment is hard to determine. It could be a result of employee awareness since they now are individually in charge of their own budget.

All cases indicate that it is hard to isolate the effect on coaching with regards to improved appraisals and performing ratings. Nordea and Freys state that it can be indirectly linked to coaching. Freys claims to have a positive correlation, has no proof of correlation. Plastal states that coaching is only a part of the overall PGT program and is therefore hard to isolate.

Staff Turn Over Rates or Improved Retention of Key Staff:
Wilson (2000) states that coaching can be measured based on the stated indicator. However, according to Miller (2004) it is difficult to isolate the effect to coaching.

At Nordea the staff turn-over is not considered, when evaluating coaching. The staff turn over are directly linked with the region and these number are generally very low on the countryside and high in larger cities. However, even if it is analyzed on local level it is hard to isolate coaching when looking at the result.

At Plastal the staff turn-over is not considered, when evaluating coaching. It is considered difficult to isolate the effect.

Freys does not consider staff turn-over in their evaluation, however, it is very low compared with other hotels. Coaching could affect it indirectly, hard to isolate.

The staff turn over is not considered in any case as a means of evaluating coaching. It is considered difficult to isolate the effects to coaching. Nordea claims that the region affects the staff turn over to a create extent. Freys states it could be considered indirectly, but has no proof of correlation.

360 Degree Feedback Technique:
According to Thach (2004) is the 360 Degree Feedback Technique combined with coaching an effective way of measuring the before and after effects of coaching.

Nordea does not use this method in order to measure coaching. Coaching is considered an ongoing process and before and after measurements is not conducted.

Plastal does not use this method in order to measure coaching. However, they use a similar scoring evaluation in order to determine the overall development. The evaluation includes various factors and coaching is just one of them. It is not measured isolated, but the effect can be considered as evaluated indirectly.

Freys does not use this method in order to measure the effects of coaching.

The 360 degree feedback technique is not used in any case. Plastal however, uses a similar method in order to evaluate their entire development program. Coaching is only a part of that and it is considered difficult to isolate.

Achievement of objectives set at the start of the coaching:
According to Parsloe (2000) the most successful method to measure the effects of coaching is to thoroughly explore what the individual and the organization wants to achieve before the process initiates.

Nordea does not see coaching as a time limited process, it is considered an ongoing process. Before and after measurements is not conducted. However, set objectives are evaluated continuously but no pre-post aspects are considered.

Plastal does not see coaching as a time limited process, it is considered an ongoing process. Before and after measurements is not conducted. The progress is, however, continuously discussed both between team leader – coach and coach – coach. The objectives of the team are evaluated every six months, but are conducted from a line function perspective. Coaching is not considered in that evaluation. It might have contributed, however, impossible to determine to what extent.

At Freys the set objectives are continuously evaluated in the team, not between the employee and coach. Every individual are personal responsible for set objectives and are fined a symbolic amount if not reached.

All companies clearly state that coaching is considered an ongoing process. No before and after measurements are conducted. However, all cases conduct continuously made evaluations of the progress. Plastal further states that the set objectives for the team are analyzed through a line function perspective.

Individual and line managers' satisfaction with the coaching:
According to Wilson (2004) this options is the most frequently method used in order to evaluate coaching and measure an improvement process. According to Miller, (2004) this method measure the reaction of coaching:

Nordea is in the process of conducting a survey on selected employees regarding the reaction of coaching among employees. When it is conducted it will be sent down to the Human Resource Department for analysis and the results will generate an action plan with suggested improvements.

Plastal does not have a structured evaluation of the satisfaction of the coach. However, if the personal chemistry does not working, there is a possibility to change.

Freys evaluates coaching on a continuously basis. However, it is conducted with the entire team. However, a head coach can be addressed if things are not working.

Nordea will implement a satisfaction control of the coaching. However, it has not yet been conducted. Plastal does not have a structures way of measuring the satisfaction with the coach except for meeting between the coach and the team leader and the between the coaches. Freys conducts evaluation on a regular basis, through meetings.

The Performance of the Coach and Employee attitude/climate surveys:
According to Wilson (2004) these options is the most frequently methods used in order to evaluate coaching and measure an improvement process. According to Miller, (2004) these method measures the reaction of coaching:

Nordea annually conduct a major survey performed by every employee in the organization. It is called the Staff Satisfaction Index and covers various aspects of the organization. The evaluation is graded between 0-100, where 65 is minimum level. The leaders and the coach are the same individual within Nordea and the leaders are very thoroughly examined. The coaching can be said to be measured indirectly.

Plastal does not evaluate the performance of the coach nor do they conduct employee and climate surveys on a regular basis. However, the progress is continuously discusses in meeting with other coaches.

Freys discusses the performance of the coach in the meetings. The employee further has the opportunity to address the coach regarding its performance, always conducted as a dialogue. Freys furthermore conducts climate surveys on regular basis. It is a stress survey, not isolated to coaching. However, it is a tool to examine the current atmosphere.

Nordea conducts annual surveys that include an evaluation of the managers and since the managers are the coaches it could be considered as measured indirectly. Plastal does not conduct any structured surveys, but discuss the progress on continuous basis. Freys discusses the performance on a regular basis within the team. Freys also conducts stress

surveys on regular basis, however, it is considered difficult to isolate the effect to coaching.

Feedback from the Coach:
According to Parsloe (2000) it is crucial to include the employee in the evaluation. However, according to Burdett (2001) some coaches can take a direct teaching approach where the coach evaluates the impact of coaching.

Nordea conducts Personal Development Discussions where the coach and the employee discusses to development towards the set objectives. The coach furthermore provides the employee with feedback regarding the progress. However, the frequency of these meeting varies depending on the coach/leaders preferences.

At Plastal the coach never intervenes in the line function. The coach gives feedback of the progress of the team leader in meetings with the other coaches together with the plant manager. It is considered easy to determine if things are working out just by dialogue.

At Freys the coach gives feedback within the team and as a confidential dialogue with the employee, always conducted as a dialogue.

All cases state that the coach gives feedback of the progress. Nordea states that it is conducted based on the managers preference. Plastal provides feedback in meeting with other coaches. Freys provides feedback of the progress as a confidential dialogue between the coach and the employee. However, everything at Freys is constantly addressed in the team meetings.

6. FINDINGS AND CONCLUSIONS

Based on the previous chapters we will now provide the answers to our research questions. First we will present our findings to each research question, thereafter what conclusions we have drawn based on the analyzed data. Finally we will present the implications for management, theory and future research.

6.1 How can the objectives of coaching be described?

We have found that there are many objectives on both the organizational and individual level that represent why companies use coaching. However, when looking at it broadly, improving managerial and interpersonal skills, enhance communication skills, gaining better confidence, become more effective and assertive in dealing with people, have a positive impact on performance, have great self awareness and gain new perspectives, acquire new skills and abilities, develop greater adaptability to change, helping employees to become better at goal setting, improving productivity, quality, customer service, and the shareholder value, demonstrate to employees that an organisation is committed to developing its staff and helping them improve their skills, all seem to be important objectives.

We have further found that there are many objectives that are considered important, but gain different levels of support. One common perception is that one coaching activity can create a synergy effect in other areas. In other words, if a person improves in one area might result in improved performance in another. These objectives can be labelled as indirect and include: learning to solve problems, gain better relationships with colleagues, learn how to identify and act on development needs, improve work and balance, reduce stress levels, gain increased employee commitment and satisfaction, which can lead to improved retention, support employees who've been promoted to cope with new responsibilities, gain a satisfactory process for self-development, and support other training and development initiatives.

Our empirical findings also present coaching objectives that gained very little support. These include: helping employees to sort out personal issues that might otherwise affect performance at work and clarifying issues and expectations. It is suggested that the coach's role is not to sort out personal issues. Further, the coach has to have insight in an individual's life in order to do so and not everyone is willing to open up and expose themselves. However, our findings does suggest that if an employer can make a person feel good at work they might also bring some of it home and incorporate that into their personal life. In regards to clarifying issues and expectations our findings indicate, that in most cases, coaching has very little to do with it since these directives are really instruction. The top management should already have presented the strategy and it is up to every manager and not the coach to clarify these directives.

Our empirical findings further suggest that the motives behind the use of coaching does not depend on if the company is working with tangible or intangible products. However, through our empirical data we have found the objectives to be linked to the overall work-

method within the company. This also seems to be the underlying factor to why the objectives gain different levels of support. Our findings indicate that when isolating coaching some objectives is not considered as important as when coaching is integrated into every aspect of an organization.

There are indications that the individual objectives gain the most extensive support in comparison to the organizational objectives. This could be explained by the fact that the companies once again wish to generate synergy effects by helping the individual to improve.

From these findings we can more specifically conclude:

➢ The overall work-method within a company is an underlying factor for a company's coaching objectives.
➢ The type of product (intangible or tangible) does not affect a company's coaching objectives.
➢ Individual objectives gain more extensive support than organizational objectives.
➢ Coaching activities can result in synergy effects in other areas than first was intended.
➢ Companies have many *direct objectives* for why they use coaching. These are:
  ➢ Improving managerial and interpersonal skills
  ➢ Enhance communication skills
  ➢ Learn how to identify and act on development needs
  ➢ Gaining better confidence
  ➢ Become more effective, assertive in dealing with people
  ➢ Have a positive impact on performance
  ➢ Have great self awareness and gain new perspectives
  ➢ Acquire new skills and abilities, improve work and balance
  ➢ Gaining greater adaptability to change
  ➢ Helping employees to become better at goal setting.
  ➢ Improving productivity, quality, customer service, and the shareholder value.
  ➢ Demonstrate to employees that an organisation is committed to developing its staff and helping them improve their skills
➢ We have further listed several *indirect objectives* that have gained different levels of support. These are:
  ➢ Learning to solve problems
  ➢ Have better relationships with colleagues
  ➢ Reduce stress levels
  ➢ Gain increased employee commitment and satisfaction
  ➢ Support employees who've been promoted to cope with new responsibilities
  ➢ Gain a satisfactory process for self-development
  ➢ Support other training and development initiatives
➢ Helping employees to sort out personal issues that might otherwise affect performance and work, and clarifying issues and expectations has little to do with business coaching.

6.2 How can the strategy of coaching be described?

The strategy can be described as all factors considered with the actual implementation of coaching in order to reach desired objectives. These factors include the coaching process, the style and the used technique.

Our findings indicate that coaching is not considered a time limited event with an initial phase and a final stage. It is considered an ongoing function within an organization. All factors affecting the process are continuously changing and the process must adapt to these constant changes. However, it is considered crucial to analyze the current situation. Our empirical data implies that both the coach and the employee address issues that need to be improved. In some cases specific standards stand as a base in order to identify potential issues, however, it is the situation and the set objectives that are the major influencers. Coaching is a function that makes people talk and it should be the employee that lifts up issues and creates its own goals and objectives. The structure of coaching is formal. However, the coaching dialogue is extremely informal.

Our findings further indicate that the aim is to hold the employee personal responsible for the set objectives. In some cases it can take form as a structured development plan, however, it is highly dependant on the situation. During the ongoing coaching process, progress and readiness of the employee might also change the goals and objectives towards a more strategic character. The initial aim is to get the employee or the team to become well functional.

Our empirical data also indicate that the evaluation of the coaching process is similar to monitoring of the progress. Meetings are held between the coach and the employee in order to analyze the currents situation. In some cases the coach also conducts meetings with other coaches in order to evaluate the progress. Our findings further imply that final evaluation are seldom conducted.

When implementing coaching different styles can be used depending on the situation. Our empirical data indicates that coaching is implemented with a hands-off style. The coach takes a passive role asking questions, supporting and assisting the employee towards its set objectives. We furthermore found that there is a positive correlation between coaching and well functional operations meaning that if things are not working the hand-off coaching need to be put aside and a more hands-on leadership needs to be implemented. However, hands-on is not considered coaching. Our empirical data further imply that the role of the coach varies. In some cases the coach also posses the function as the line manger and has to be both hands off and hands on in its leadership. In some cases the coach has an exclusively supporting role and never intervenes in the operations.

Regarding techniques our findings indicate that a structured technique exclusively for coaching is not commonly used. Fixed frames and criteria are only used to a limited extent, due to the fact that it is the individual situation that is considered the most

important factor. The ever changing business environment further generates a demand for flexibility and openness.

Our findings further indicate that coaching is part of an organizational philosophy of empowerment and is not used as an isolated function. However, we discovered that the GROW technique was overall very similar to the organizations own methods. We furthermore find that the GROW technique is used in some cases as a model in order to structure the implementation and eliminate the risk of overseeing important issues.

From these findings, we can more specifically conclude:

> Coaching is a method that aims to engage the employee to set his/hers own goals and to take personal responsibility of the set goals and objectives.

> Coaching is appropriate when the operations are working well and when the employees need enhancement and empowerment.

> Coaching is considered a Hands-off leadership style, where the coach becomes a facilitator in order the help the employee to reach its own set goals and objectives.

> The individual that possesses the role as coach can simultaneously be directly involved with the every day operations. Or they can simply function as a supporting coach, with no intervention in the operations.

> Coaching is not an isolated function within an organization, it is a part of an overall empowerment management philosophy.

6.3 How can the effects of coaching be measured?

The effects of coaching can be measured and evaluated in various ways. However, our findings indicate that there are some elementary difficulties to isolate the effects of coaching to the organizations overall performance and result. The empirical data indicate that coaching in a business environment is considered a part of an overall empowerment philosophy and seldom stands alone as a method in order to improve organizational performance.

Regarding the effects on business performance indicators, the empirical data indicate that coaching is considered to be a contributing factor. However, there are difficulties of isolating and measure the effect from the coaching activities. Our finding further implies that organizations assume that coaching has an indirect affect on business performance indicators, performance ratings and staff turn over. However, there are so many different aspects that affect these factors that it again becomes extremely difficult to isolate the effects from the coaching itself. The potential techniques in order to measure the effect seems to be unknown by organizations.

The empirical data indicates that pre and post evaluation of the coaching process is seldom conducted. Coaching within business is considered an ongoing process and is seldom evaluated as isolated event. The set objectives for the employee, team or team leader are continuously evaluated and monitored, however, our findings implies that monitoring of the progress is the most frequently used method in order to evaluate progress. The evaluation of the coaching process is not conducted.

Our finding indicates that the evaluation of the coach varies from organization to organization. In some cases the coach also posses the role of the manager and evaluations are continuously made. In some cases surveys are conducted and an evaluation of the leader is part of this method. Since the leader and the coach are combined, the coach is indirectly evaluated. However, in some cases the coach is completely separated from the line function and is not part of the evaluation of the outcome.

Our findings show that the most common way of measure the results of coaching are by evaluate the reaction of this ongoing process. Despite the fact that various surveys and techniques exists, it seems that it is through a continuous dialogue between the coach and the employee or between the coaches that determine the effect. If things are working well and progress are made then the coaching is assumed to be effective.

The empirical data implies that coaching is seen as a great complementary method, in order to make the employee more open, stimulated and satisfied. If all these factors are fulfilled, then coaching is considered successful. The need and strive to measure the results more scientifically becomes secondary.

From these findings, we can more specifically conclude:

➢ It is considered extremely difficult to isolate the impact of coaching when evaluating organizational performance and results.

➢ The impact on business performance indicators are considered to be indirectly linked to coaching.

➢ Coaching is considered an ongoing process, which reduces the possibilities to measure the pre and post effects of coaching.

➢ Monitoring of the progress is the most commonly used method in order to evaluate the progress of coaching.

➢ The evaluation of coaching is mainly conducted through dialogue between the coach and the employee or between the coach and other coaches.

➢ The emotional feeling of the development is considered sufficient in order to determine if coaching is successful or not.

6.4 Implications and Recommendations

In this final section we will present the implications and recommendations based on our findings and conclusions. We will address practitioners and management, as well as provide ideas for theory and future research.

6.4.1 Implications for Practitioners and Management

➢ When implementing coaching it is crucial to have clearly stated objectives and a clear picture of the current situation. This is important in order to select the right strategy for implementation

➢ When selecting the objectives for coaching it is important to look at it from both a micro and a macro perspective. In other words, create a coaching strategy that enhances performance at both the individual and the organizational levels.

➢ Despite the fact that coaching is considered an ongoing process, it is important to have a structured process to follow. This generates a more controlled progress during the implementation.

➢ When selecting coaching style it is essential to select an appropriate style that fits the readiness of the employee.

➢ The coached individual might not always have awareness and the self distance in order to identify the actual factors behind a problem. Therefore, the most crucial function for the coach is to facilitate the identification of criteria that needs to be developed or changed in order for the individual to succeed.

➢ Coaching should be implemented in a fear free environment. It is crucial for the coach create trust and explains that nothing discussed can be used against the employee. The coach is must never act as an authority or a company police.

➢ The coach must let go of all thought of admiration and respect concerning the leadership. If you as a manager want to be the leading star on the job, coaching is not going to work.

➢ A selected technique is highly recommended, due to the fact that it enables the coach to have a structure to rely on during the implementation. It reduces the risk of failing to notice issues or stages of importance.

➢ In order to measure the impact of coaching it is important to create a timeframe where the initial and the final stage are stated and thoroughly analyzed. If these factors are not considered the evaluation of coaching is simply monitoring of the progress.

➢ Enrolling the employees in frequently conducted surveys regarding coaching could isolate the perception and effect.

6.4.2 Implications for Theory

The purpose of this study was to provide a better understanding of how coaching is used as a management philosophy within corporations. The study has been to some extent exploratory since we have gained a better understanding of the area of research through gathering information.

The study has also been of a descriptive nature since we, through data collection have been able to describe the objectives of coaching. Furthermore, we have been able to describe the characteristics of the strategy by describing the process, the style and the techniques. We also have been able to describe how the effect can be measured. The study has also been to some extent explanatory for the reason that we have been able to draw conclusions when answering our research questions.

The thesis has contributed to theory in terms of describing coaching as an ongoing process, not a time limited process. Furthermore, it contributed to theory due the fact that coaching is not considered an isolated function within an organization, it is a part of an overall empowerment management philosophy. This thesis contribution to theory is based on empirical findings of the observable facts from three case studies and can serve as a base for future research.

6.4.3 Implications for Future Research

➢ This study has provided an insight in how the management can describe the objectives, the strategy and the evaluation of coaching. However, it would be interesting to further investigate how the employees perceive coaching to investigate if there is a perceived gap.

➢ Our study looked into both tangible and intangible products. It would further be interesting to conduct more focused research in various industries in order discover potential trends.

➢ In addition it would be interesting to conduct a study on a larger sample, taken from a random selection. This would provide an opportunity to test if the findings in this thesis can be generalized.

➢ Our study identified the difficulty to measure the effect of coaching, it would be interesting to conduct research in order to enable an isolation of the coaching effects.

➢ Our study was limited to Swedish corporation with a western business culture. It would be interesting to conduct research regarding coaching on different business cultures around the world in order to see if coaching is international applicable.

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Anna Nyström, In-house Consultant and Project Leader,
Plastal Group, 2004-12-01, at 13:00

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www.plastal.com,	last visited	2004-12-21
www.freyshotel.se,	last visited	2004-12-21

APPENDIX A

INTERVIEW GUIDE   (English Version)

General information

Company Related:

Company name:

Location:

Number of employees:

Turn Over:

Age:

Respondent Related:

Name:

Department:

Title:

How long have you been with the company:

The objectives with coaching

Do you have objectives with coaching for the individual – Which one/ones?

- Learn to solve own problems
- Improve managerial and interpersonal skills
- Have better relationships with colleagues
- Enhanced communication skills
- Learn how to identify and act on development needs
- Gaining better confidence
- Become more effective, assertive in dealing with people
- Have a positive impact on performance
- Have great self-awareness and gain of new perspectives

- Acquire new skills and abilities
- Develop greater adaptability to change
- Improve work-life balance
- Reduce stress levels
- Better goal setting
- Increased project completion

Do you have objectives with coaching for the organization – Which one/ones?

- 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 satisfactory process for self-development
- Support other training and development initiatives e.g. Reduce leakage from training courses
- Clarifies issues and expectations

The Coaching Strategy

Process

Do you have a structured process that you use when implementing coaching?

Analysing for Awareness

- Analysing the current situation
  - The coach observes, receives suggestions from others and the coached individual about areas that needs support
- Specific standards / performance competences

Planning for responsibility

- The individual should be actively involved in the program
- A personal development plan
- Goals

- Long-term aims and specific goals

Implementing the plan, using styles, techniques and skills

- Formal/Informal Planning

- Flexibility of the program

Evaluating for success

Styles

How would you describe your coaching style? Why?

Hands-on Style
- Telling

- Inexperienced employees

Hands-off Style
- Questioning and Feedback

- Experienced & High Performers

- Stimulates empowerment

Techniques

Do you use any coaching technique?

- The Practical Spiral
- The Skills Framework Technique
- The 3-D technique
- The GROW Technique

Evaluations of Coaching

Do you evaluate the effect of coaching? If you do, how and why?

- Comparison on pre/post coaching 360- degree feedback ratings
- Impact on business performance indicators
- Improved appraisal/ performance ratings
- Staff turn-over rates or improved retention of key staff
- Achievement of objectives set at the start of the coaching assignment
- Individual and line manager satisfaction with the coaching
- The performance of the coach

- Employee attitude/climate surveys
- Feedback from the coach

APPENDIX B

INTERVJU GUIDE   (Svensk Version)

Generell information

Företagsrelaterad information:

Företagsnamn:

Antal anställda:

Omsättning:

Ålder:

Personrelaterad information:

Namn:

Avdelning:

Titel:

Hur länge har du varit anställd på företaget:

Målsättning med coaching

Har ni en målsättning med coaching på individnivå? Vilken/Vilka?

- Lära sig att lösa egna problem
- Förbättra ledarskap och social kompetens
- Skapa en bättre relation med kollegor
- Förbättrad kommunikationsförmåga
- Lära sig identifiera och agera på utvecklingsbehov
- Ha ett bra självförtroende
- Bli mer effektiv, mer framåt att handskas med personer
- Ha ett positivt inflytande på prestationsförmågan
- Ha bra självkännedom och erhålla nya perspektiv
- Skaffa sig nya kunskaper och färdigheter

- Utveckla en bättre anpassningsförmåga till förändring
- Förbättra balansen mellan arbete - liv
- Reducera stress nivåer
- Bättre på målsättning
- Förhöjt antal avslutade projekt

Har ni en målsättning med coaching på företagsnivå? Vilken/Vilka?

- Förbättra produktivitet, kvalitet, kund service och ägarnas värde
- Kan skapa ökat engagemang och tillfredsställelse hos anställda, vilket kan leda reducerad personalomsättning
- Visar att organisationen är engagerad i att utveckla sina anställda samt hjälpa dem att förbättra sina färdigheter.
- Stödja anställda som nyligen blivit befordrade att handskas med nya ansvarsområden
- Hjälpa anställda att lösa personliga angelägenheter som annars kunde ha påverkat prestationen på arbetet.
- Få en tillfredsställande process gällande självutveckling
- Stödja andra tränings och utvecklings initiativ dvs. Reducera läckage från träningskurser.
- Klargöra angelägenheter och förväntningar

Strategi med Coaching

Process

Har ni någon fastställd process som ligger till grund för er coaching?

Analysera för Kännedom

- Analysera den aktuella situationen
  - Coachen observerar, får förslag från andra, men även från individen gällande områden som är i behov av stöd
- Specifik standard/prestationskompetens

Planera för ansvar

- Individen bör vara aktivt engagerad i programmet
- En personlig utvecklingsplan
- Mål
  - Långsiktiga visioner och specifika mål

Implementeringsplan, användning av olika stilar, tekniker och färdigheter

- Formell/Informell Planering
- Programflexibilitet

Utvärdera för succé

Stilar

Hur skulle ni beskriva er coaching stil? Varför?

Hands-on Style

- Styrande
- Oerfarna anställda

Hands-off Style

- Utfrågning & feedback
- Erfarna & hög presterande
- Stimulerar bemyndigande

Tekniker

Använder ni er av någon speciell coaching teknik?

- The Practical Spiral
- The Skills Framework Technique
- The 3-D technique
- The GROW Technique

Utvärdering av Coaching

Utvärderar ni effekterna av coaching? Om så är fallet, hur och varför?

- Jämförande för/efter coaching med 360 grader feedback gradering
- Påverkan på företagets prestations indikatorer
- Förbättrad utvärdering/prestations gradering
- Personalomsättning alt. förbättrad kvarhållande av nyckelanställda
- Uppfyllande av satta mål vid starten av coaching processen
- Individ och chefs tillfredsställelse med coaching

- Prestationen av coachen

- Attityd/klimat undersökningar bland anställda

- Feedback från coachen