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Abstract

Transformational leadership is one of the most researched leadership theories, but sometimes misunderstood by managers who believe that to be a transformational leader requires them to be charismatic and in some way extraordinary. Similarly, some sportspeople and sports coaches may be truly transformational in their achievements and yet not receive the same recognition as their more flamboyant colleagues. In this chapter, several similarities are identified between managerial coaching and transformational leadership. Some differences were also identified. Where there are similarities, it is argued that adopting coaching practices can help managers to put transformational leadership into practice and gain the associated benefits, whether in business or sporting organizations.

Keywords

leadership, apply, theory, way, managerial, practical, coaching

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MANAGERIAL COACHING: A PRACTICAL WAY TO APPLY LEADERSHIP THEORY?

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ABSTRACT

Transformational leadership is one of the most researched leadership theories, but sometimes misunderstood by managers who believe that to be a transformational leader requires them to be charismatic and in some way extraordinary. Similarly, some sportspeople and sports coaches may be truly transformational in their achievements and yet not receive the same recognition as their more flamboyant colleagues. In this chapter, several similarities are identified between managerial coaching and transformational leadership. Some differences were also identified. Where there are similarities, it is argued that adopting coaching practices can help managers to put transformational leadership into practice and gain the associated benefits, whether in business or sporting organizations.

Keywords: Leadership, Managerial Coaching, Transformational Leadership, Sports Coaching

INTRODUCTION

In this chapter, we compare one of the most frequently discussed leadership models, transformational leadership, with managerial coaching to analyse whether the coaching lens can provide insights into the practical applications of leadership. The world of business has long accepted that it can learn a lot about motivation and team work from the world of sport. While sport is becoming a big business and business techniques are used in the management

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and marketing of sports clubs, sports coaches themselves have an approach to coaching that differs in some respects to the rapidly evolving practices of managers coaching their teams in the workplace. This paper highlights the links between managerial coaching and transformational leadership, and notes similarities and differences with coaching in a sporting context.

Many managers now coach their own employees, using skills such as active listening, questioning and feedback to support their team members' efforts to generate their own solutions and meet organizational objectives. Hence managerial coaching can be seen as a key element of leadership practice. Although much has been written about leadership theory, little practical guidance is given to managers on how to translate theory into practice. The purpose of this chapter is to explore the argument that managerial coaching offers an effective way to apply leadership theory in practice.

Transformational leadership is the leadership style that – at first glance – seems most similar to managerial coaching, and indeed the transformational leadership concept explicitly includes 'coaching' within 'Individualized consideration'. Grant (2007) previously noted some similarities between coaching and the four dimensions of transformational leadership, namely: "acting as an exemplary role model, engaging and motivating others, facilitating creative thinking and innovation, acting as coach and mentor to help others attain goals" (p. 257). This chapter will explore the comparison in more depth, analysing the similarities and differences between the transformational leadership concept and the managerial coaching approach, and identifying practical applications for the aspects which these approaches have in common.

MANAGERIAL COACHING

Different forms of coaching have been identified in the literature, such as executive, life or career coaching (Cox, Bachkirova and Clutterbuck 2010). Coaching in organizations can take different forms, offered either by external coaches, who may be executive or team coaches, or internal coaches (who may be employees from the HR department or other employees who coach co-workers who are not their direct reports) (Grant, Passmore, Cavanagh and Parker 2010). Coaching in organizations may also be provided by managers to their individual direct reports and their teams. This form of coaching is described as managerial coaching (Ellinger, Beattie and Hamlin 2010) or as 'workplace coaching' (Grant, 2010). Managerial coaching can take place informally or in formal coaching sessions (Grant et al. 2010; Turner and McCarthy 2015)

Although not specifically labelled as 'managerial coaching', the practice has been identified in the early 1980s by Böning and Fritschle (2005), who talk about development-oriented leading by managers. Leadership theories such as transformational leadership referred to the term 'coaching' decades ago (Bass, 1990). However, although managerial coaching is not a 'new' concept (Ellinger et al. 2010), it has certainly become more widespread within the workplace in recent years (Grant 2010), particularly in North America, United Kingdom and Australia, but also in Latin America and Europe (Moral and Abbott

2009) as well as in Asia (Chia 2010). Managers appear to be adopting a coaching approach on a regular basis: In a recent study of managerial coaching in Australia with general managers and HR managers, McCarthy and Ahrens (2012) found that the majority of participants coached employees daily or more than once a week.

Several skills and behaviors are associated with the coaching manager. Based on practitioner literature, Ellinger, Beattie and Hamlin (2014, p. 260) compiled a list of skills and behaviors a coaching manager should display, including listening, analytical skills, interviewing, questioning, observation skills, feedback, setting and communicating expectations, and establishing an environment in which coaching can take place. Sports coaches are often known for their skills in observation, analysis, for setting clear expectations and providing feedback, but not often for their listening skills and not always for creating a supportive environment. The transition from player to coach or manager can be as difficult for a sportsperson as the transition from a technical expert to a general manager in an organization (Jenkins 2010, McCarthy 2014).

TRANSFORMATIONAL LEADERSHIP

Burns (1978) and Bass and Avolio (1985; 1989; 1990; 2000) are linked with introducing and developing the transformational leadership concept. The dimensions of transformational leaders are idealised influence (charisma), inspiration, intellectual stimulation, and individualised consideration (Bass, 1990; Bass and Riggio 2006). These dimensions will be further explained in the next section comparing transformational leadership and managerial coaching.

Bass and Riggio (2006) note that transformational leadership can be participative or directive. For example, participative individualised consideration is illustrated as “What can we do as a group to give each other the necessary support to develop our capabilities?” while directive is illustrated by “I will provide the support you need in your efforts to develop yourself in the job” (p. 12).

The dimensions of transformational leadership can be measured using the Multifactor Leadership Questionnaire (Bass and Avolio, 2000). Bass and Riggio (2006) summarise research validating the model. In a meta-analysis of 117 independent studies, Wang, Oh, Courtright and Colbert (2011) confirmed that transformational leadership was positively related to follower performance (in regard to individual, team and organization).

Although this demonstrates the benefits of a transformational leadership style, it is less clear how managers can adopt such a style. We know from Conger and Benjamin (1999) that managers can learn how to be a transformational leader, e.g., via training programs where participants take the MLQ questionnaire and receive feedback, followed by skills training (Bass and Riggio 2006; Kirkbride 2006). However, Bass and Riggio (2006) themselves state that more insight into training for transformational leadership is required. In this context, this chapter will analyse the extent to which coaching matches the transformational leadership model. If there is a close match, then if managers learn to coach, they will simultaneously learn how to deploy transformational leadership.

COMPARISON OF TRANSFORMATIONAL LEADERSHIP AND MANAGERIAL COACHING

This section compares key dimensions of the transformational leadership model described in Bass (1990, p. 22) as well as a more recent publication by Bass and Riggio (2006, pp. 6-7) with literature on coaching and managerial coaching.

First Dimension of Transformational Leadership: Charisma

The first dimension of the transformational leadership model is called Charisma or 'idealised influence'. Key elements are: interactional nature, role model (admired by followers), trusted and respected, extraordinary capabilities, willingness to take risks, consistency, high ethical standards, vision and mission (Bass 1990, p. 22; Bass and Riggio 2006, p. 6).

Whilst managerial coaches may be admired for their leadership style, the emphasis of coaching is on collaboration and partnering, enhancing the performance of the coachee and less about extraordinary capabilities of the leader (SAI 2011). Furthermore the first dimension mentions 'willing to take risks'. A coaching manager may foster a climate in which employees are willing to take ownership and innovate, which requires some tolerance of risk, however risk taking is not, per se, a core element of the coaching approach.

Despite these differences, there are also several common elements between managerial coaching and the transformational leadership dimension of charisma, viz. trust, respect and high ethical standards; consistency; vision and mission. These will be discussed next.

Trust, respect and high ethical standards

Gaining trust is included in the first dimension of transformational leadership and trust is also one of the critical success factors of the coaching relationship, both in business (Ely et al. 2010; Ladyshevsky, 2010) and in sports (Jones 2001). Trust needs not only to be initially established, but also needs to continuously be proven and thus can deepen over time (Trzaska 2011). In coaching, trust is also linked to confidentiality. Key issues around confidentiality are discussed at an early stage in agreeing a coaching engagement (Brockbank and McGill 2006). Although managers may not engage in formal coaching sessions, but rather use an informal approach, including coaching skills in their daily leadership repertoire, so called "corridor" coaching (Turner and McCarthy 2015, p. 2), they should nevertheless comply with high ethical standards, as advocated by professional coaching bodies such as the International Coaching Federation (ICF). It is especially important that the level of confidentiality between manager (coach) and employee (coachee) is agreed upon, as the manager is in a position of power in relation to the employee. For coaching to be effective, the employee needs to know they can be honest and safe (McCarthy and Milner 2013).

Consistency

The transformational leadership concept emphasises consistency. For the managerial coach, consistency is important; however a balance between consistency and flexibility is also needed. Managers may need to apply a situational leadership style, switching between several

roles in a conversation, for example mentoring, training, coaching, or more directive styles, depending on the context. Thus some situations might call for a more directive approach e.g., in emergency situations. Similarly in an important football game, coaches may be far more directive in their feedback from the dugout, than in training sessions where they may encourage players to hone their skills. However, more empirical research is needed to determine in which situations a non-directive coaching style works best.

Providing vision and mission

‘Providing vision and sense of mission’ is specifically listed in the first dimension of transformational leadership and is applied within the coaching context through visioning and scenario planning and further specified through goal setting. Coaching managers have regular goal setting meetings in order to share and communicate the organization’s vision, enabling employees contribute by identifying ways to achieve the vision and organizational goals. Nigel Edwards, captain of the winning European Ryder Cup team in 2011, encouraged each of his team members to do his best, rather than to focus on the overall abstract goal of winning the cup (McCarthy 2012). In their study of Australian managers, McCarthy and Ahrens (2012) reported that goal setting was one of the key coaching behaviors with 77.8% of the participating managers using it. Some managers also mentioned using specific goal setting tools, such as GROW (Goal, Reality, Options, Way forward) or SMART goals (Specific, Measurable, Attractive, Realistic, and Time-bound). However, goal setting was mentioned less frequently than active listening, questioning and feedback. McCarthy and Ahrens (2012) explain this lower finding with the probability of coachees being limited by the goals of the organization. In other words, the question that arises here is whose vision and goals are being discussed and how collaborative the goal setting process really is. Employees needing to meet Key Performance Indicators cannot necessarily choose or change these goals. However, coaching managers support their employees to find their own way to achieve goals, thus giving responsibility and ownership to employees.

Second Dimension of Transformational Leadership: Inspiration

The second dimension of transformational leadership is focused around clear and simple communication and providing inspiration and commitment (Bass 1990; Bass and Riggio 2006). Specifically, a transformational leader motivates and inspires, displays enthusiasm and optimism, involves followers to envision attractive future states, clearly communicates expectations that followers want to meet and demonstrates commitment to goals and the shared vision (Bass and Riggio 2006, pp. 6-7). Nigel Edwards (McCarthy 2012) clearly inspired his team to win the Ryder cup, constantly reminding them: “Every shot you hit this week must be taken with the attitude of a winner” (p. 90).

‘Uses symbols to focus efforts’ is named in the second dimensions of the transformational leadership concept (Bass 1990, p. 22) but is not necessarily something that a coaching manager would do. However, there are many other similarities between the second dimension of transformational leadership and managerial coaching, which can be summarised as: committing to goals and a shared vision; involvement and communication of expectation and goals; motivation, optimism and enthusiasm.

Goals and vision

The second dimension includes ‘demonstrates commitment to goals and shared vision’; hence the emphasis in the transformational leadership model is on the *leader’s* commitment to goals. Whilst it makes sense for a coaching manager to demonstrate commitment to goals, the commitment of the employee to goals is equally important if the goals are to be successfully achieved. A coaching approach typically focuses more on the coachee’s goal and the coachee’s context (SAI 2011), thus the *coachee’s commitment* to goals is of interest. However, in managerial coaching, this is different, as the coachee is not always able to choose the goal (McCarthy and Ahrens 2012). Managers nevertheless should try to gain the team member’s commitment, e.g., by listening and being open to new ideas, and by making it feasible to execute goals by providing the appropriate support structure and work environment. In this context, Garvey, Stokes, and Megginson (2009) remind us that there is also a potential ‘dark side’ to goals, for example, where goals are selected which are not helpful to the coachee.

Involvement and communication of expectations and goals

Involving staff can increase engagement, in other words, if someone is part of developing a solution, it is more likely that this person also will want to execute the task. The goal setting process itself can also be used to *communicate expectations* to followers, to ensure that employees *want to follow them* and are *also involved* in the process, aspects which are pointed out in the second dimension of the transformational leadership model. A coaching approach can thus be used to increase commitment to organizational strategies and increase the likelihood of the strategies being implemented. On a practical level, GROUP (Goal, Reality, Options, Understand others and Perform) group coaching can be implemented, where the manager and the employee or team set goals in a collaborative way (Brown and Grant 2010).

To ‘involve followers to envision attractive future states’ as stated in the second dimension, the managerial coach can also use different coaching approaches such as forms of the miracle questions adapted from the solution-focused approach (de Shazer 1988), e.g., “Let’s imagine we have already achieved our desired future state, what would we be doing, thinking etc.,” or ‘if we had the perfect solution, what would it look like?’.

Furthermore, in order to communicate clear expectations on a continuous basis, a feedback and feedforward approach might be useful. This way the coach regularly communicates expectations and if needed, approaches can be adapted. As pointed out earlier, feedback is a skill frequently associated with managerial coaching (Ellinger et al. 2014; McCarthy and Ahrens 2012). Whereas feedback focuses more on past performance (McDowall 2008), feedforward provides ideas on how to enhance one’s performance for the future (Goldsmith 2010). Both can assist with identifying one’s ‘blind spots’, something that other people notice but of which the person him/herself is not aware (Luft and Ingham 1950). It has been argued that feedback would be very valuable in helping football players make a successful transition to a managerial role (Jenkins 2010). Whilst often given in yearly performance appraisals, feedback ideally happens on an ongoing basis. However, negative associations in regard to feedback can exist, with feedback sometimes given and/or received in a negative way. A coaching approach provides a constructive way of giving feedback which limits negative responses.

Motivation, optimism and enthusiasm

By involving employees and communicating expectations as outlined above, it is likely that employees will become more motivated, because an increase in ownership and involvement leads to enhanced employee engagement, adding meaning and challenge to an employee's work. Nigel Edwards made a point of reminding his team that they were representing their country and that they were of the same calibre as the players who had gone before them (McCarthy 2012), thus imbuing both meaning and self-belief in the players. The term 'optimism' as referred to in the second dimension of transformational leadership is also found in the positive psychology approach in coaching. Using a positive psychology approach in managerial coaching not only adds to the coachee focusing on positive aspects but also leads to the manager being perceived as optimistic.

**Third Dimension of Transformational Leadership:
Intellectual Stimulation**

Looking at the third dimension of the transformational leadership concept, intellectual stimulation, several parallels with managerial coaching can be drawn, such as 'encouraging innovation, creativity, new approaches', 'including followers in problem solving and solution finding process' and 'not criticizing ideas if they differ from leader's ideas' (Bass and Riggio 2006, p. 7). These aspects are categorised below as 'inclusive solution finding processes' and 'encouragement of new approaches and different ideas'.

Inclusive solution finding processes

The third dimension of the transformational leadership concept includes followers in problem solving and solution finding (Bass and Riggio 2006) and is also described in an earlier version of Bass (1990, p. 22) as 'promoting intelligence, rationality and careful problem solving'. This problem solving and idea generating approach is also found in coaching. Coaching managers assist coachees to produce their own answers instead of managers giving their employees the answer (Ellinger and Bostrom 1999). In order to include employees in the solution finding process, managers can delegate and give ownership to the coachee (Ellinger and Bostrom 1999). This approach may be new and possibly challenging for managers used to directing people and also challenging for employees used to being given answers. However ultimately both managers and employees can benefit from employees coming up with solutions because employees often have a more detailed understanding of the problem and will have to live with the solution, while managers will benefit from having more time to think strategically (McCarthy 2014).

An inclusive solution-finding process however does not have to mean that the coaching manager has no input into the process. Some coaches are more directive than others and some coaching approaches are more directive than others. For example, when using a solution-focused approach, the coach tries to help the client focus on solutions rather than problems (Cavanagh and Grant 2010), which could be seen as directing the client in a certain (solution-orientated) direction, whereas a person-centred approach implies a principled non-directive attitude (Grant 2004).

Encouragement of new approaches and different ideas

Just as transformational leaders encourage new approaches and different ideas, so too do coaching managers. Allowing mistakes to happen and learning from them is important in the context of a coaching culture (Wilson 2011) so that employees are not discouraged from attempting to be innovative or creative. In addition, there seems to be a link between the organization's culture and the likelihood of managers displaying coaching behaviors (McCarthy 2014). An emphasis on short-term goals by organizations can decrease the likelihood of manager exhibiting coaching behaviors (Pousa and Mathieu 2010). Thus this connection stresses the importance of a supportive environment which is further highlighted in the fourth dimension discussed next.

Fourth Dimension of Transformational Leadership: Individualised Consideration

In regard to the fourth dimension, a transformational leader: acts as coach or mentor, creates new learning opportunities and a supportive climate, listens effectively, ensures two-way communication, recognises and demonstrates acceptance of different individual needs, personalised interactions, delegation of tasks to develop follower (Bass and Riggio 2006, p. 7). In an earlier version, advising is also listed (Bass 1990, p. 22).

This fourth dimension shows the most parallels with a managerial coaching approach. Probably the most striking is that 'coaching' is specifically named in the fourth dimension and other elements in this dimension could also be classified as coaching skills, such as effective listening. The following elements will be highlighted here: Supportive environment and learning opportunities; personalised interactions and consideration of individual needs; two way communication, listening and questioning; delegation.

Supportive environment and learning opportunities

The fourth dimension includes 'creating new learning opportunities and supportive climate' as one element of transformational leadership. A supportive environment is also crucial for a coaching approach to be successful. On a micro level, the direct surrounding of the coachee needs to allow for a coaching approach to unfold. The manager needs to ensure that coachees can execute their tasks with a coaching 'spirit' in mind. If formal or informal coaching happens, the manager needs to allow the employee learning opportunities. In this context, a trusting environment and ownership are important. On a meta level, coaching managers also need to be supported by their organization through resources such as the opportunity for peer exchange. In other words, a coaching friendly culture (Hunt and Weintraub 2011; Megginson and Clutterbuck, 2006) can be beneficial for both the coach and the coachee. A coaching culture includes appropriate training opportunities for managers (Clutterbuck and Megginson 2005). Whilst managers are increasingly expected to coach their employees (Tonhäuser, 2010), not all organizations provide the necessary training. In a study of managers in Australia, many of the participants were self-taught, learned their skills from a peer or their own manager or only took part in short training programs (Milner and McCarthy 2014). If coaching training is to go beyond the basic skills, then training programs with a longer duration are needed (Ladyshevsky 2010). Furthermore, Grant (2010) found that

managers needed to be supported for at least 6 months after being trained in coaching, to ensure that they apply coaching in the workplace. As there are distinctive characteristics of managerial coaching, it is important that coaching training and support should be specific to managerial coaching, rather than generic coaching skills offered to any coach, whether life coaches or executive coaches or any other variation.

Personalised interactions and consideration of individual needs

‘Recognizing and demonstrating acceptance of different individual needs’ as well as ‘personalized interactions’ are also named in the fourth dimension of transformational leadership. Whilst coaches may have approaches, tools or techniques they prefer and regularly use, coaching, per se, is a personalised interaction, i.e., coaches check what works best for a particular coachee and in a particular situation. This is very much in line with the personalised interactions highlighted in the transformational leadership approach. Coaching works for many people, but it is not a one size fits all approach. Whilst individual coaching is one option, team coaching is also an increasingly popular way for managers to coach their employees (McCarthy and Ahrens 2012). Through a team coaching approach, managers coach several team members at the same time. However, managers need to ensure that individual needs are still met when using a group coaching approach, hence appropriate knowledge of group dynamics is important in this context (Thornton 2010).

Two way communication and listening

The fourth dimension also refers to ‘listening effectively’ and ‘two-way communication’. Coaching is a form of two-way communication which includes effective listening and questioning techniques. Active listening and questioning were the coaching behaviors most often mentioned by managers who applied a coaching approach in their organization in an Australian study of 580 coaching managers (McCarthy and Ahrens 2012). The opposite would be a pure telling approach, where instructions are only communicated one way.

Questioning techniques are fundamental to coaching (Wilson 2007) with questioning identified as one of the important skills within managerial coaching (Ellinger et al. 2014). Open questions are used frequently in coaching, as they are less leading than closed questions and hence encourage coachees to think for themselves (Wilson 2007). Questions can be used for many purposes such as encouraging options, challenging self-limiting beliefs, and establishing the employee’s level of commitment to an agreed goal or change. It would be interesting to evaluate the impact if sports coaches and managers were to ask their players for ideas more often and to listen more to what the players have to say. Perhaps one of the differences is that the sports coach is positioned as an expert telling people what to do and how to do it, whereas the managerial coach recognises the expertise of employees and aims to help them generate their own solutions. It would require a shift in mind-set for both sports coach and player, if the coach and player were to establish a more collaborative partnership of this kind.

Coaching managers in business also need to make more time to listen. Using active listening skills helps develop empathy (Tyler 2011). Different types of listening are identified in the literature (Hawkins and Smith 2006; Wilson 2007; Woodcock 2010). For example, Wilson (2007, pp. 20-21) describes five levels of listening, namely ‘waiting for our turn to speak’, ‘giving our own experience’, ‘giving advice’, ‘listening and asking for more’ and finally, ‘intuitive listening’. Managers could implement a transformational leadership

approach more easily if they were aware of and practised coaching their employees. This underscores the need for training managers in coaching skills as argued earlier.

Delegation

‘Delegation of tasks to develop follower’ is listed in the fourth dimension of the transformational leadership concept, and is also included in managerial coaching. Although time needs to be invested initially to implement a coaching approach, delegation means that, in the long-term, time can be saved for both manager and employee, as employees can implement tasks without constantly referring to their manager. Delegation should not be implemented to overload employees, but rather to give employees more room to take ownership, to provide opportunities for growth, and potentially to generate better solutions, due to employees’ better knowledge of the details of the situation. Delegation is thus linked with creativity and problem-solving as discussed above.

DISCUSSION

From the above, it can be seen that the greatest degree of overlap between managerial coaching and transformational leadership lie in the third and fourth dimensions, intellectual stimulation and individualised consideration. There is also some overlap between managerial coaching and the first and second dimension of transformational leadership, charisma and inspiration, although Mühlberger and Traut-Mattausch (2015) exclude charisma or idealised influence from their study of coaching and transactional leadership in groups and pairs, holding that a coach should not seek to influence clients.

We do see some differences between managerial coaching and idealised leadership, the first dimension of transformational leadership, especially in regard to extraordinary capabilities, admiration and risk taking. For example, charisma is not commonly a hallmark of a coaching leader. However, this is not to say that managerial coaches cannot have charisma. Maybe a coaching manager could be better described as an ‘everyday leader’. Both coaching and individualised leadership share an emphasis on providing vision, building trust, respect and having high ethical standards. ‘Uses symbols to focus efforts’ as listed in the second dimension of transformational leadership, Inspiration, is not something a managerial coach would necessarily do. The similarities between inspiration and managerial coaching are in the shared belief that commitment to goals and shared vision should involve both parties, that involvement and communication of expectations can be executed in a collaborative way, and that optimism and enthusiasm should be displayed in order to motivate followers.

All aspects of intellectual stimulation, the third dimension of the transformational leadership concept, are related. In order to encourage innovation, creativity and new approaches, it is necessary to include employees in solution finding processes. It is also important not to criticise ideas which differ from the leader’s ideas as this behavior would prevent innovative ideas from flourishing. ‘Inclusive solution finding processes’ are also part of the managerial coaching approach, thus we see similarities between the two concepts.

Besides including ‘coaching’ explicitly in the fourth dimension of transformational leadership, several other aspects can be directly linked to coaching: Two-way-communication

including listening and questioning which are basic coaching skills. By applying a coaching approach, consideration of individual needs can be met, e.g., using questioning techniques to help employees find their own answers. In addition, ‘delegation’ for development reasons applies to managerial coaching as well, based on promoting ownership and empowerment of the employee. For all these elements to be implemented successfully, a supportive environment – or in other words, a coaching culture – is essential

Figure 1 illustrates the overlap between managerial coaching and transformational leadership.

Figure 1 clearly shows the extensive overlap between managerial coaching and transformational leadership. As Bass and Riggio (2006) point out, transformational leadership can be either participative or directive. Managerial coaching is more in line with the participative form of transformational leadership as it emphasises two-way communication and involving employees in decision-making. One of the principles of coaching is collaboration or partnership between coach and coachee (ICF; SAI, 2011). The similarities between managerial coaching and transformational leadership are particularly evident in the participative version of transformational leadership.

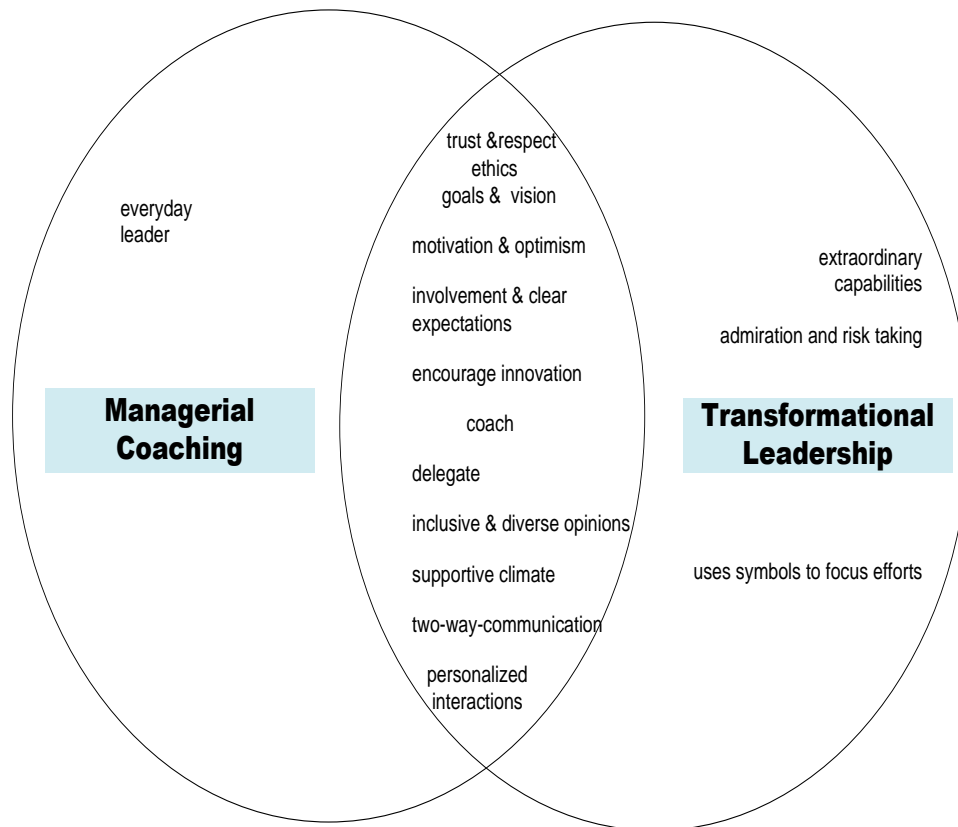


Figure 1. Managerial Coaching and Transformational Leadership.

CONCLUSION

The benefits of a transformational leadership approach have been extolled for decades. However managers have not always been shown how to implement the theory. As shown in this chapter, there is a great deal of overlap between managerial coaching and transformational leadership. Therefore we argue that a managerial coaching approach can assist managers to turn leadership theory into practice by using coaching tools and techniques. While some managerial coaching skills are equally applicable in the sporting context, others such as listening to players would require a shift in the sporting coach's traditionally directive style. Managers will benefit from training in coaching, less perhaps in specific techniques, and more in understanding the situations in which they might apply different approaches. Rather than rely on varying individual approaches, business and sporting organizations could develop a shared understanding of coaching in their context and implement strategies to help managers develop and sustain coaching behaviors. The benefits of transformational leadership will then be realised.

RECOMMENDATIONS FOR APPLIED PRACTICE

The aim of this chapter is to give practical recommendations for how to put transformational leadership theory into practice. The similarities between comparing managerial coaching and the dimensions of transformational leadership imply that a coaching approach offers a way to apply many aspects of transformational leadership in practice.

Our recommendations for applied practice are:

- *Develop trust and share the vision*
- *Bring people with us*
- *Involve our team members*
- *Value each individual*

Each recommendation is further described below.

Develop Trust and Share the Vision

As described in the first dimension of Idealised influence, a vision should be developed and shared. Goal setting and coaching tools such as GROW or SMART goals help to concretise the vision and involving employees in how to execute goals. Furthermore, the coaching literature highlights the need for correct timing, communicating a switch in roles, as well as building a trusting relationship through establishing boundaries and levels of confidentiality. Similarly trust is vital in the sporting context, as a shared vision can only be developed with an individual player or a whole team, once trust is in place.

The second dimension of Inspiration is about bringing people with us on the journey. The managerial coaching approach shows us how to develop commitment to goals and shared vision in a two-way process. Coaching tools and approaches such as a solution-focused

approach, and the application of feedback and feedforward illustrate how to put involvement and communication of expectations into practice in a collaborative way. Giving ownership to employees increases motivation levels. By using a positive psychology coaching approach, optimism and enthusiasm can be displayed and generated. Sports coaches also aim to inspire their players with a strong belief in their ability to succeed.

Involve our Team Members

Ways to apply Intellectual Stimulation, the third dimension of transformational leadership can be identified in managerial coaching by including employees in the solution finding process via delegating and giving ownership to them, the employees. Furthermore, the managerial coaching approach emphasises the need to create a coaching culture, where people are encouraged to try new things, and when mistakes are made, people learn from them rather than be punished for them. The longevity of football managers in the UK might change dramatically if both clubs and fans allowed time for manager and players to learn from mistakes.

Value Each Individual

Practical tips on how to coach, e.g., through active listening and implementing a two-way-communication can help managers to apply individualised consideration, the fourth dimension of transformational leadership, which enables managers to develop a strong relationship with each employee, where employees feel listened to and valued. Individualised consideration varies considerably among sports coaches and managers. Roy Keane, for example, did not see making players happy as part of his role as manager of Sunderland, whereas Bobby Robson, manager of the England squad and of Ipswich Town was known for his kindness and generosity (Jenkins 2010).

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