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Training for the coaching leader: How organizations can support managers

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Abstract

Purpose – The demand for leaders to coach their employees is increasing as the benefits become more and more evident. However, little is known about the training managers have received in coaching or what support is available/required from their organizations. The paper aims to discuss this issue.

Design/methodology/approach – The paper encompassed a survey of 580 managers in Australian organizations with more than 200 employees. The authors used qualitative thematic analysis to examine the extensive free text answers.

Findings – The findings indicated that while some managers had received some form of training in coaching (30-40 percent, depending on training type), 40 percent of them expressed a desire for introductory and/or further training. The findings suggest that training should be tailored to the managerial context instead of a generic coaching training, with a more structured and coordinated approach to organizational coaching required.

Practical implications – Organizations could benefit from supporting managers with the following strategies: Why – Organizations need to explain clearly why a coaching leadership style is beneficial. How – Training can come in many forms from workshops to "on-the-job" learning. When – anagers want more insights into when and when not to use a coaching style. What – it should not be assumed that all leaders possess coaching skills but rather those coaching skills need to be acquired and developed.

Originality/value – This paper offers insight into current training and support structures for "leadership coaching", and suggests strategies to help managers to implement coaching as a leadership skillset.

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Training for the Coaching Leader: How Organizations can Support Managers

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Implications Organizations could benefit from supporting managers with the following strategies: *The Why* Organizations need to explain clearly why a coaching leadership style is beneficial. *The How* – Training can come in many forms from workshops to "on-the-job" learning. *The When* – Managers want more insights into when and when not to use a coaching style. *The What* – it should not be assumed that all leaders possess coaching skills but rather that coaching skills need to be acquired and developed.

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Keywords

Coaching is a skill set involving a dialogue between a coach and one or more coachees (those being coached). Coaching accentuates collaboration between coach and coachee and aims to enhance the potential of the coachee (StandardsAustralia, 2011). However, studies of coaching and its effectiveness are complicated by the fact that there are many different types of both formal and informal coaching (D'Abate et al., 2003). In this paper, references are specifically to managerial coaching or the 'leader as coach'.

Managers are increasingly being called upon to use coaching skills with their employees (Ellinger et al., 2014; Dawe, 2003). This "managerial coaching" (Ellinger and Bostrom, 1999) or "manager as coach" concept (Ellinger, 2013) can occur via formal coaching sessions, with a dedicated time set aside to have a coaching conversation, or informally, with coaching delivered on an *ad hoc* basis (Grant et al., 2010; Turner and McCarthy, 2015).

Ellinger et al. (2014, p. 258) define the 'manager as coach' as a "a manager or supervisor serving as a coach or facilitator of learning in the workplace setting, in which he or she enacts specific behaviors that enable his/her employee (coachee) to learn and develop". Coaching managers use key coaching skills such as listening, questioning, feedback and goal setting (McCarthy and Milner, 2013; Ellinger and Bostrom, 1999). In using these skills, managers attempt to enable staff members to generate their own answers to an issue instead of the managers themselves providing solutions (Grant and O'Connor, 2010). Therefore, managerial coaching can be viewed as an approach that leads to the empowerment of the coachee (Ellinger and Bostrom, 1999).

Studies have shown that managerial coaching is linked to improved employee performance (Kim et al., 2013; Pousa and Mathieu, 2014; Kim, 2014). For example, Pousa and Mathieu (2014) pointed out that if managers role model coaching behaviors based on trust and respect, it is more likely that employees will mirror those behaviors when engaging with customers, leading to a more positive client relationship. In addition, if employees feel empowered to solve the issues that they encounter, this can lead to higher performance (Pousa and Mathieu, 2014).

Further to the acknowledged benefits to managerial coaching, there are potential issues, particularly given the difference in status between a coaching manager and a subordinate staff member (McCarthy and Milner, 2013). Enacting a collaborative relationship can give rise to difficulties (Field, 1998) in situations such as considering remuneration or promotion (McCarthy and Milner, 2013; Rock and Donde, 2008). Other challenges are inherent in the multiple roles of a manager (Beattie et al., 2014; McCarthy and Milner, 2013; StandardsAustralia, 2011), such as if it is sometimes necessary to give directions regarding an urgent problem or if the manager is reviewing the performance of an employee. Hawkins and Smith (2006) list four purposes for coaching: skills coaching, performance coaching, development coaching and transformational coaching. Skills and performance coaching are evaluative, development and transformational coaching focus on the growth and empowerment of the individual being coached (Hawkins and Smith, 2006). Nevertheless, more research is needed into which situations call for a coaching style and which situations should not be tackled with this approach.

While managers are often expected to apply coaching principles at work (Tonhäuser, 2010; Joss, 2001), they are not always equipped to do so (Lindbom, 2007). Coaching training courses frequently focus on generic coaching skills rather than those skills specific to the managerial coaching situation (McCarthy and Milner, 2013). In addition to covering basic coaching skills, training needs to include topics such as aligning goals and establishing trust with a coachee (Ladyshewsky, 2010) and specific competencies for the managerial team in the coaching context (Clutterbuck, 2013; Hagen and Gavrilova-Aguilar, 2012). Despite this demand for tailoring the content of a coaching training program to the managerial coaching context, pedagogical recommendations for general training courses can be applied to managerial coaching to ensure a positive learning climate. These 'best practices' include pre-training a need analysis from various perspectives such as organization, job and the individual (Salas et al., 2012). During the course it is important to find ways to assist participants to get into the right mindset and allow opportunities for practice (Salas et al., 2012), for example via simulations (Salas et al., 2009). 'Post-training' the learning transfer is also important, which includes for example

recommendations for the manager of the participant (Salas et al., 2012). Furthermore, actually giving the opportunity to implement and use the newly learned skills (Grossman and Salas, 2011) as well as detecting via surveys potential hurdles from the organization that prevent the application (Richman-Hirsch, 2001). This learning transfer has been identified to be one of the big challenges of successful training programs and hence learning approaches that allow 'on the job learning' such as mentoring might be one alternative learning solution (Powell and Serkan, 2010). Technology-based or blended-learning approaches are another avenue to implement effective training (Pearce et al., 2012) and have become more popular due the assumptions of cost savings, however it is cautioned not to underestimated the production budget of high quality computer-based content (Bedwell and Salas, 2010). In sum, different modalities of learning can be imagined to train the coaching manager and a linkage between manager and support from the organization in order to create a work environment conducive to the application of newly learned skills becomes evident.

The increased demand for managerial coaching can be attributed to the many benefits identified such as improved employee performance(Kim et al., 2013; Kim, 2014; Pousa and Mathieu, 2014). However, managers are often expected to apply coaching principles without being trained in specific managerial coaching skills(Lindbom, 2007). It is this impetus that compels this study to shed light on the training and support structures currently used as well as those desired by managers. From a research perspective, the field of managerial coaching is still at the beginning (Egan and Hamlin, 2014). Studies of managerial coaching are starting to identify coaching behaviors and/or looking at the relationship between coaching skills and potential outcomes of managerial coaching (Ellinger et al., 2011). However, to date, there is not enough insight into how managers have obtained coaching skills in the first place. So far it is unclear how managers are being prepared, if at all, to use a coaching skillset within their leadership approach and hence there is a paucity of research in regard to the training and support of managerial coaches. Thus with this study, the contribution to the literature is firstly by investigating training mechanisms of managers as coaches. Secondly, our study explores managers'

perceptions of the support available to help them to implement a coaching skillset effectively and to promote employee coaching. This in turn informs the development of strategies to help managers implement managerial coaching as part of their leadership skillset.

Method

The study asked managers in Australia about the level of training and support for coaching offered by their organizations. In this way, the study was designed to explore possible directions and strategies to enable organizations to maximize the impact of managerial coaching.

The following research questions were set to frame the research:

RQ 1 - What coaching training have managers undertaken in order to prepare for the coaching role expected of them?

RQ 2 - What coaching support do managers currently receive from their organizations?

RQ 3 - What coaching support would managers like to receive?

Research design

The research was designed specifically to gain insights into the prevalence and features of managerial coaching in the workplace. A qualitative approach was considered the best approach to elicit meaningful data at an exploratory level, however it was also desired to reach a large number of participants to provide a sense of industry scope. To balance these demands, a written survey was selected with many built-in open-ended questions. As a written questionnaire technique, it allowed us to reach a larger number of potential participants (Diekmann, 2008) than time-intensive interviews would allow (Friedrich, 1990), however the open-ended questions also allowed us to gain deeper insights into the topic.

Sample Size Selection

The survey was distributed to a wide range of General Managers and Human Resources Managers in Australian organizations with a minimum of 200 employees. This organizational size was selected because it was understood that coaching was more likely to be prevalent in larger

organizations than in small organizations. Additionally, given the nature of the coaching industry, it was considered that this particular level of manager would be sufficiently familiar with the concepts involved to be able to provide an overview of coaching in their organizations.

A large number of respondents (580) returned completed surveys, which allowed a broad exploration of the subject material, particularly from a qualitative data perspective. Given the busy and specialized nature of the roles of the respondents held and the nature of the data collection, a response rate of 6.6% whilst low, was to be expected. Such response rates are common when using similar survey instruments to collect data (Couper, 2000). Lack of time to complete and the frequency with which people are invited to take part in surveys often reduces willingness to participate (Couper, 2000) which helps explain the response rates for this kind of research approach. It is worthwhile noting that, 84.3% of respondents were in service organizations. This suggests that those in service organizations (approx. 70% of GDP) were more comfortable with the subject material, and by comparison, Australian manufacturing organizations may not have embraced coaching practices to the same extent. Of the respondents, 53.4% of participants were in organizations of ≥1,000 employees, similarly indicating that larger organizations were more likely to be aware of coaching.

Data Collection & Analysis

The survey used a mixture of open and closed questions to bridge the gaps found in the literature with regard to the training and support that coaching managers receive in their organizations. Distributing the survey to a list of participants meeting the criteria noted above was undertaken in accordance with university Human Research Ethics Committee approval.

The open ended questions were analyzed using thematic analysis (Mayring, 2010, 2004). After reading the responses to each open question, categories were created by selecting a word or phrase that best described the response of each participant. If a new response matched an existing category, it was coded accordingly. If a comment from a participant did not fit with an existing category, a new

category was created (Mayring, 2004, 2010). Two of the researchers reviewed the categories independently and then compared and combined concepts appropriately.

The closed ended questions were analyzed by using descriptive statistics to assess the consistent themes, as presented in the following section.

Results

This section reports the findings of the research questions, beginning by reporting the data related to the amount and type of training received (RQ1). Followed by a discussion of the support available to managers in their organizations (RQ2), comparing this with the responses related to the training and support that managers reported they would like to receive (RQ3).

Training previously undertaken (RQ1).

Research Question One centered on the training that Australian managers had undertaken to prepare for their coaching roles. As can be seen in Table 1, self-training was the most common response, as well as short training courses and informal/incidental training.

Insert Table 1 here.

Table 2 shows coding examples for the thematic analysis.

Insert Table 2 here.

Self-taught coaching skills and learning on the job. Several managers stated that they were self-taught or had learned coaching skills on the job. Learning also happened via videos or observing others who demonstrated what they thought were appropriate coaching skills. Furthermore, participants indicated that having their own coach helped them learn more about coaching. Observing or experiencing their own managers coaching seemed to assist managers to acquire this skillset (providing their managers were competent at coaching). It also demonstrated that their managers believed in and valued a coaching approach.

Specific coaching training. Participants had attended both in-house and external coaching programs. Some of these were targeted to the workplace context (e.g. leadership coaching programs), whereas others focused on broader areas such as life coaching. The content of coaching-specific training programs typically included coaching skills such as listening and feedback.

Other relevant training. Participants identified other training programs with a perceived relationship to coaching (e.g., mentoring, leadership, counseling, education, workplace training and sports coaching). For example, some managers had completed leadership training and some identified coaching as being part of formal leadership programs. Some participants had also received training in sports coaching, which they found transferrable to managerial coaching.

Support from the company (RQ2) vs. Ideal support (RQ3)

This section presents the summary of the support that respondents said their organizations provided. A comparison to the ideal support that managers would like is also made, in order to propose strategies for organizations to implement.

Firstly, it needs to be noted that the extent of support opportunities experienced by managers varied greatly. In response to our question on whether managers received any support from their organization with regard to coaching - 58.7 % said "yes" and 41.3 % answered "no" (out of 404 responses). Only a quarter (22.9 %) felt they did not need any further support from their organization. Tables 3 and 4 show in more detail the kind of support managers receive and the kind of support they would prefer.

Insert Table 3 and 4 here.

Professional development/training. When asked about the support that managers received from their organizations, participants often identified training (43.6 %). However, as shown in the previous section, the level of training support within organizations varied greatly, with different levels of commitment as well as differences in continuity of training. In this context, participants listed workshops, seminars and conferences as ways that organizations provided support mechanisms.

Strategies: In terms of the perceived need for support, almost half the participants (42 %) wanted more training, especially formalized, longer, in-depth, specific coaching training for managers on an ongoing basis, with follow-up opportunities. Some participants went further to suggest they wanted a qualification in this area. The emphasis was on providing frequent training opportunities that would not only help participants who had already been through coaching programs to further develop their skills but would also give people coming into the organization or promoted to managerial or leadership roles an opportunity to learn how to coach. Specific topics for further coaching training were: to educate colleagues about coaching itself, its associated benefits, boundaries and limitations, as well as options when faced with challenging situations. Training opportunities should ideally include regular follow-ups. Managers wanted to receive feedback on the effectiveness of their coaching skills within the

workplace. In summary, the findings demonstrate a desire for a long-term, ongoing approach compared to the currently offered 'one-off training events'.

Encouragement, recognition, valued by the company. Less than one fifth of participants (18.2 %) felt that their company valued coaching; those who did stated, for example, that they had received encouragement and support from others within their organization, from their direct supervisor, from management in general, or from the HR Department. In some cases, managers were encouraged to use coaching skills themselves and/or were encouraged to pass on their coaching knowledge to others, however, time restrictions seemed to inhibit this.

Strategies: A small amount of participants (5.6 %) wanted further encouragement and recognition of their coaching efforts. Specifically it was suggested that organizational leaders should act as coaching role models. Participants wanted senior managers to acknowledge the benefits of coaching and to promote the use of coaching skills across the organization. Others pointed out that any attempt to change an organization's prevalent leadership style can be challenging.

Ongoing support (e.g. tools, own coach, mentoring, processes, peer support, HR support). Ongoing support was mentioned by 14.9 % of participants. Informal support, such as peer exchange, allowed managers to talk about issues or role-play scenarios with colleagues. Having access to processes, tools or self-taught modules as well as having coaching models in place in an organization helped managers develop coaching expertise. A very small number of managers (4.1%) had their own coach.

Strategies: Respondents said it would be helpful to have more opportunities to exchange experiences with other manager-coaches and to learn from and with them. They highlighted similar strategies to the existing ones such as mentoring, having one's own coach, sharing good practice and making tools available. It seems that organizations should provide a formal framework for such exchanges to happen and for tools /processes to be made available.

Role expectations and Culture. A small number of respondents (8.2%) reported that coaching was part of their role expectations, although modeling coaching skills formed an explicit expectation of managers in some organizations. These managers were assessed with regard to their coaching behaviors, by a performance management or 360° assessment process. Some participants even received additional incentives, in the form of payment, for the coaching they delivered. If coaching is seen as part of the culture, this is perceived as one support technique (8.6%). In regards to culture, it was also described that the approachability of senior management is important for our participants.

Strategies. Creating a coaching culture within the organization was one solution that managers (8.2 %) mentioned in regards to ideal support. Some managers said that coaching initiatives should be part of a structured process across the organization to enable coaching endeavors to be bundled and aligned across the organization. One strategy is for managers to openly support coaching but also to include employees when it comes to developing a coaching culture.

Financial and time support. Very few organizations provide either financial support (2.3 %) or time support (2.3 %) for coaching.

Strategies. Interestingly, even fewer participants (1.3%) suggested financial support as part of the support they would like to see, perhaps because participants do not expect such support to be forthcoming**.** To assume that organizations first have to invest lots of money for coaching does not seem to hold. Time to coach was mentioned by more participants, although still a small number (8.7 %). Helping managers to free up time for coaching or to reduce the overall time spent managing and thereby to become more effective through coaching were suggested as possible strategies.

Discussion

This study contributes to the emerging empirical research field of managerial coaching by firstly looking at the training of managerial coaches. It was found that training is an important cornerstone of equipping managers with coaching skills. Coaching behaviors such as listening and questioning might seem, at first glance, to be quite straightforward; however, managers may be more used to "telling" rather than "asking" or "listening". Participants pointed out that managers often do not possess these skills, suggesting that training in coaching might be highly desirable. Our results indicate that where managers have received coaching training, it is generic coaching training and not tailored to the context of manager as coach. Ellinger et al. (2011) caution that training programs need to help managers to understand the appropriate amount of and situation for coaching, as excessive coaching might not be effective. The findings from our study support this view, as managers noted that they would like to know when and how to use coaching as a leader and when not to use it. Formal training courses are only one way of helping participants to achieve learning outcomes. Lombardo and Eichinger (1996) proposed a hybrid approach, the 70-20-10 model of learning and training, with 70% occurring through "on-the-job" learning, 20% via feedback and 10% via formal training courses or reading. This suggests that organizations and training providers need to consider initiatives that go beyond "classroom" training (Figgis et al., 2001). Our results showed that many learning activities fall into the "70%" category. This could be connected to the limited time and budget available for coaching initiatives.

Secondly, as there is a paucity of research in regard to organizational support mechanism for coaching managers, our study adds to the literature along with equipping organizations with practical strategies to support their managerial coaches. As well as the opportunity for would-be manager-coaches to participate in training courses, assistance for managers needs to be provided as they try to implement their new skills in the workplace (Grant, 2010). For example, it has been suggested that coaches need to receive feedback on their coaching skills and have the opportunity for follow-up after their training (Clutterbuck and Megginson, 2006). Training of managers could be accompanied by

coaching or peer mentoring sessions for participants to ensure that managers receive feedback on how they are transferring their learning from the workshop to the workplace (Olivero et al., 1997; Grant, 2010; Berg and Karlsen, 2012). Similarly in our study, managers wanted feedback on their coaching, after the training workshops. In fact, feedback itself is an important cornerstone of becoming a successful coach (Steelman and Wolfeld, 2016) as those leaders who appreciate receiving feedback on their own performance are also perceived as better coaches. Hence incorporating continuous feedback for managers in the training process could accustom managers to the feedback process and aid their perceived effectiveness.

Peer support in the form of peer coaching can assist managers learning from and with colleagues (Berg and Karlsen, 2012). However, the challenges and limitations of such an approach need to be addressed. Parker et al. (2013) highlighted potential risk factors for the individual (e.g., lack of peer coaching skills), as well as at the relational (e.g., overdependence) and contextual level (e.g., mismatching of participants).

Even if coaching training is offered to managers, this does not automatically lead to managers being motivated to participate (McComb, 2012b). Thus, the managers in our study stressed that organizations need to explain clearly why a coaching leadership style is beneficial, to convince managers to let go of old habits and adopt new ones. Another crucial support component is the role modeling of coaching behaviors from the top of the organization (McComb, 2012a), as well as the acknowledgement and promotion of such skills. Thus, it helps if coaching is an expected part of the leadership style of managers in an organization, provided managers are positive role models demonstrating good coaching practice.

In addition to more and better training opportunities, other initiatives are required to support managers adopting a coaching approach. Such initiatives could include and were also found in our study, for example, the use of Human Resource staff to support coaching training, providing mentors to

the managers or indirect organizational support through creating time for coaching within the manager's role (Leisink and Knies, 2011).

In summary, designing support initiatives in collaboration with managers may be beneficial, ensuring that actual and perceived needs are met in appropriate ways for specific organizations.

Limitations and future research

The questionnaire for this study had a low response rate, which meant generalizability in the strictest sense is not ideal from this sample. In addition, the low response rate may have introduced a sampling bias within our results, as those with positive experiences of coaching were more likely to reply. Hence, this possibility must temper our conclusions.

Our study included managers self-reporting their insights regarding managerial coaching. Team members or supervisors of the participating managers might have different views of training and support. Hence, future studies should also consider the employee and/or supervisor perspective.

Future research could examine the relationship between the commitment of managers and the effect, if any, on employee engagement and staff, and, in turn, calculate the long-term benefits and return on investment for the organization. While the return on organizations' investment in external coaching has been calculated by various authors (De Meuse et al., 2009), to date no studies have reported the return on investment in training for managerial coaching. Such a study would strengthen the rationale for organizations to invest in training for managerial coaching. Future studies could also explore the coaching supervision processes that would support managers with, for example, role conflicts or boundary issues.

Conclusions

Based on our findings, organizations wishing to foster a coaching leadership style would benefit from the following strategies:

Why – Organizations need to explain why a coaching leadership style is beneficial, to convince managers to adopt a coaching approach. Executives need to role model a coaching leadership style.

What – Coaching skills cannot be assumed as they have to be developed. Instead of generic coaching training programs, tailored training for the leader as coach needs to be offered. Training should develop coaching skills, as well as address the benefits derived from, and challenges contained within, the application of managerial coaching. Furthermore, training should provide managers with strategies to overcome the challenges associated with leaders adopting a coaching role. Managers then need access to ongoing support as they transfer their learning to the workplace. Further studies are required to confirm the effectiveness of such training and support.

How – Training initiatives can come in many forms from workshops to "on-the-job" learning. Ongoing peer and organizational support seem to be the preference of managers, rather than once-off events. Coaching supervision and mentoring could also be offered to managers to help managers to upgrade their coaching skills on an on-going basis as well as to help them work through role conflicts or ethical issues associated with undertaking a managerial coaching role. Such support would support the development of a coaching culture and increase overall usage of coaching within an organization.

When – Managers want more insights into when and when not to use coaching. Training initiatives need to cover the situational appropriateness of leadership coaching and take into consideration the many different roles inherent to leadership.

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Table 1

Different Types of Training That Managers Had Received in Coaching

What training have you had in coaching?	Response %	Response count
Self-training via books, etc.	38.8	113
External coaching training program >1 day	33.7	98
In-house coaching training program >1 day	32.3	94
Part of another training program	29.9	87
Informal training by colleague or supervisor	23.7	69
In-house coaching training program ≤1 day	22.0	64
Other (please specify)	18.9	55
External coaching training program ≤1 day	12.7	37
Part of a postgraduate subject	12.4	36
Certificate IV level training in coaching	7.2	21
Undergraduate coaching subject	3.4	10
Postgraduate subject in coaching	3.4	10
Undergraduate coaching program	2.7	8
Masters in Coaching	1.4	4
Graduate Certificate in Coaching	0.7	2

Note. Participants were able to indicate multiple responses according to their experience (items not mutually exclusive); hence, the results describe the percentage of managers (N=291) who experienced a particular category.

Table 2

Sample of Coding for RQ1—"Different Types of Training That Managers Had Received in Coaching"

Category	Coding examples
Self-taught coaching skills and learning on the job	"I have been in Learning and Development and Organizational Development for over 15 years and through that time I have had many opportunities to develop my coaching skills. I learned on the job." "My manager also coaches and I can learn from that."
Specific coaching training	"Over the years our company has had numerous different systems of training in place, all driving the same style of coaching process: active listening, feedback, empathy, etc."
Other relevant training	"I have several postgraduate management certificates and grad. dips in management and leadership. Coaching is covered to some extent in those." "A lot of the time sports and business can have similar attributes; each staff member has different levels of willingness, aptitude, desire, strengths and weaknesses. I will not coach/train all staff members the same."

Table 3

Sample of Coding for RQ2 & RQ3— "Current Support" vs. "Ideal Support

Category	Coding examples 'current support'	Coding examples 'ideal support'
Professional development/training	"1-day training session."	"Longer, more intensive coaching programs. I feel like I 'fly by the seat of my pants' a lot and use my intuition, but am aware that strategies I use are just the tip of the iceberg." "Sessions on what coaching can and should not involve would be useful." "Someone to sit with me and direct/feedback on my attempts at coaching my staff."
Encouragement, recognition, valued by company	"Positive feedback that what I do is important, with some clear team development."	"I would like to receive coaching and encouragement, but our organization does not have supportive leadership."

Ongoing support (tools, coaching, mentoring, peer support, sharing good practice)	"Procedures and tools are available."	"I am poorly coached by senior management. I would like to see them set a good example." "Peer support. Formal workshopping. Hints and tips for building on what I already do to enable staff to develop a step further." "Simplified development tools that can be customized (and costed) to the individual."
Role expectation	"Coaching is part of all our leader's role expectations and therefore it is a priority and time is allowed and made for it to be completed."	N/A
Culture	"Our company has an open-door policy and leaders are very approachable."	"Making it part of the culture."
Financial support	"Yes, they pay me extra as I'm the main person of the old company who is willing to teach new managers how our company was built and why."	"Budget to address gaps in individual employees is necessary."
Time	"Time allocated to coaching."	"Time pressure to be relieved in some way to enable more space for coaching conversations."
No further support needed	N/A	"All good. No extra help needed at this point in time."
Other	"Limited."	"No comment."

Table 4

Different Coaching Support Types Received by Managers – Current & Ideal

What support do you currently receive for coaching? vs. What support would you like?	Current support %	Ideal support %
Professional development/training	43.6	42
Encouragement, Recognition, Valued by company	18.2	5.6
Ongoing support (e.g. tools, own coach, mentoring, processes, peer support, HR support)	14.6	5.6
Culture	8.6	8.2
Other (e.g. "limited")	8.6	8.7
Role expectation	8.2	0
Financial support	2.3	1.3
Time	2.3	8.7
No further support needed	0	22.9

Note. Participants could indicate multiple responses according to their experience (items not mutually exclusive); hence, the results describe the percentage of managers (N=220) who experienced a particular category.

Training for the Coaching Leader: How Organizations Can Support Their Managers

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