

Research Report:

The Coaching Conundrum

2016

Coaching in the post-performance-assessment era



The Coaching Conundrum

Note on this report

Throughout this report the term “agree” refers to respondents who answered either “Agree” or “Strongly Agree” to the question asked. This is based on a Likert 5 point scale.

In this report we refer to line managers when using the term “coach” (unless stated otherwise) and may use the terms “coachee”, “direct report” or “employee” to refer to those employees who report to a manager from whom they should be receiving coaching.

Contents

- Note on this report i
- Executive Summary..... 1**
- Key Findings..... 3**
 - Managers are less clear on coaching..... 4
 - The evolving picture of performance management..... 4
 - The “coaching conundrum” is alive and well..... 4
 - The conundrum in a nutshell..... 4
 - Barriers to coaching - real and perceived 5
 - Coaching across the ages 6
 - Most valuable coaching behaviors 6
 - Coaching behavior disconnects: Tactical support vs. feeling valued..... 7
 - Manager strengths and weaknesses 8
 - The importance of a role model: Coaching begets coaching..... 8
 - Time commitment and learning to love coaching..... 9
 - Expectations and belief..... 9
- Recommendations 10**
 - It’s all about the conversation: Think beyond coaching skills 11
 - The importance of frequency 12
 - Build a partnership: Take the weight off the manager’s shoulders 13
 - If senior leaders want to see more coaching, start at home 13
 - Coach the coaches..... 13
 - Tackle your next business challenge with a coaching initiative 13
- Conclusion & Methodology 15**
 - In Conclusion 16
 - Methodology..... 16

Executive Summary



The Coaching Conundrum

Organizations are on an eternal quest to improve productivity. Formal structures and approaches (hierarchies, performance management systems, rigid career bands, process improvement initiatives and so forth) are either proving less effective in today's business environment or have yielded all the return they will produce.

An updated operating model is required, one in which each manager is skilled at identifying and facilitating higher levels of individual productivity, increased engagement, a commitment to innovation and better use of existing skills. This is the knowledge economy's equivalent of "doing more with less".

Many organizations today aspire to build a "coaching culture" in which each manager not only shares experiences and insights with their direct reports, but also relies on coaching opportunities to boost performance. Organizations that have achieved this lofty goal report increases in both contribution and satisfaction among team members, with each employee benefiting from the experience and support of their manager. For example, after an extensive study, Google's own internal human capital analytics group concluded that being a good coach topped the list of behaviors that predicted whether a manager was effective or not¹.

But coaching is a hard thing to operationalize. It relies on equipping and persuading local managers to work individually with each team member to align skills and build commitment.

As our report highlights, managers tend to be unclear on the organization's expectations of them when it comes to coaching. In particular, they report lacking the time to coach as they juggle multiple accountabilities. Older managers, especially, are concerned about "not having the answers," while younger managers highlight the age gap between them and those they hope to coach. These perceived barriers point to some of the misunderstandings on what coaching entails.

On the other hand, coachees (the recipients of the coaching) report wanting pragmatic advice, coaching that answers their needs around insights, clarity and direction, while also respecting their autonomy and independence.

¹"How Google Sold Its Engineers on Management"—David A. Garvin (HBR Dec. 2013)

For coaching to be effective, the managers need to earn the trust of the team and be adept at coaching individual team members to higher levels of engagement. Managers may view coaching as an opportunity to build a stronger relationship with their direct reports. While this may be one outcome of coaching, we argue that a trusting relationship is a prerequisite of effective coaching.

The report also highlights the importance of role models in building a coaching culture. As with most culture change efforts, why would managers embrace coaching if their own immediate managers neither model nor reinforce the importance of this approach?

As the work world continues to evolve toward an environment where relationships and leadership supersede formal structures and processes, we hope that the insights gathered in this report may inform your own efforts towards building internal coaching capability.



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May 2016

Key Findings



Managers are less clear on coaching

In today's dynamic work environment, managers need to retool to stay current. Traditional management skills are just the baseline for being an effective operative. The ability to engage, align and inspire team members is as important as functional expertise.

Coaching has long been seen as a strong skill for all managers to possess. But there are a number of changes in the workplace today that place additional emphasis on coaching, and it appears to be a rising expectation in organizations that all managers should coach.

Yet, in the face of changing roles, changing reporting lines, ambiguous organizational structures and mixed expectations, managers report being unclear when it comes to how and when to adopt coaching as an approach to getting more out of their team members.

Short-term deliverables, a growing range of accountabilities, rapid staff rotation and uncertainty in the work environment all make coaching as a management approach less obvious in terms of reaping long-term benefits.

Age gaps between a manager and his or her direct reports also create barriers as a new generation, now well established in the workforce, has higher expectations of inclusion, receiving feedback and participation in the work. More frequently than before, the gap involves a younger manager and an older direct report.

At the same time **it's this very ambiguity that makes coaching an important capability.** By coaching, rather than dictating, managers will develop a team that is more likely to show initiative, turning to the manager for support and guidance, rather than for sign-off and approval. This frees up the manager to be more productive him or herself. And a younger manager who coaches well does not need to worry about a relative lack of experience: coaching is not mentoring.

The evolving picture of performance management

The recent trend of critically re-examining traditional approaches to performance management (forms based, ranking and rating employees) is also changing the picture.

As organizations face up to the reality that the old performance ranking approach has been doing more harm than good, they are now relying on a manager's ability to coach in order to sustain high performance across the enterprise. This is putting greater expectations on managers to coach around performance, yet many managers are ill prepared for this radical shift.

In addition, under a traditional "rank and rate" performance management evaluation process, the manager is in control, scoring direct reports based on the manager's assessment. Many of the organizations that are revising their approach to performance reviews are now surveying the direct reports asking, "are you getting the coaching and support you need from your manager?" This has effectively turned the table—the managers are now the ones being rated, an about-turn that puts even more pressure on those managers who are not naturally inclined to coach².

The "coaching conundrum" is alive and well

co·nun·drum

\kə-'nən-drəm\ noun.

A riddle whose answer is or involves a pun; a question or problem having only a conjectural answer; an intricate and difficult problem

Merriam-Webster Online Dictionary

Given managers' uncertainty, it is not surprising that the coaching conundrum (detailed in our 2009 research) is alive and well.

The conundrum in a nutshell

While managers see the value of coaching and enjoy coaching—and while their direct reports say coaching adds to both their satisfaction and ability to contribute to the work—little coaching is taking place. Managers blame a lack of time and not having all the answers as key factors in why they don't coach more.

² For a more in-depth exploration of this topic, please refer to BlessingWhite's 2015 research report, "Performance Management: Assess or Unleash" found at www.blessingwhite.com/research.

The Coaching Conundrum

We continue to see the following disconnects:

Most managers (79%) love to coach and most employees like to be coached (80%)	BUT	54% of respondents report not receiving coaching from their manager (up from 48% in 2009)
Organizations, managers and employees report that they believe in the value of coaching to driving success	BUT	Only 59% of managers feel they spend the right amount of time coaching
Overall, 64% of all managers report that there is an established belief that coaching drives higher performance in their organization	BUT	Of these managers, only half (55%) report receiving coaching from their immediate manager, pointing to a large gap between belief and practice
Most managers believe they are expected to coach (78%)	BUT	Only 23% report that part of their compensation is tied to coaching activities
Managers who do coach report tangible benefits (e.g. increased team productivity)	AND	Employees who receive coaching report it boosts performance (72%) and satisfaction at work (68%)
Managers report a lack of time (29%) and not having all the answers (17%) as the biggest challenges in coaching others	BUT	Coaching is an approach, not an event that needs to be scheduled. Employees most value sharing of insights and experiences (18%) and helping solve work challenges on your own (15%) as well as recognition (15%) – not direct advice.

Barriers to coaching – real and perceived

We asked managers what was holding them back from coaching more. As in previous studies, two items top the list of perceived barriers:

What is the biggest challenge you face in coaching others?	
It takes too long	29%
I don't have all the answers	17%
There is a big age gap between me and my team members	10%
I have too many direct reports	10%
I don't see the results of my efforts	8%
Too many people on my team are remote	8%
I am not sure where to start	4%
I don't like to coach	4%
I am not comfortable having coaching discussions	4%
Manager or organization does not support coaching	3%
I have gaps in my coaching skills	2%

Very few managers report not enjoying coaching or not seeing the results of coaching efforts. The barriers are related to the perceived time requirement or having to come to the table equipped with “answers,” whatever they may be.

Coaching across the ages

An interesting generational split is apparent on these top two items, as younger managers (those under 51 in 2016) report time constraints as being the top challenge, whereas older managers (aged 51+ in 2016) are more likely to highlight “not having all the answers.”

The next three top challenges (“big age gap,” “too many direct reports” and “many people are remote”) also inform how we might support coaches in infusing more coaching into their management approach. The “big age gap between me and my team members” is, as we might predict, more of an issue for younger managers (with 18% of those born after 1978 indicating this is their biggest challenge.) This said, the oldest Millennials are now 38 years old and may be facing the challenge of coaching 50+ year olds or 22 year olds.

Many managers report finding higher expectations among Millennials for feedback and coaching. While this is true, we still see strong appreciation for coaching amongst older staff.

Agree or Strongly Agree to “In general, I like to be coached”	Overall: 80%
Born 1964 or earlier	74%
Born 1965 – 1977	81%
Born 1978 – 1997	85%
Born 1998 or later	73%

It is rare, however, that formal coaching training helps managers specifically address challenges related to age gaps. While “reverse mentoring” has been in favor with many executives, “reverse coaching” (defined by Bersin and associates as “*the process by which younger, typically less experienced employees and / or leaders coach those who have more tenure and are typically more seasoned.*”) is a harder proposition for managers to embrace.

Most valuable coaching behaviors

There are many schools of thought on which behaviors are the most productive in a coaching situation. But when it comes to developing managers as coaches the dynamics of the relationship are different than with an outside coach or even an internal coach practitioner. See the sidebar on this important distinction.

Manager coaching is not executive coaching

A shortcoming of many coaching efforts aimed at managers (or the expectations set on managers) is to attempt to duplicate the approaches of executive or professional coaching programs. Naturally, there is plenty of overlap in the philosophy, techniques and targeted outcomes. But when it comes to developing managers as coaches there are three important factors we need to bear in mind:

1. The manager is committed to coaching...to a point

Unlike the many professionals who embrace coaching as a career, managers rightly view this as just one component of their role. They will seek to balance coaching with more direct management tasks as well as completing their own work.

2. The manager is not an independent agent, detached from the outcomes of the coaching

Even in the most trusting of reporting relationships, it is understood that the manager retains a certain degree of self-interest in the coaching. The manager must keep each direct report on-task and committed. They expect to see a tangible return on their own coaching efforts, preferably in the short term.

3. The manager is far more knowledgeable than an external coach

Managers have a bias for action, typically years of experience in the direct report’s role plus a lot of knowledge of the situation at hand. Unlike an external coach, the temptation to be prescriptive is great.

With these differences in mind, coaching efforts must seek to support managers in tapping into coaching approaches where it makes sense. But expecting the manager to put all self-interest to one side or pretend to act temporarily as an objective third party is counterproductive.

The Coaching Conundrum

In planning for the development of managers as coaches it helps to understand where we typically find strengths, and which coaching actions add the most value in the eyes of those receiving the coaching.

In examining 3,700 ratings of managers (self-rating and rating by direct-reports paired to the manager), we can shed some light on the items that add the most value and where the strengths and weaknesses lie.

Managers and their direct reports were asked to rank coaching actions by importance (i.e. how important is this skill in being an effective coach) and based on how adept the manager is at the specific skill. Based on this data, we can advise managers on where to focus coaching efforts and what skills they may consider sharpening.

These coaching behaviors hold steady and hold true—the same five behaviors were rated top and in the same order when BlessingWhite conducted previous research into coaching dynamics in 2009. It points to an agreement on the critical items of clarity and commitment, and also highlights how the items seen as important in a manager-direct report relationship are different from those expected from an outside coach.

Coaching behavior disconnects: Tactical support vs. feeling valued

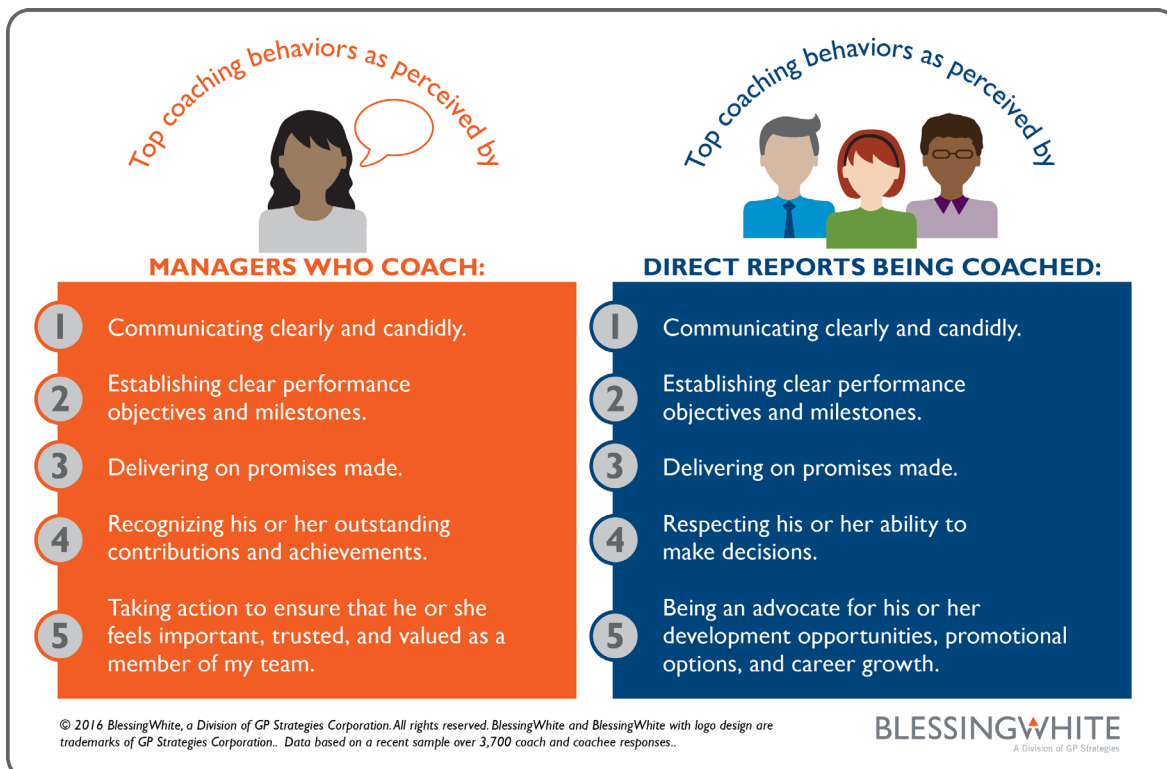
Juxtaposing the lists in the graphic below also highlights that managers may tend to favor “feel good” factors such as recognizing achievements or making the employee feel valued, whereas the employee may be looking for more practical support and autonomy. It will be up to each manager/employee partnership to find the right balance, but it is worth making managers aware of this potential gap in expectations.

Two further items that are worth highlighting in our analysis were coaching actions that direct reports rated higher than their manager:

- Sharing personal insights and experiences.
- Keeping the direct report aware of promotions or lateral reassignment opportunities and helping him or her understand the skill requirements and selection criteria.

...whereas managers appear to emphasize two actions that direct reports rate as less valuable, which again fall into the ‘feel good’ group:

- Recognizing his or her outstanding contributions and achievements.
- Demonstrating that I really care about him or her.



Manager strengths and weaknesses

Direct reports generally rate their managers well when it comes to being effective at the most important coaching behaviors. Managers are rated high on the important skills and less high on the less important ones. That said, there are four items where team members report that the manager's ability falls short, given the relative importance of the action. These are (in order of importance to the direct report):

- Working to improve performance when it falls below established expectations
- Giving feedback on weaknesses with an intent to help and not to belittle
- Helping master all the skills needed to succeed in the job
- Making aware of promotions or lateral reassignment opportunities and helping him or her understand the skill requirements and selection criteria

The importance of a role model: Coaching begets coaching

Managers need to develop a toolkit of people skills over the course of their careers—delegation, giving feedback, managing team dynamics and so forth. These are fundamental to any successful manager's career and can be practiced in many situations before being promoted to a managerial role.

So where does a manager first witness the skills of effective coaching? A manager who has the privilege of receiving coaching from his or her manager is most likely to emulate the approach and, in turn, provide coaching to his or her direct reports. Managers who report receiving coaching themselves will spend more time and see greater returns from their own coaching.

This comes as no surprise to organizational development professionals. It is a classic example of the “20%” in the famous 70/20/10 equation, in which 20% of learning comes from seeing behaviors modeled by colleagues, typically one's immediate manager. Coaching is a skill that is best developed by experiencing it oneself, having a manager model what effective coaching looks like, and then having the opportunity to practice in a safe environment, perhaps with a trusted colleague.



The Coaching Conundrum

Time commitment and learning to love coaching

Overall 79% of managers agree to the statement, “I love to coach.” This drops to 76% for managers who report not receiving coaching from their own manager, but jumps up to 83% amongst those who do.

Commitment of time to coaching is also correlated in the same way—only 54% of managers who receive coaching agree with the statement, “I spend about the right amount of time coaching team members.” For managers who do not receive coaching, their commitment of time is much higher with 65% agreeing.

Expectations and belief

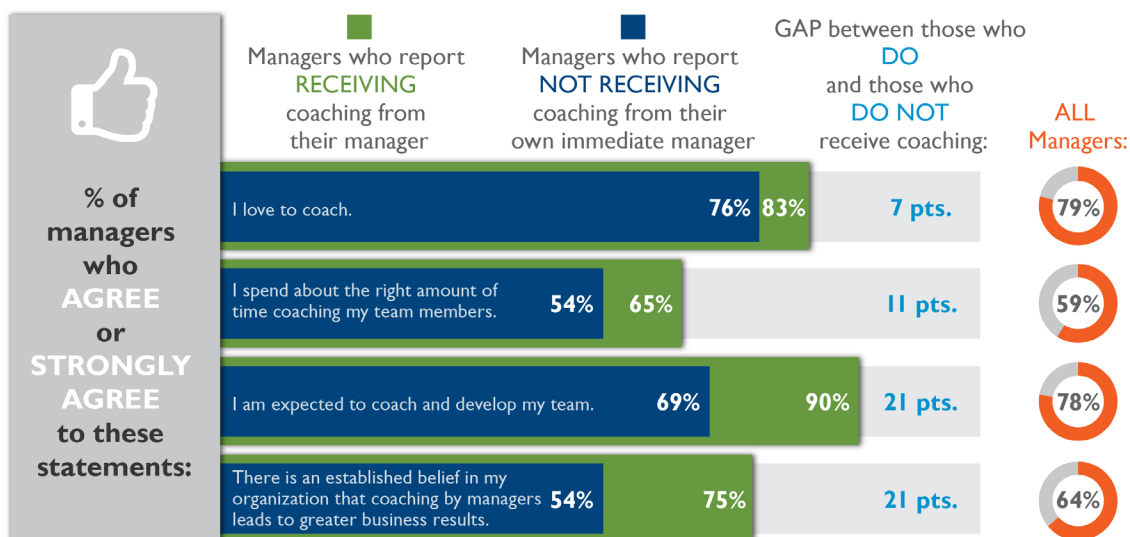
But the biggest gap is around **expectations and belief**. Here, 69% of managers who do not receive coaching say that they personally are expected to coach and develop their teams. If the manager receives coaching themselves, then 90% **report being expected to coach and develop others**.

Managers who are not coached by their own manager are only 54% likely to agree that “there is an established belief in my organization that coaching by managers leads to greater business results,” whereas managers who are coached by their manager are 75% likely to agree.

In both cases, this represents a 21-point difference between the two groups.

It is worth noting that the immediacy of the manager setting expectations (i.e. my manager coaches me therefore I am expected to coach and develop others myself) is higher than the overall organizational belief in coaching. In other words, the local action is more impactful than the broader, more general perception of importance to the company.

This confirms the importance of executives and middle managers modeling coaching behaviors when it comes to building an overall culture of coaching. The impact of the immediate manager should not be underestimated. But naturally, to build an overall culture of coaching, there needs to be both an organizational commitment and local action by the immediate manager.



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Recommendations



The Coaching Conundrum

Effective coaching emerges first and foremost when the manager and the direct-report have a trusting relationship and approach coaching with a positive intent. In this sense, relationships trump skills.

Organizational development efforts should therefore focus on tackling the core misconceptions (that coaching is a separate task in addition to other work, and that the manager shoulders the burden of figuring out the answers) and ensure managers believe in the value of coaching before rushing in to equip them with coaching skills and models.

Managers need to stop thinking of coaching as an event they schedule after their own work gets done or a reaction to a performance issue. The role of “coach” isn’t something that they should turn on or off. They need to adopt coaching as a daily leadership practice and focus on creating a supportive, encouraging and trusting environment for their teams. Given the current dynamics of the workplace (many virtual team members, the fast pace of business, a focus on short term deliverables) this means using each opportunity to “coach in the moment,” as opposed to relying on dedicated “quiet time” to provide coaching.

If managers are given the opportunity to explore coaching through the lens of the coachee’s individual needs, great results may ensue. This means being more focused on helping the coachee achieve a positive result rather than fret about how well they are showing up as a coach. This in turn builds the manager’s confidence and the coachee’s openness to more coaching.

A coaching culture is built first by establishing a visible belief in (and commitment to) coaching, the right context and role modeling for managers. Skills do count, but what will make or break a culture change effort is the degree to which individuals support:

1. A belief in coaching
2. Positive role modeling
3. A strong trusting relationship between manager and coachee

It’s all about the conversation: Think beyond coaching skills

Managers who participate in a coaching training session will often come back to the workplace and want to put those newly acquired skills to work. But skills alone do not guarantee success, and these eager managers will soon find themselves frustrated and at risk of giving up altogether if they do not enjoy a strong working relationship before attempting to coach.

Address trust issues. Effective coaches devote time to

developing coaching partnerships— understanding each employee’s unique needs and having regular, honest conversations. Trust is at the core of the coaching partnership and line managers face a different dynamic than external coaches, as discussed earlier.

The impact of trust is important, as the same behavior with the same intent on behalf of the manager will be perceived very differently by the coachee:

Coaching Behaviors...	
With Trust:	Without Trust
Engaging in Conversation	Interrogating
Giving Constructive Feedback	Reprimanding
Checking-in	Micromanaging
Concern	“Spying”
Showing Interest	Meddling
Goal-Setting	Giving Orders
Delegating/Entrusting	Dumping
Partnership	Boss-Subordinate

We mentioned how direct reports are looking for more practical support in the coaching relationship, whereas managers appear to put more emphasis on relationship building. We are certainly not saying that making direct reports feel respected, recognized or cared for is not important. What we are saying is that direct reports are explicitly looking for the more pragmatic elements of support (providing insights, highlighting career options, providing autonomy, etc.) so managers will need to be explicit in these areas while implicitly making the direct report feel valued.

In itself, coaching will convey that the direct report is valued and that the manager cares for his or her success. This said, a trusting relationship is built with every daily interaction. The coaching moments themselves are not the time to start building trust. Instead, they are the times to rely on that trust to help the direct report achieve breakthroughs.

If employee survey data, exit interviews or other feedback loops suggest a lack of trust between managers and employees, encouraging more “free rein” conversations will not yield results. This does not mean that a coaching initiative is a lost cause. It simply means that more structure will be required.

The Coaching Conundrum

As more trust builds in the manager/direct report relationship, the prescriptive structure of conversations can be loosened. Conversation guides may be jettisoned in favor of more free-form interactions.

Stress authentic leadership. BlessingWhite's employee engagement research demonstrates a correlation between employee trust in managers and the extent to which employees feel they know their manager as a person. Both our leadership research and studies by others underscore the importance of managers being known "as people" – not only for their title, responsibilities or accomplishments¹. When managers share information about their own goals, interests, experiences and motivators they establish the open climate required for effective working relationships. Their honesty also encourages their team members to share information that the managers need in order to coach effectively.

The importance of frequency

Many managers have been conditioned by organizational calendars to plan coaching conversations on a fixed-time basis. Maybe they have become used to a career conversation in October, a performance conversation in November and an annual goal setting discussion in January.

But an effective coaching relationship requires frequent, short touch points. This point was highlighted in our recent research on performance conversations:

"46% of individual-contributor employees (ICs) who receive regular coaching or feedback throughout the year have a positive reaction to the end-of-year performance review, compared to only 12% of those who don't. And yet, only 56% of respondents receive regular feedback or performance coaching throughout the year." – BlessingWhite's "Performance Management: Assess or Unleash Research Report," June 2015

A true gauge of progress is measured with two simple questions:

- Are managers providing coaching frequently to their team members?
- Are team members finding the coaching useful?

These two simple questions may be all you need to ask to track progress on building a coaching culture².



¹ For more details on this aspect of manager/employee relationships, please see the BlessingWhite article "The Importance of Being Known" – eNews (www.blessingwhite.com/enews) August 2012.

² For a detailed case study on coaching metrics, please refer to the 2015 Jet Propulsion Laboratory example found at <http://blessingwhite.com/case-study/2015/05/26/performance-coaching-at-jet-propulsion-laboratory/>

Build a partnership: Take the weight off the manager's shoulders

Put the employee in the driver's seat. In organizations with established coaching cultures, it is not just the manager who initiates a coaching interaction. As employees build an expectation that this is how managers will support people on their team, they will approach managers for coaching. This is good news for managers as it sets the stage for more productive coaching conversations.

Many organizations that started by developing managers as coaches realize that is only half of the equation. Investing some effort in setting an expectation and an openness to coaching amongst all employees is an important ingredient in cultivating an overall coaching culture.

If senior leaders want to see more coaching, start at home

As discussed earlier, coaching is a discipline best introduced through role-modeling. Why would managers embrace this approach if their own respective managers don't?

Many executives receive coaching from an external coach. But they in turn do not always embrace coaching as a way of developing others, and the dynamics in the C-suite do not always allow for peer coaching to catch on. Relying on external coaches to "prime the pump" and help model what effective coaching looks like can be part of an organizational development strategy around coaching.

Focusing on competencies such as developing and coaching others at the senior-team level can have a cascading effect on promoting coaching throughout the enterprise.

Coach the coaches

To encourage leaders to coach more – and more effectively – make it easy for them to get help when they need it. When planning on developing managers as coaches, be sure to provide support in the form of a "coach's coach" – somebody who can help individual managers practice and improve their use of coaching. Options include:

Using internal coaches. If you're an HR leader, you may already play the role of internal executive coach or consultant.

Coaching champions. Certain managers naturally gravitate to coaching as a way of leading a team. These same individuals are generally keen to share their approach and experiences with others and to act as a mentor. Some targeted investment in these champions can go a long way, especially if part of the expectation is that they will share their successes with others. Organizations that study such role-model managers internally, and use these individuals to model best practices, are able to design training that resonates more strongly than generic coaching programs.

Peer coaching. A bellwether in building a coaching culture is how well coaching travels beyond the hierarchical structure. Do peers support each other by acting as a sounding board—by helping their colleagues clarify a situation, gain insights, think through options and commit to action? Are team members open to receiving such coaching from their peers? Coaching cultures promote and encourage both giving and receiving feedback from peers.

Such support should not be reactive (i.e. available only to managers who reach out.) Ideally, efforts should include reaching out to managers in a proactive fashion, checking in and offering support.

Tackle your next business challenge with a coaching initiative

Championing coaching as a core management skill and providing managers with coaching training are natural places to start when aspiring to build a coaching culture. But individual managers may find the conversation abstract unless you provide a focus point for coaching efforts.

A good coaching initiative will tie coaching to achieving a business or talent management goal. This goal may be individualized (each manager picking a top challenge that he or she may be addressing through coaching,) but for larger efforts where many managers are being developed as coaches, a common goal will allow individual managers to compare notes more efficiently and learn from others.

The Coaching Conundrum

Examples of initiatives that are effective goals for coaching include:

- **Retention:** Organizations that have experienced regretful turnover have focused managers on coaching staff, identifying and addressing drivers of disengagement. Such efforts help managers become more cognizant of the issues of turnover, build accountability amongst managers for developing and retaining staff, and identify and rectify organizational issues that were leading to a high turnover rate.
- **Engagement:** Not all engagement issues show up in turnover numbers, and a manager should not wait for employees to be headed for the door before they coach around engagement. Investing time in coaching will typically sustain engagement as direct reports will feel more listened to and involved.
- **Career:** Career options and visibility on career paths may help with both retention and engagement as mentioned above. But coaching around career can also help with aligning skills, talents and interests of employees to the priorities of the team, department and enterprise. If your employee engagement survey is highlighting career as a pain point for employees, helping managers coach around career options is a great way to develop coaching skills and align employee ambitions to the organization's goals.
- **Change:** Change is never easy and managers are the ones caught in the middle, trying to operationalize change while having to re-align and re-engage their teams. By taking a coaching approach to change management, the manager can bring along his or her direct reports, be more open to their concerns, and can give the team a more direct role in driving change rather than being the passive recipients.

- **Addressing the generational gap:** Many organizations are facing the challenge of a bifurcated workforce, with many experienced staff just a few years away from retirement and an army of younger recruits keen to introduce new ways of working. Not every experienced employee has the patience and willingness to act as a mentor. But for those who do and are willing to learn as much as they may teach, coaching the younger generation without dampening their ambitions to innovate can provide tremendous value to the organization as a whole. Reverse coaching, in which the coaching manager is much younger than the person being coached, is also quite prevalent and such managers should be provided with support to tackle that specific situation.
- **Driving a specific business strategy:** All of the focus areas listed above are valuable opportunities to foster coaching as part of the management approach, but many other strategic business initiatives will also be good candidates. What is currently the top priority for your executive team and how can you translate that to a coachable goal at the local team level?

To successfully position coaching in an organization-wide initiative:

- Identify an executive champion and visible, respected coaching leaders.
- Make sure managers clearly understand the organization's direction, the problem at hand, their role in it and how their coaching efforts should be focused to make a difference.
- Give managers the support, tools and knowledge they need. Ensure they have someone to turn to, as their initial efforts may leave them uncertain of the impact they are having and they may need some support along the way.

Conclusion & Methodology



In Conclusion

Coaching remains a key skill for managers to develop, and one that is growing in importance as organizations seek to remain nimble in response to a fast-changing environment. Traditional processes and management approaches are not, in themselves, flexible enough to adapt to changing business needs. Coaching is.

Managers may be unclear about what is expected of them, or even the value the organization places on coaching. Direct reports are looking for pragmatic advice and support that respects their independence and autonomy.

By building trusting relationships and balancing both the needs of the coachee and the business outcomes, managers can foster a team environment in which all members are open to giving and receiving feedback.

As organizations look to build stronger coaching cultures, key factors to consider include reinforcing a belief in coaching, developing senior leaders who can model coaching, and providing training that goes beyond coaching skills and establishes the belief and context required for success.

Methodology

The data presented in this report originates from two main sources:

1. An on-line survey completed in late 2015/early 2016 by 1,806 respondents of which 823 reported receiving coaching from their manager and 682 were managers themselves. Geographies represented include North America (48%), Europe (26%), Asia (12%) and other regions (14%). The gender split in respondents was 51% female and 49% male.
2. A database of 3,700 coach and coachee responses taken from BlessingWhite's *Helping Others Succeed* coaching programs. Responses were pulled from a variety of industries, functions and organizational levels.

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