The Exploration From Different Perspectives Into Current Perceptions And Opportunities Of Using Coaching Within A Regulatory Authority

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Glossary of Terms

Term	Description
BCM	Business Change Manager
CD	Change Directorate
CIPD	The Chartered Institute of Personnel and Development
COP	Community of Practice
EEI	EEI is made up the following stakeholder groups: **E**nforcement and Market Oversight (EMO), **E**nvironmental, Social and Governance (ESG) and **I**nternational
EMCC	The European Mentoring and Coaching Council
FCA	Financial Conduct Authority
FTE	Fixed-term contract

‘Grow your Own’	This initiative is focussed on developing internal capability to support growth and promotion of existing employees
HoD	Head of Department
HR	Human Resources department
ICF	International Coach Federation
LGBT	Refers to people who identify as lesbian, gay, bisexual, transgender or people with gender expressions outside traditional norms, including nonbinary, intersex, and other queer people
PM	Project Manager
PMO	Project Management Office
PMP	Project Management Professional
RAID	Project risks, assumptions, issues and dependencies
ROI	Return on Investment
SMART	Specific, measurable, achievable, relevant and time bound
TOM	Target Operating Model
UK	United Kingdom
UWTSD	University of Wales Trinity Saint David
WBL	Work-based learning

1 Project Proposal

1.1 The context

The purpose of this research activity is to use coaching as a tool to support the Change Directorate (CD) with their 'Grow your Own' initiative. This initiative is focussed on developing internal capability to support growth and promotion of existing employees.

The researcher will be conducting her research in the **E**nforcement and Market Oversight, **E**nvironmental, Social and Governance and **I**nternational (EEI) department of the CD. The CD sits within the Operations Division of the Financial Conduct Authority (FCA) and is made up of business change mangers, business analysts, project managers and project management support colleagues.

The FCA has recently undergone a major transformation, which resulted in the organisation losing a third of its employees. Following this period, an extensive recruitment drive ensued to rebuild the organisation. This also included the CD employing many contractors to provide interim coverage to deliver the change portfolio.

1.2 The justification

This project aims to help the department understand the value of professional coaching and how coaching can support the "Grow your Own" initiative.

As mentioned above, the FCA has grown significantly in the last 18 months, from 3000 employees to approximately 4400 employees. Within the context of EEI, the department has grown from 37 employees at the beginning of this year to 69 employees in December. The leadership team also have a history of recruiting employees at the grade required or hiring contractors to support the team to deliver the portfolio. These methods have been preferred over growing more junior employees into a role or supporting colleagues wanting to move from the business into the CD.

1.3 The intended impact

According to Connor and Pokora (2012, p.8) the coaching or mentoring relationship facilitates insight, learning and change. Through this relationship, potential is identified, possibilities become reality and tangible results are delivered. On this basis, the researcher hopes the project will achieve the following outcomes:

- Identify and evaluate the benefits of developing a coaching culture in the workplace
- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify the impact coaching has on more junior employees and employees that move into the CD from other areas of the organisation
- Examine and reflect on how a coaching leadership style supports employee growth

1.4 The outlined intention

This research is primarily concerned with people's opinions, making it subjectivist in ontology, and interpretivist in epistemology. However, the research will be conducted using a mixed methodology of quantitative aspects, by means of survey, and qualitative aspects, by means of interviews.

The research will be triangulated from the perspective of the EEI employee, EEI manager and FCA internal coach. This will involve surveying permanent and FTC colleagues, interviewing EEI managers and FCA internal coaches. All contact details of such colleagues are kept securely on a company database.

The intention is that the quantitative data gathered by surveying colleagues will provide an overview on EEI colleagues' awareness about what coaching is, their appetite to receive coaching and how they think coaching will support their development. An email including a hyperlink to the survey will be sent to all participants. This email will explain the purpose of the research and how participants' responses will remain anonymous. The survey will be created using Microsoft Forms, since it is an approved survey tool within the FCA. The survey will include questions on the use of coaching as a development tool, ideas on how to successfully implement the practice within the division, and questions on whom coaching should be aimed at. The questionnaire will be short, taking approximately 10-15 minutes to complete. Questions will be mostly quantitative in nature (e.g., Likert scale, other multiple choice). The survey will include a page at the end thanking the survey participants and reminding them of their right to withdraw from the research. The researcher's contact details will also be included should the participants need further information.

The purpose of interviews is to obtain more detailed qualitative information from FCA internal coaches and managers within the EEI department. By interviewing the EEI managers, the researcher intends to understand how managers interpret the "Grow your Own" initiative, how they feel this impacts their staff, how coaching can support this and what the anticipated challenges might be. The intention of interviewing the internal coaches is to understand how FCA colleagues access coaching, how coaching supports talent development and the impact of coaching on individuals and teams.

All interviews will be conducted via Microsoft Teams, and they should take approximately 1 hour. The interviews will be recorded using a tool called SnagIt, but the researcher will gain consent from the participants at the beginning of the interview. The interview questions will be open-ended so as not to limit the response. All participants will be thanked at the end of the interview and reminded of their right to withdraw from the research.

The closed question responses will be calculated for each scale value, summarised and presented in the form of tables/ graphs/ charts. The responses will be analysed by theme, to determine the key factors influencing the responses.

The research will either take place from the FCA office, or from the researcher's home.

1.5 An expected timeline

The intended timeline to conduct the research is scheduled to take place over December and January. Many colleagues within EEI take annual leave over the Christmas period, which could result in the researcher finding it challenging to get the commitment required to conduct the research. With the support of her tutors, the data gathering exercise will be brought forward, with the planned start date of mid-October.

	2023					2024			
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Ethics form sign off									
Project Proposal									
Introduction									
Literature Review									
Methods									
Conduct Research									
Findings									
Conclusion									
Recommendations									
Presentation									
Final Submission									

Figure 1 Expected project timeline

1.6 Ethics and insider research

The ethical implications of the project are minor, as all participants will be in a position to confirm they are consenting to be a part of the research. The project only requires input from adults, none of whom are considered vulnerable. The survey will include a paragraph at the beginning and end of the survey indicating that participants' involvement is voluntary, along with the opportunity to opt out of the research at any time. The researcher will reiterate that all information provided will be strictly confidential.

All data will be stored in the password protected cloud storage on the FCA's Office 365 system. This system is only accessible by using a one-time password code generated by the Microsoft Authenticator app.

Any documents created using this data will be stored in the password protected cloud storage on the University of Wales Trinity Saint David's (UWTSD) Office 365 system. This system is only accessible by using a one-time password code generated by the Authenticator app.

For the context of this work-based learning (WBL) project, within the context of the FCA, the researcher will be considered an insider researcher. Insider research has been described as research which is undertaken within an organisation, group or community where the researcher is also a member (Brannick & Coghlan, 2007).

As such, the researcher is an employee of the FCA, specifically a member of the EEI department. This position provides the researcher with a unique perspective on the challenges that exist within the department, along with the opportunities to conduct this research.

The contrast to the 'insider' is that of the 'outsider'. A researcher is considered an 'outsider' when he or she does not belong to the group to which the participants belong (Gair, 2012). Although the researcher is a member of the EEI department, she is also a South African national, living in the United Kingdom (UK) and working in a UK organisation. Although the cultural context within which the researcher was raised in South Africa is similar to that of the UK, the researcher brings her South African perspective with her.

This is an important concept to mention at this stage since this position the researcher holds will shape all aspects of her research project. According to Bukamal (2022), contemplating researcher insider–outsider positioning is an essential investigator attribute, as it can enhance rapport with the participants and lead to more thorough findings.

1.7 The expected learning outcomes

The researcher expects to achieve the following specific learning outcomes on completion of this module:

- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify and evaluate the benefits of developing a coaching program in the workplace
- Examine and reflect on her development as an internal coach

2 Introduction

2.1 The context

The purpose of this research activity is to use coaching as a tool to support the CD with their 'Grow your Own' initiative. This initiative is focussed on developing internal capability to support growth and promotion of existing employees.
The researcher will be conducting her research in the EEI department of the CD. The CD sits within the Operations Division of the FCA and is made up of business change managers, business analysts, project managers and project management support colleagues.

The FCA has recently undergone a major transformation, which resulted in the organisation losing a third of its employees. Following this period, an extensive recruitment drive ensued to rebuild the organisation. This also included the CD employing many contractors to provide interim coverage to deliver the change portfolio.

2.2 The justification

This project aims to help the EEI department understand the value of professional coaching and how coaching can support the 'Grow your Own' initiative.

As mentioned above, the FCA has grown significantly in the last 18 months, from 3000 employees to approximately 4400 employees. Within the context of EEI, the department has grown from 37 employees at the beginning of this year to 69 employees in December. The leadership team also have a history of recruiting employees at the grade required or hiring contractors to support the team to deliver the portfolio. These methods have been preferred over growing more junior employees into a role or supporting colleagues wanting to move from the business into the CD. The leadership team's rationale for this decision is that the portfolio of projects is complex, with few to no simple projects that a junior resource could deliver on their own. Having more junior roles working on complex projects will increase headcount assigned to projects, because they will need to be guided by a senior resource, therefore negatively impacting the number of projects the department can deliver.

2.3 The intended impact

According to Connor and Pokora (2012, p.8) the coaching or mentoring relationship facilitates insight, learning and change. Through this relationship, potential is identified, possibilities become reality and tangible results are delivered. On this basis, the researcher hopes the project will achieve the following outcomes:

- Identify and evaluate the benefits of developing a coaching culture in the workplace
- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify the impact coaching has on more junior employees and employees that move into the CD from other areas of the organisation
- Examine and reflect on how a coaching leadership style supports employee growth

One of the wider ramifications of the project is the possibility that should the findings recommend the value of coaching to support ‘Grow your Own’, is that the recommendations be rolled out to all 3 departments within the CD, rather than just EEI where the research is being conducted.
Another potential ramification could be raising the profile and awareness within the organisation about the value of professional coaching and the benefits for all colleagues. The FCA has a small pool of trained internal coaches who are available to offer support to all colleagues below Head of Department (HoD) level. Potentially some of the findings could be used to raise the profile of the internal coaches and could help that team gain leadership support.

2.4 The expected learning outcomes

The expectation is to achieve the following specific learning outcomes on completion of this module:

- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify and evaluate the benefits of developing a coaching program in the workplace
- Examine and reflect on my development as an internal coach

3 Literature Review

The purpose of this literature review is to review the existing literature available on the impact of managerial coaching, and professional coaching offered to colleagues by internal coaches, and the opportunities that different types of coaching offer.

An important consideration for the purpose of this literature review is the fact that the researcher is an employee of the FCA and a student at the University of Wales Trinity Saint David. Both organisations have clear codes of conduct which the researcher is committed to adhere to, along with doing the research in an ethical way. Finally, the researcher is an active member of the International Coach Federation (ICF) and is bound by the organisation's code of ethics.

As an employee of the FCA, the researcher is considered an insider researcher. Insider research has been described as research which is undertaken within an organisation, group or community where the researcher is also a member (Brannick and Coghlan, 2007). The researcher's transition to a permanent role in the EEI department, after one year as a contractor, was partly motivated by the opportunity to conduct her work-based research within the department. This change has allowed the researcher to access privileged information, and the opportunity to obtain easier access to the EEI leadership team. This change has also afforded the researcher to gain a deeper understanding of the challenges and opportunities that exist within the department. However, even with this unique position, the main lens through which the research was conducted, was that of an ICF accredited coach. This lens has certainly informed her position when interviewing the coaches from the internal coaching network, since with a recent leadership shift, the researcher lacks historical insight into the network and brings more of her own experience of working as an external and internal coach.

3.1 Value of Coaching

Research into the value of coaching in organisations has been conducted over many years, from the 1980s, across multiple countries and in many different sectors. There has been a remarkable increase in coaching research since the early 2000s. According to the ICF's most recent study, conducted in 2019, across the globe, coaching is one of the fastest-growing professions (ICF, 2020). The ICF is a global organisation, dedicated to advancing the coaching profession (ICF, 2022). The survey was shared with current ICF members, previous ICF members, various business and professional organisations, along with other professional coaching bodies (ICF, 2020). The survey garnered more than 22,457 responses from 161 countries. The respondents were a mix of coach practitioners and leaders or managers who utilise coaching skills (ICF, 2020).

Details of the ICF survey (2019) estimate that based on current ICF memberships and figures from association memberships, a total of 86900 coaches and managers or leaders utilised coaching skills. This estimation is based on a membership ratio method. Since work and the environments within which we work are becoming increasingly volatile, uncertain, complex, and ambiguous (Bennett and Lemoine, 2014), it is evident from the ICF's survey, that coaching can be utilised as an opportunity to support employees in the modern workplace.

Many definitions of coaching exist, however, for the purposes of this research, the applicable ICF definitions for coaching and coaching activities have been used, please see the table below. Where ICF definitions have not been available, alternate definitions have been used where applicable. The ICF's definition of coaching is "partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential" (ICF, 2022). The ICF defines internal coaching as "an individual who is employed within an organisation and coaches either part-time or full-time the employees of that organisation" (ICF, 2022). Bozer and Jones (2018) define workplace coaching as an

> adaptable, one-to-one customised, supportive learning and development intervention that uses a collaborative, reflective, goal-focused relationship targeted at all-level employees (i.e. coachees), who work in partnership with a professional coach to attain specific goals in an organisational context.

Managerial coaching, on the other hand, is defined as "an effective managerial practice that improves employee learning and effectiveness" (Hamlin et al, 2009).

3.2 Trends and Patterns

As mentioned above, research into coaching has increased since the early 2000s. Initially the majority of research conducted was done by academics. Subsequently, a number of professional bodies and some organisations have started to research this area. The ICF started their inaugural global survey in 2007, "with follow-up studies in 2012 and 2016" (ICF, 2020). The most recent study was conducted in 2019.

Earlier research tended to focus on executive coaching and its application for leaders and managers (Judge and Cowell,1997). McGovern et al (2001), produced a paper indicating that it "is now among the most widely used executive development techniques". As the research is maturing, it appears that coaching is becoming more available to lower grades within organisations. There has also been an increase in the use of internal coaches used to support employee development in organisations (Frisch, 2005).

One of the key trends noticed since the early research was conducted in the 1980s, is how the role of the manager has shifted, from that of being directive to supportive. This has seen the emerging of the term, "manager-as-coach" (Whitmore, 2009, p. 20). There is almost an expectation currently that managers use coaching skills as part of their role. According to Joo et al (2012), the leadership style shift is even more prevalent in knowledge intensive industries.

The FCA is a very knowledge intensive organisation by the nature of its work. It is responsible for defining the regulatory framework for financial services within the United Kingdom (UK). It also focusses on "reducing and preventing serious harm, setting higher standards and promoting competition and positive change" (FCA, 2024).

3.3 Benefits and Themes

Although there are many different definitions of coaching, Boyce et al (2010) highlight that even with the number of definitions available, several key themes materialise. These themes are:

- coaching is a one-to-one relationship, with a focus on learning, behavioural change, self-awareness and improved performance.
- Or as Hamlin et al (2008, p. 291) put it, “explicit and implicit intention of helping individuals to improve their performance in various domains, and to enhance their personal effectiveness, personal development and personal growth”.

Another theme discussed the fact that internal coaching programmes are both context specific and influenced by the environment (Bozer and Jones, 2018). Investigating this further led to the confirmation that the culture of the work environment plays a significant role in workplace coaching (Stout-Rostron, 2017, p. 246).

Linked to these comments about context specificity and culture, another theme discussed across the literature indicates that coaching programmes will be unique because of the influence of the organisational environment (Athanasopoulou and Dopson, 2018).

Consistent themes across the research indicate that coaching has significant benefits for both organisations and employees. According to the Institute of Coaching (2023), the personal benefits of coaching include:

- Increased productivity because it helps employees to improve their skills, set and achieve goals, and overcome obstacles
- Enhanced self-awareness and development, because coaching encourages communication and reflection, which leads to improved self-awareness
- Higher job satisfaction, because coaching can motivate employees to improve, take pride in their work, and feel more engaged and supported
- Improved performance, because studies show improved individual performance, increased willingness to take on challenges, and greater clarity in roles and objectives.
- Empowerment and engagement, since employees who have received coaching feel more empowered and therefore tend to take on more responsibility, which leads to increased employee engagement and commitment.

Benefits for organisations include increased employee satisfaction, leading to reduced turnover and improved staff retention. It also offers organisations the opportunity to become more competitive (De Meuse et al, 2012).

Regarding the use of internal coaches, according to Frisch (2005), internal coaching offers a cost benefit to organisations, inferring that coaching can be offered to more employees. Internal coaches understand the dynamics of the organisation within which they are working, which can help them to relate better to the client (Frisch, 2001).

Studies for many years have focussed on how to measure the Return on Investment (ROI) of coaching with earlier studies indicating there is little to no measurement. More recent studies all indicate the benefits that coaching offers, but there appears to be no consistency with the measurement. According to Steinbrenner et al, 2007, the reason for this difficulty is the value that different organisations place on different things. According to Baldwin and Cherry (2020), there is no standard measure for defining the success of coaching.

3.4 Gaps

This literature review has included studies on workplace coaching from across the globe, notably in Asia, Western Europe, the United Kingdom and North America, across various sectors. However, most of the research is conducted in Western cultures. Several studies indicated that although research is being done in other cultures, there is still uncertainty about the impact of culture on coaching interventions, as per Grover and Furnham (2016). This challenge was further extrapolated by Bozer and Delegagh (2019), who discuss the impact of coaches working internationally in multicultural organisations. This is highlighted in the ICF 2019 global survey (ICF, 2020).

Another gap highlighted by Beattie et al (2014), is the impact of virtual coaching versus in person coaching. That study also referenced social media as a tool to perform coaching, for example WhatsApp, Facebook and Instagram. Covid-19 played a significant role in the way in which people engage with each other, personally and in the work environment. Organisations and individuals were forced to use technology such as Zoom or Microsoft Teams to engage with family and friends, and to conduct business. This extended to coaching too, whether individual or team. Subsequent to this, another gap in the research is linked to how various generations will respond to the use of technology to deliver coaching.

Evaluating the research in various sectors indicated that research had been done in Higher Education, Information Technology, Health and consulting organisations. However, there appeared to be little to no evidence of research being conducted in a regulatory authority, such as the financial services regulator for the United Kingdom, the FCA.

The final gap I noted focussed on the length of time over which the studies were conducted. Beattie et al, 2014, noted that typically, studies were one-off surveys which provided a snapshot of the coaching experience and relationship. More recent studies also seemed to be limited to more quantitative data in the form of surveys. There is an opportunity here to study how coaching relationships change over a period of time, to assess the outcomes for the individual and the impact the individual's coaching experience has on the organisation.

3.5 Research design

Across all the literature reviewed, the data was gathered quantitively by survey, qualitatively by interviews or using a mixed methods approach. This reflects how the data will be gathered for this project, by surveying EEI colleagues, interviewing EEI managers and internal coaches. This methodology will provide me with the information I need to understand the perceptions about coaching within the FCA.

3.6 Summary

In summary, there has been a significant amount of research into various elements of coaching for many years. The research has covered many topics and has had varied focus from that of executive coaching within organisations to the benefits of coaching for individuals.

One of the significant gaps in the research was little to no evidence of coaching research being conducted within regulatory organisations. Specifically, the researcher is examining how colleagues and managers within EEI perceive coaching, as well as the experiences of

internal coaches who have coached their colleagues in the wider organisation. The research aims to introduce these perceptions and experiences, which may help to bridge a gap in understanding the role and impact of internal coaching in the FCA. Recommendations for future research would likely focus on the benefits of a formal internal coaching programme within a multi-cultural regulatory organisation.

One of the trends mentioned earlier was concerned with the shift in leadership style in knowledge intensive organisations. The FCA is a very knowledge intensive organisation by the nature of its work. Although the researcher is conducting research in one department of the FCA, a recommendation for future research would be to research how the leadership style is changing across the organisation because of the impact of coaching.

4 Methodology

The purpose of this research activity is to support the CD with their 'Grow your Own' initiative. This initiative is focussed on developing internal capability to support growth and promotion of existing employees. The research focusses on interviewing employees and managers within the EEI department to understand how they feel coaching will benefit their own development and their team's development. The participants will also include the existing coaches within the FCA to understand how their coaching has benefited the clients they have coached and supported their own growth.

The chapter will include the following: explanation of the research paradigm, an overview of the methodology including limitations, an outline of the methods, examination of the ethical considerations, a project timeline and a conclusion.

4.1 Research paradigm

The research paradigm for this project is made up of ontology, epistemology and methodology. According to Costley et al (2010 p.107), ontology is the nature of reality. Hitchcock and Hughes (1995, p. 21) suggest that ontology leads to making epistemological assumptions, which then lead to issues around data instruments and collection. My ontological position would depend on the subject matter being discussed. However, for the purposes of this project, I hold the position of largely being subjectivist. I shall note here too, that the FCA's likely ontology is that of objectivism, based on the nature of the core business' work. Within the CD the ontology is possibly that of subjectivism again, based on the nature of the project work the directorate delivers. Considering this project is based on a department within the CD, there is a likely correlation at the ontological level.

Following on from that, my epistemology is largely that of interpretivism. This aligns to the nature of the research topic and the theme of the research. Once again, the nature of the business of the FCA is possibly more aligned to positivism because of the nature of its work. In this case, linking it to the regulation of firms and prosecution of firms and individuals who commit illegal and or unethical acts in the system.

Since both ontology and epistemology are found on a continuum, I have noted that I mostly lean to being subjectivist and interpretivist. However, I also see the value in perspectivism and objectivism and in relevant scenarios, I can recognise when this ontology and epistemology will be appropriate and useful.

Due to the nature of the research topic, I have utilised both qualitative and quantitative methods to collect data, therefore a mixed methods approach. The qualitative aspect of the research offers me the opportunity to understand the data presented, while the quantitative aspect of the research provides me with the data that can be measured. To gather the qualitative data, I have used the method of structured interviews with follow-up questions to probe further. The questions were sent to interviewees ahead of time to offer them the opportunity to prepare and all interviews were conducted in the same way, asking the same questions in the same order. To gather the quantitative data, I have surveyed colleagues using a questionnaire with closed-ended questions. Essentially, I have triangulated the data, which is where "the researcher uses two or more research methods to investigate the same phenomenon", Grix (2019, p. 151).

I used the ‘ease of access’ sampling strategy, since I surveyed EEI colleagues in my department, interviewed the EEI managers and FCA coaches from the internal coaching network. The data collection period was time bound – the survey was, to answer for 2 weeks and interviews took place between October and November 2023. I selected my audience to gain the perspectives on developing a coaching culture from 3 different audiences.

4.2 Quantitative data collection

The purpose of the survey was to understand EEI permanent and fixed-term colleague’s thoughts and ideas on how coaching can be used to grow and develop colleagues within the workplace. I sent an email to all participants, including a hyperlink to the survey, outlining the purpose of the research and how their responses will remain anonymous. I used Microsoft Forms to create the survey, since it is an approved survey tool within the FCA. The survey included questions on the definition of coaching, whether participants knew there was an internal coaching network and how coaching could benefit them. Please see Appendix A for the complete list of questions. The questionnaire was short, taking not more than 5-10 minutes to complete. The questions were quantitative in nature (e.g., Likert scale, other multiple choice). I included a page at the end of the survey thanking the survey participants and reminding them of their right to withdraw from the research. I also included my contact details should they need further information.

4.3 Qualitative data collection

The purpose of the interviews was to obtain more detailed qualitative information from FCA internal coaches, and managers within the EEI department. I conducted the interviews during working hours via Microsoft Teams, and they took between 30 minutes to 1 hour. I recorded the calls using a tool called SnagIt, which was agreed this with participants before the interview began. Later, the interviews were transcribed. The interview questions were open-ended to not limit the responses. I thanked all participants at the end of the interview and reminded them of their right to withdraw. I also shared my contact details should they have required further information.

4.4 Data analysis

A few of the questions posed to EEI managers were independent of the questions asked in the survey, with many being similar. The questions focussed on how they defined coaching, how they develop their teams and what the challenges could be to utilising coaching further. The perspective of the internal coaches was important to understand how they perceive the value of coaching in the organisation, how their coachees have been impacted by coaching and how they manage issues around confidentiality. Please see Appendix C for the complete list of questions asked of the EEI managers and FCA internal coaches in the interviews. I am doing thematic analysis (Braun and Clarke, 2006) of the interview transcripts to identify themes within the interviews. The process I will follow, to ensure transparency in my approach, is that described by Braun and Clarke (2006):

1. Familiarising yourself with your data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes

6. Producing the report

4.5 Research limitations

Since the purpose of my research is to understand the different perspectives and opportunities to use coaching as a tool for employee growth and development, one of the limitations of my research is that I did not interview colleagues that had received coaching from one of the FCA internal coaches. One of the missed opportunities here was that I could start to identify Return on Investment (ROI) specifically for FCA colleagues. Although much of the coaching research available indicates that ROI is notoriously difficult to measure, as according to Grover and Furnham (2016) the uniqueness of the intervention reduces its comparability to other research, developing baseline measures would enable building on in the future.

4.6 Insider researcher

For the context of this work-based learning (WBL) project, within the context of the FCA, I am considered an insider researcher. Insider research has been described as research which is undertaken within an organisation, group or community where the researcher is also a member (Brannick and Coghlan, 2007).

As such, I am an employee of the FCA, specifically a member of the EEI department. This position provides me with a unique perspective on the challenges that exist within the department, along with the opportunities available to conduct this research.

The contrast to the 'insider' is that of the 'outsider'. A researcher is considered an 'outsider' when he or she does not belong to the group to which the participants belong Gair, (2012). Although I am a member of the EEI department, I am also a South African national, living in the United Kingdom (UK) and working in a UK organisation. Although the cultural context within which I was raised in South Africa is similar to that of the UK, my South African perspective influences the way in which I conducted my research.

This is an important concept to mention at this stage since this position the researcher holds will shape all aspects of her research project. According to Bukamal (2022), contemplating researcher insider–outsider positioning is an essential investigator attribute, as it can enhance rapport with the participants and lead to more thorough findings.

Another important consideration for me was to identify and evaluate the impact of power, privilege and politics (Costley et al, 2010, p. 38) within the EEI department. There were no challenges conducting the survey, as the responses were anonymous. When conducting the interviews with the internal coaches, I considered this a peer group, rather than an area where grade would impact how I engage with the team.

Fortunately, when conducting the interviews with the EEI managers, my grade is equivalent to that of the manager grade, so there was no power imbalance there. There were only 2 individuals more senior to me, the HoD and the Senior Manager. However, both of these individuals have a vested interest in supporting my research, since the advancement of the 'Grow your own' sits within my HoD's remit.

4.7 Ethical considerations

The ethical implications of the project are minor, as all participants consented to be a part of the research. The research only required input from adults, none of whom are considered vulnerable. I reiterated during the interviews that all information provided will be strictly confidential.

As an employee of the FCA, I subscribe to the values of the organisation and adhere to the code of conduct as set out in the employee handbook. As a student at the university, I agree to the policies and research ethics set out in the Academic Quality handbook.
I am also a professional coach accredited by the ICF. The ICF has a code of ethics which I adhere to, being a member in good standing. This membership influenced my research paradigm, particularly in the methods area, since the definition of coaching I used was that determined by the ICF.

All data is stored in the password protected cloud storage on the FCA's Office 365 system. This system is only accessible by using a one-time password code generated by the Microsoft Authenticator app.

Any documents created using this data are stored in the password protected cloud storage on the University of Wales Trinity Saint David's (UWTSD) Office 365 system. This system is only accessible by using a one-time password code generated by the Authenticator app.

I consider my research project to be low risk to the participants, myself, organisation, university and the environment. The biggest risk was that of maintaining participants confidentiality. However, due to the way in which I structured my survey and interview questions, no answers can be traced back to an individual, ensuring confidentiality is maintained.

4.8 Methodology Conclusion

This chapter focussed on the methodology used in the research, namely mixed methods by way of triangulation. I have covered how the data is analysed and the ethical implications and considerations of this research.

5 Findings and Recommendations

The intended aim of the research was to answer the question: “How can coaching be used as a tool to support the CD’s ‘Grow your Own’ initiative?” The research intended to achieve the following outcomes:

- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify the impact coaching has on more junior employees and employees that move into the CD from other areas of the organisation
- Identify and evaluate the benefits of developing a coaching culture in the workplace
- Examine and reflect on how a coaching leadership style supports employee growth

This chapter aims to critically evaluate the research intention that the quantitative data gathered by surveying EEI colleagues provided an overview on EEI colleagues’ awareness about what coaching is, their appetite to receive coaching and how they think coaching will support their development. The purpose of the interviews was to obtain more detailed qualitative information from managers within the EEI department and FCA internal coaches. By interviewing the EEI managers, the researcher intended to understand how managers interpret the ‘Grow your Own’ initiative, how they think this initiative this impacts their teams, how coaching can support the initiative and what the anticipated challenges might be. The intention of interviewing the internal coaches was to understand how FCA colleagues access coaching, how coaching supports talent development and the impact of coaching on individuals and teams.

5.1 Participants

The survey was sent out to 35 eligible EEI colleagues and a total of 18 colleagues responded. Interestingly, although the researcher thought the response rate was low, the EEI HoD thought that was a great response rate. There is often survey fatigue within the organisation as a whole and certainly within EEI, typically leading to low survey response rates. With other mandated surveys within the department, there are usually a number of follow-up reminders for colleagues to complete them. The researcher decided not to push colleagues to complete the survey, since it was not a mandated activity. On reflection, though, more responses would have offered a better opportunity to make more meaning of the data.

All 8 EEI managers were interviewed and are referred to as participants A - H. Although not all managers responded to the initial email requesting time for an interview, the senior manager in the department insisted that all managers were to be interviewed. The researcher was uncomfortable with this approach, but resent requests to the managers that did not respond, who were apologetic for not responding. The survey went out to the eligible (permanent and fixed-term contract) EEI colleagues before the managers were interviewed. Of the 11 internal coaches involved in the internal network, only 3 coaches responded to the request for an interview. They are referred to as participants I – K. The researcher did not send a follow-up email to the remaining coaches, because there is currently low activity within the network, likely due to a low uptake of coaching currently. These insights will be further explored during the course of this chapter.

5.2 Participants Understanding of Coaching

The first question in the survey asked the participants to select the definition of coaching aligned to their interpretation of coaching. The options they could select from included definitions of coaching, mentoring, training, therapy and consulting. 50% of the participants selected the definition of coaching, followed closely by 44% selecting the definition of mentoring.

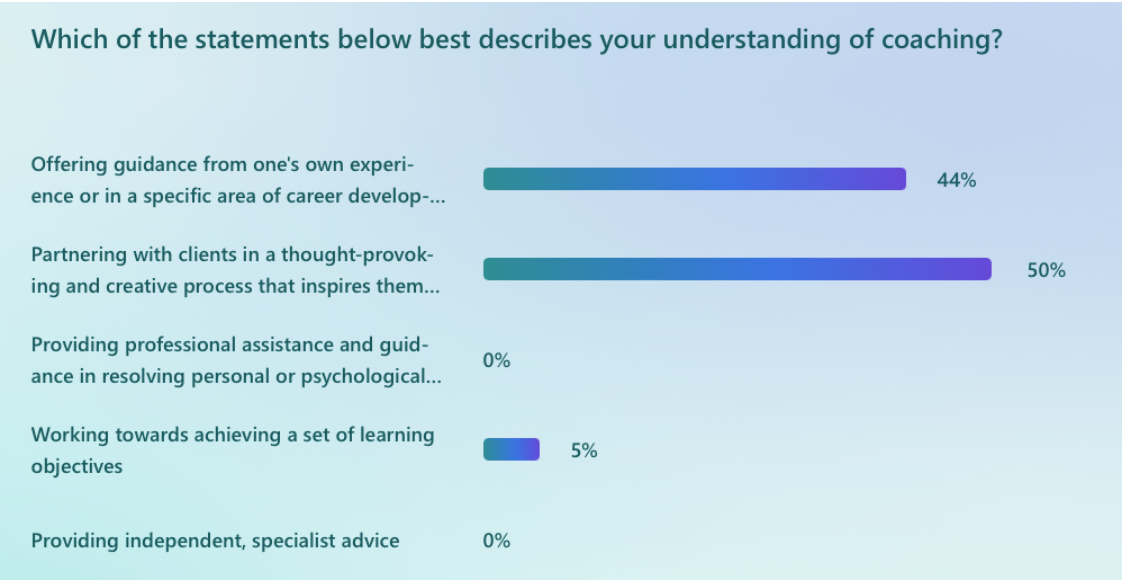

Figure 2 Responses to Q1

This result was surprising, since the researcher's experience of talking to EEI colleagues about coaching, often ends up with her colleagues referring to the principles of mentoring. Since the survey was anonymous it was impossible to determine who had completed the survey and what grade they were. The researcher had considered whether to include current grade as a defining question in the survey, but since the participant pool was so small, she decided to omit it. Reflecting on this decision, by including the grade, a comparison could have been made with the first question asked of managers during the interviews. This could have indicated alignment or divergence between the definition provided in the survey and the manager's own definition of coaching.

The first interview question asked managers to provide their understanding of coaching. One of the trends noted in the responses was the number of mentions of the terms "guiding, nudging, directing" which relate more to the activities of training, managing and leading their staff. Participant C suggested that coaching was "someone teaching you something to get you to a certain level." This definition is more aligned to that of training since coaching is non-directive and rather focussed on enabling. However, Participant C does refer to the notion of making progress, which could be aligned to coaching, in that coaching is goal oriented. Participant B provided a more comprehensive response of "coaching is about how you harness your coachees skills, abilities, thought processes and experiences to guide them to help them reach a decision or an outcome that they're comfortable with, rather than giving them the answer." This definition was also aligned to mentoring in that Participant B used the term 'guide', which is typically not something coaches do. When the researcher followed up on this question, Participant B mentioned that they had attended a coaching

course many years ago and, in their career, had received professional coaching. They also indicated they had not held the position of coach within a coaching relationship, but they were an experienced mentor, currently mentoring 5 colleagues. This helps explain the blended definition the participant gave.
As per the diagram below, coaching is a non-directive methodology in that coaching is about eliciting responses from the client and assisting them to think for themselves.

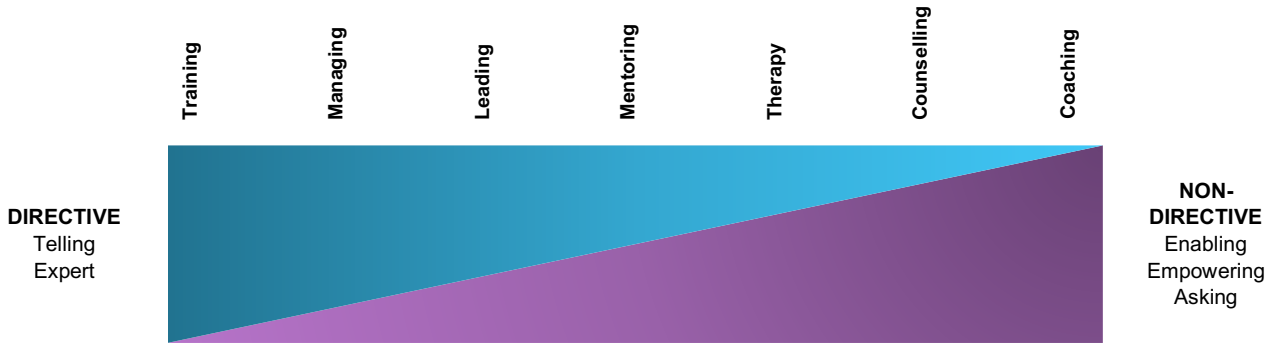

Figure 3 Methodologies Directiveness Scale

Although many of the definitions provided included elements of a coaching relationship, such as “goal oriented and questioning”, none of them fully encompassed some of the critical aspects of a coaching relationship. One of the fundamental aspects of coaching is about how the relationship is a partnership between coach and client. This is highlighted in the ICF’s definition of coaching as “Partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.” (ICF, 2024). The European Mentoring and Coaching Council’s (EMCC) definition of coaching and mentoring is:

> It is a professionally guided process that inspires clients to maximise their personal and professional potential. It is a structured, purposeful and transformational process, helping clients to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life. Coach and Mentor and client work together in a partnering relationship on strictly confidential terms. In this relationship, clients are experts on the content and decision making level; the coach and mentor is an expert in professionally guiding the process (EMCC, 2024).

The researcher was surprised that the EMCC offered a blended definition of coaching and mentoring. She contacted the EMCC to ask for their definition of coaching, with the response being the same definition as above, with the references to ‘mentor’ removed. Both the ICF and EMCC’s definitions consider the relationship to be a partnership. Interestingly, the EMCC’s first line of the definition is almost exactly the same as that of the ICF’s definition. However, there are two key areas where a coaching or mentoring relationship differ, that of expertise and power. Pampallis (2017) references that a coach does not need to be an expert in the client’s field, rather the coach is an expert in facilitating the coaching process. However, a necessary requirement for a mentor is that they have expertise in the same field as the client. The mentor then shares their knowledge and experience in that area with the client (Pampallis, 2017).

From the power perspective, the power balance between that of a coach and client are more transparent, where the coach and client share power by being thinking partners. (Pampallis, 2017). In the mentoring relationship, the mentor holds the power with their position of experience. This is perhaps better illustrated using the image below:

	Coaching	Mentoring	Counselling	Consulting	Training	Leading
Expertise	A coach does not claim to be the expert in the field of the client, but rather expert in facilitating learning & goal attainment	A mentor has expertise in the field of the client, and supports through sharing insight and experience	A counsellor or therapist holds the role of expert in psychological health	A consultant is an expert in the field of the client and holds an advisory role	A trainer is an expert in the subject matter, leading the learning process	Has expertise in people and processes, can think, feel & act strategically aligned to a vision
Who sets agenda	Clients typically set the agenda for discussions	Either client or mentor sets the agenda for discussions	Counsellor follows client	Agenda often determined by formal products and processes	Learning agenda formally set by the trainer	The leader in service of strategy in collaboration with team
Action Response	Proactive and Responsive	Proactive	Reactive	Reactive or Proactive	Reactive or Proactive	Proactive or Responsive
Power	Transparent process, where client & coach share power as thinking partners	Mentor holds power of experience	Counsellor holds power of interpretation	Expert role assumes power	Expert role assumes power	Leader role maturely assumes, shares and earns power
Process	Facilitate	Share knowledge	Support	Advise	Teach	Lead

Figure 4 Differentiating Personal and Professional Development Methodologies

The researcher therefore does not fully subscribe to the EMCC's definition of coaching and mentoring and thinks that this combined definition adds to the confusion about the differences between the two modalities, as is evident by the managers answers to the question about their definition of coaching.

Another aspect of the coaching relationship is that it is a person-centred relationship. In coaching, the coach sees the client as the expert in their own life, as is reiterated by Pampallis (2017). This is based on Carl Roger's (1946) views on client-centred therapy. Rogers (1946) believed that people contain within themselves the capacity for self-understanding and development, but the environment must be appropriate to support this development. This approach has been carried through to the coaching relationship and links to the differences between coaching and mentoring as discussed above.

The researcher is an ICF member in good standing, indicating one of the lenses through which she is conducting this research. However, she felt it important to include the EMCC definition, considering this organisation is specifically European based. Interestingly, the ICF has a UK chapter with a similar number of members to that of the EMCC. The other reason for considering the EMCC definition is that two of the coaches interviewed are members of the EMCC which will influence their approach to coaching and the answers supplied. It is also important to note that the researcher holds positions of both coach and mentor within the FCA and is cognisant of when to use which skillset. For example, in a recent mentoring session, the researcher thought it might be beneficial to ask a coaching question to delve

deeper with a mentee. She explicitly asked for permission to ask the question, clearly indicating it was a coaching question before proceeding. Should the mentee not have granted permission, the researcher would have not proceeded.

One of the limitations of the research is that the researcher did not qualify in either the survey or interview questions that she would specifically be referencing the methodology of professional coaching. Although it initially seemed that the managers answers were closer to those of mentoring, by reading and re-reading the themes, as advised in the thematic analysis process, it is evident from the definitions supplied by the managers, that their responses were mostly referencing managerial coaching, rather than professional coaching. Hamlin et al. (2008) also suggested that effective managers use coaching at the heart of their management practice.

Although the focus of the research was on professional coaching, the researcher recognises the value of managerial coaching and thinks that within the organisational context, managerial coaching is complementary to that of professional coaching. Since professional coaching and managerial coaching have different focuses, there is no reason for them not to co-exist. In terms of the research goal to determine whether coaching can be used as a tool to support the 'Grow your Own' initiative, it will be necessary for both modalities of coaching to exist. Managerial coaching will offer less experienced colleagues the opportunity to learn from their managers, and professional coaching, offered by the internal coaches, will provide an objective sounding board to help colleagues achieve their personal and professional goals.

5.3 'Grow your Own' Initiative

58% of survey participants indicated that they were familiar with the term 'Grow your Own'. This result was a surprise, as the answer to this question was assumed to be lower. This alludes to the fact that those responses were likely from the leadership team. The survey did not go into any further detail about what the initiative might mean, because it was assumed that EEI colleagues would not have any knowledge of the initiative, and this was one of the interview questions for managers.

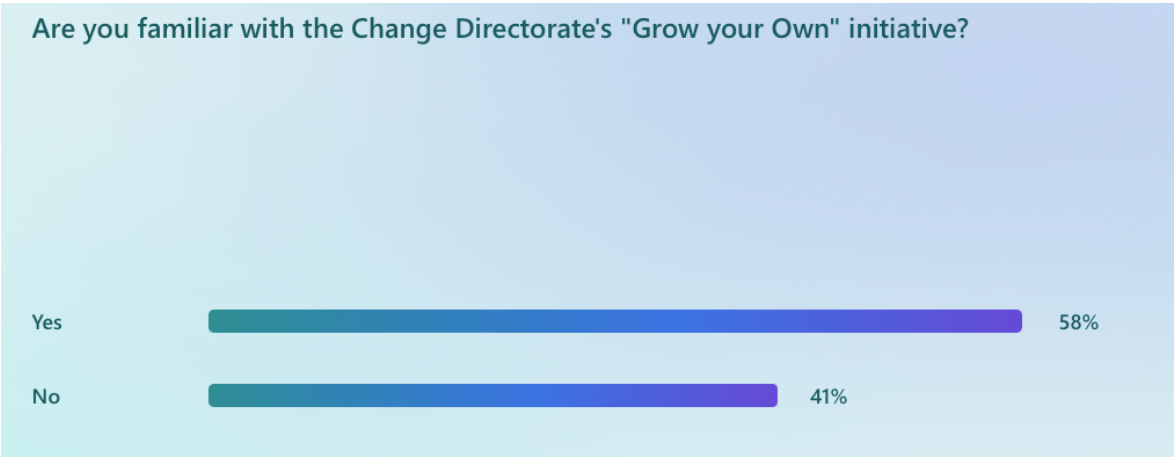

Figure 5 Responses to the 'Grow your Own' initiative question

There were varying responses to the interview question, as expected. Some of the managers spoke about 'Grow your Own' in the context of employee development, by referring to more junior roles within the teams. These roles could be graduates or interns, or

an associate level resource joining the team. Other managers referred to the initiative as an opportunity for all colleagues to develop, not necessarily the more junior roles within the teams, but for those making a sideways move into the directorate, or those coming through the apprenticeship scheme. As an aside, apprenticeships are available to all colleagues within the FCA, regardless of grade. Irrespective of the perspective, all managers agreed that the biggest element of the initiative was likely that of employee development. Macauley and Hezlett (2001, p.314) state that employee development involves “the expansion of an individual's capacity to function effectively in his or her present or future job and work organisation”. According to Noe et al (2014), development activities include things like formal education, work experiences, professional relationships and assessment of personality, skills and abilities that help employees grow professionally. The FCA provides many formal development opportunities for its employees including, but not limited to, LinkedIn learning, professional development programmes, apprenticeships, external training courses, mentoring and coaching.

Participant A commented that ‘Grow your Own’ means “nurturing talent”. This is reflected in most of the other managers responses, regardless of whether the talent they referred to was more junior colleagues or those making a sideways move into the CD. Nurturing talent is not something unfamiliar to the EEI managers, based on their experience in different roles and organisations. However, the CD is still a relatively new directorate, and this initiative is a new concept for it. To create some context, the CD focusses on delivering the portfolio of change for the FCA. The Association for Project Management (2024) define a portfolio as “a grouping of an organisations projects and programmes.” The CD is made up of project managers (PM), business analysts (BA), business change managers (BCM), project management support and the like.

Since the CD’s responsibility is to deliver the portfolio of work, the directorate’s Target Operating Model (TOM) has been predominantly made up of more senior people than other areas in the business. Outside of the CD, the wider business’ TOM allows for more junior grades than the CD, to allow for growth and promotion through the grades. Within the CD, most business change managers and project managers are of the Senior Associate grade, which is aligned to practitioners with approximately five years’ experience within their specialism. The CD has a history of recruiting project managers and business change managers at that grade, whether they are contractors or employees, so that they can work independently on projects.

The two specialisms that differ from the above are that of Project Management Office (PMO) support resources and BAs. Typically, PMO resources support the project managers, so can be recruited at a lower grade, since they are not responsible for delivering the project. PMO support resource responsibilities are usually managing the project risks, assumptions, issues and dependencies (RAID) and finances. Whereas the PM is coordinating the team to be able to deliver. More junior or less experienced PMO support resources will be exposed to the various concepts of project management during their time on a project, helping them to fully develop their skillset. The PMO support resource can observe the PM and be given greater responsibility as the project progresses as a way of development. Within the FCA there are a number of professional business support level employees, who with their planning and organising experience could easily transition into an associate PMO support resource role. Participant E mentioned that “it's growing anyone into the capability, it's about someone that

doesn't necessarily have the skills for the role that they want to move into. But it's a pathway to get there." Within the FCA, the typical project team structure is made up of a PM and PMO support resource, therefore, no additional project expense will be incurred by bringing in a more junior resource in the form of a PMO support resource. This is one way that more junior resources can be developed within the CD. A PMO role also affords the individual the opportunity to observe the function of the other roles within the team, namely the BCM and BA roles. With exposure to the different project functions, appropriate training and support, it is possible to see a development pathway for that individual. This is an example of a business colleague making a sideways move into the CD.

Managers also indicated that in previous years they have been able to hire contractors to fill vacancies in their teams. One of the benefits of hiring a contractor is that they tend to be experts at what they do, meaning they can ramp up to delivery quickly. At one point, the ratio of contractor to permanent employee was 80/20. This brings its own challenges, and as Participant B said, "I think that we have a culture of buying in skilled contractors, and our permanent team members have forgotten how to develop others." Over the last year, the FCA has focussed on balancing out the contractor to permanent employee ratio, now reflecting a more balanced 70% permanent to 30% contractor split. Should the CD decide to implement 'Grow your Own', the leadership team will need to re-evaluate the current TOM and build a new one that supports this objective.

'Grow your Own' is not just about junior resources. It is about developing talent across all levels within the directorate. To support that sentiment, Participants A and H mentioned the need for a people strategy to drive the development and application of Grow your Own. A people strategy is imperative, considering the divergence of understanding within the EEI department about what 'Grow your Own' means. There are two other departments within the CD, both of which are bigger than EEI. It is expected that based on the lack of consensus about what 'Grow your Own' means to EEI managers, there will be greater divergence across the whole CD. There is an opportunity to explore this further in future research.

5.4 Coaching as a tool to support 'Grow your Own'

Of the eighteen people that responded to the survey, five colleagues mentioned that they had participated in formal coaching relationships in other organisations and would consider a formal coaching relationship at the FCA. However, none of them were aware that there was an internal coaching network at the FCA. This indicates that these colleagues have experienced coaching in the workplace and are open to considering it in future.

Did you know that there's an FCA internal coaching team?	Have you participated in a formal coaching relationship at another organisation?	Have you participated in a formal coaching relationship at the FCA?
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider

Table 1 Survey responses

Of the total number of participants that indicated they have participated in a formal coaching relationship at the FCA, only 5% of this group knew that there is an internal coaching network. This indicates that these participants have been coached by other members of the organisation external to the internal coaching network.

Did you know that there's an FCA internal coaching team?	Have you participated in a formal coaching relationship at another organisation?	Have you participated in a formal coaching relationship at the FCA?
Yes	No	Yes, I have participated
No	No	Yes, I have participated
No	No	Yes, I have participated

Table 2 Survey responses

There could be multiple scenarios for this answer, however, it is becoming more evident that there is no control over who is offering coaching in the organisation. This has many implications for the network and colleagues, not least because coaching is still not classified as a profession. A number of colleagues are following the coaching apprenticeship route at the FCA. As part of their programme, they need to coach two clients in an organisational setting. Some of these students have recently contacted the internal coaching network to ask the network to supply clients for them. However, the network's stance has been that all coaches participating in the network need to have completed their training and done a minimum of 50 hours of coaching. This is the minimum control in place to begin to standardise the quality of coaching the network offers.

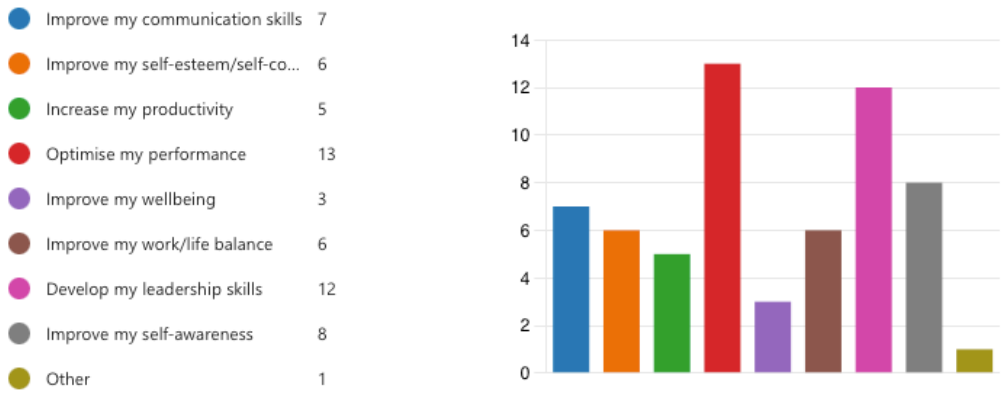

Figure 6 Responses to the question about the benefits of coaching

Previous studies indicate that there are many advantages of managerial coaching, specifically performance improvement (Liu and Batt, 2010), commitment to quality (Elmadag et al, 2008), motivation (Gilley, Gilley, and Kouider, 2010) and self-efficacy (Pousa and Mathieu, 2015). Interestingly, in the survey, although it was the highest value, only 21% of participants thought that coaching may optimise their performance. When the researcher shared some high-level insights with the EEI management team recently, Participant A was surprised by this low score and inquired about it. This question highlighted a gap in the research, in that if the researcher had based some of the interview questions on the survey

results, this score could have been discussed and debated. At this point in her understanding, the researcher thinks that the possible answer to this question is that colleagues do not understand what coaching is and how it can benefit them. There are also no clear links between participants selecting the performance optimisation benefit to any of the other questions. This is likely because the sample size is too small. There is an opportunity to explore this in future research.

Since the uptake of coaching within the FCA is so low, one of the key questions in the survey was to understand potential barriers to coaching. Of the total participants, 39% of them mentioned that one of the barriers to coaching was access to coaching.

Figure 7 Barriers to coaching

The high number of responses to this question was a bit of a surprise to the researcher. This was also one of the questions the researcher asked of the internal coaches. All 3 of the coaches indicated that 6 hours' worth of coaching is available to all employees below HoD level. Participant I indicated a further two provisions; HoD's, Directors and Executive Directors also have access to external coaching, which is a paid for provision. The third provision is mentioned in the line manager guidance, indicating that managers need to be having coaching conversations with their employees. However, no further explanation is provided in the guidance, which leaves this quite unclear. Even though coaching is available to all staff, the coaches felt that the uptake was poor and that it was very "hit and miss". They thought there were several reasons for this, but the overarching challenge was that people did not know the network existed. Interestingly however, access to coaching within the FCA is quite simple. Should someone be a HoD or above, they contact the Human Resources (HR) department to discuss the provision. For managers and below, Participant K mentioned the process to access coaching is simple:

"They just write an email, they go to the Coordinator, and then the Coordinator goes on with the matching, and they get matched with someone. So I think it's easily accessible as long as people know and overcome this entry barrier, which is mostly lack of awareness."

An overarching theme through the survey responses, manager and coach interviews is the lack of awareness of the internal coaching network. The second question in the survey asked the participants whether they knew that the FCA had an internal coaching network. 77% of them said no.

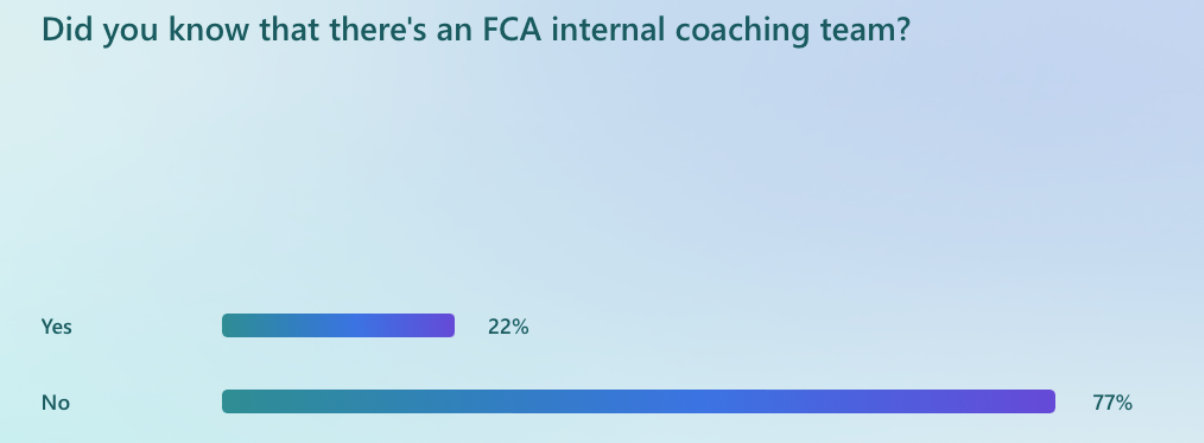

Figure 8 Responses to the question about awareness of the internal coaching network

During the manager interviews, Participants C and E who had been at the FCA for nine years and twelve years respectively, said that they never knew the internal coaching network existed. The researcher's manager was only aware of the network because the researcher had mentioned it to her. In total, only 37,5% of the EEI management team were aware that there is an internal coaching network. From the coach's perspective, the lack of awareness about the internal network has other implications. Firstly, the coaches are passionate about coaching and believe in the value it offers. Secondly, they want to regularly practice their skills. One of the concerns they have is the possibility that the network cannot cope with the demand it might get, should they publicise the offering. The other challenge is that the network has no senior leadership support. HR do not want to be the face of the network, because they do not want the network to be seen as an HR supported activity.

The researcher is puzzled by HR's lack of visibility in UK based organisations, considering her experience with HR teams in South Africa. The researcher has worked as both an internal and external coach in South African organisations between 2017 and 2019. She moved to the UK at the beginning of 2020. In both of those roles, in both private and public sector organisations, the coaching provision was led by HR. HR's focus was on people development and support and the HR teams believed that coaching was a useful tool to support said development. Since the researcher has worked in the UK as both an internal and external coach, she has noticed that HR in private organisations in the UK is almost invisible. She has experience of working in public sector organisations in the UK and noted that HR seems to be more engaged and visible within that sector. The visibility of HR and their support for coaching is a possible avenue for further research and exploration.

In terms of implementing the 'Grow your Own' initiative, the researcher asked the EEI managers how coaching might support the initiative. This is one of the key outcomes for this research and begins to answer the research question. The answers to this question were inconsistent and a number of managers referenced managerial coaching or mentoring, rather than professional coaching. The researcher is cognisant that she did not explicitly refer to professional coaching in her questioning, which is something she has noted for further research. It was evident through the interview process that two managers have deeper experience of what professional coaching is and they incorporated that understanding into their answers. These answers are explored further below.

A number of themes arose from this question, namely those of coaching providing a structured framework for development, how coaching is goal oriented and the development and return on investment (ROI). Several of the responses to this question focussed on more junior employees, which is a departure from the responses to the question about what 'Grow your Own' means to the management team. Most of the answers to the earlier question referenced not just younger and less experienced employees, but considered how more experienced employees would also benefit from the initiative, along with colleagues from other areas of the business moving into the CD. The researcher could have used this as an opportunity to challenge the manager's previous responses to the earlier question to develop a more comprehensive understanding of how the managers interpret the 'Grow your Own' initiative.
Unsurprisingly, the managers answers aligned more suitably to mentoring and the managerial coaching approach, rather than that of professional coaching. For example, Participant A said, "it's absolutely imperative that we pair experience with individuals that are coming through."

Although the answers were more aligned to mentoring and managerial coaching, they were unanimous in terms of agreeing that a form of coaching will be essential to implementing this initiative. For example, Participant B said, "we wouldn't have coaching across pretty much every organisation if it didn't work." Participant C mentioned "I think your line manager can play a role in terms of helping coach but also, I think it's important to get an independent view as well. So like buddying people up."
The managers felt that coaching would offer a level of structure to people's development since it is goal oriented and "aims to focus."

The agreement that coaching will be essential to implementing the initiative aligns to the current research available about coaching in organisations.

A structured development plan could effectively utilise the modalities of professional coaching, managerial coaching and mentoring. Participant E suggested that there "might be different levels of a 'Grow your Own' initiative', which is made up of interim steps on a development pathway. This will add structure to the process and allow colleagues part of the initiative to feel like they are achieving their goals as they progress. This relates to the coaching principle that coaching is goal orientated. Traditionally coaching goals have been recommended to align to the SMART framework, as made popular by Doran (1981). SMART stands for: specific, measurable, achievable, relevant and time bound. Clutterbuck and Spence (2016, p.29), however, indicate that there is more research that "strongly suggests a need for more non-linear approaches". This is worth exploring in future research.

As mentioned by the coaches, the FCA has an expectation that line managers will do a level of coaching, as indicated in the line manager guidance. However, according to Ellinger et al (2008), some managers may lack the competence, confidence, and appropriate behaviours to do so. This is an important consideration in terms of implementing a coaching culture within EEI, since some managers may need additional training and support to build their competence in supporting development of their teams.

According to the literature, it has consistently mentioned that it is challenging to determine the ROI of coaching. As referenced in the literature review, Baldwin and Cherry (2020) state

that there is no standard for defining the success of coaching. For organisations, most of the evidence is anecdotal, even though they are aware of the power of coaching. The ROI Institute has developed an ROI Methodology which “provides organisations a process that can cut across organisational boundaries, linking programs, processes, and initiatives to bottom line measures” (ROI Institute, 2024). A 2017 ICF research article discussed the ROI Institute’s (2024) methodology specifically designed for coaching. The steps are outlined as:

- Step 1: Develop/Revise Coaching Objectives
- Step 2: Plan for Coaching Evaluation
- Step 3: Collect Data during Coaching Implementation
- Step 4: Collect Data after Coaching Implementation
- Step 5: Isolate the Coaching Effects
- Step 6: Convert data to monetary value
- Step 7: Identify Intangible Benefits
- Step 8: Tabulate the Costs
- Step 9: Calculating the ROI
- Step 10: Generate Report

Considering the FCA’s vision is to become a data-led regulator, the Internal Coaching Network will need to articulate the ROI the coaching provision is offering. The researcher has not gone into further detail about the methodology, since the model seems too advanced for the current coaching provision. However, it is something worth aspiring to and should become one of the internal coaching network’s longer-term goals.

From a ‘Grow your Own’ initiative perspective, Participant B suggests that ROI will likely only be determined twelve months into the initiative. In this specific example, a less experienced colleague can be placed on a complex project with a more experienced colleague, providing the less experienced colleague with a safety net throughout the full project management lifecycle. Along with a focussed development plan and coaching, this approach should provide the more junior colleague the opportunity to deliver their next project on their own. Therefore, the ROI in this case will be delivered once that more junior project manager can run their own project. This example has focussed specifically on project management; however, the thinking can be applied to all CD resources.

5.5 Challenges for ‘Grow your Own’

In terms of the challenges of implementing the ‘Grow your Own’ initiative, the most mentioned challenge was that of time. This challenge will be explored from multiple perspectives:

- The time required for the ‘Grow your Own’ initiative to be effective
- The time required for personal development
- The lack of time seemingly available for EEI colleagues to develop

As mentioned, when discussing ROI, the likely biggest challenge for the implementation of the initiative is the time it will take for ‘Grow your Own’ to be effective. Most of the managers referred to building pathways, competency frameworks and development plans as the way to implement ‘Grow your Own’, with each of these solutions taking time. In terms of development in a role, the challenge is understanding how long it typically takes to reach the various levels of development. From a business change manager role, the Change

Management Institute (2024) offers three levels of development – Foundation, Specialist and Master. Each of the levels has relevant assessments to determine capability. To achieve Foundation level, the individual needs to have done relevant change management training, completed a written application evidencing competencies and requires a letter from their manager who has observed them in a change management role. The Specialist level requires the individual to have been working in a change management role for between three and six years. They also need to complete a competency-based application, with references and completing an interview. The Master level is suitable for skilled practitioners with more than seven years of experience. The individual needs to complete all the above and has to complete assessments. The business change Community of Practice (COP) is currently looking at aligning the practice proficiencies to the Change Management Institute levels of development, hence its relevance in this instance.

From a project management perspective, to sit the Project Management Professional (PMP) exam, the Project Management Institute (2024) indicates that an individual has a minimum of a four-year degree, followed by three years' experience of working on projects within the last eight years. Or a high school diploma with a minimum of five years' experience working on projects.
Considering the length of time for either of these two professions to be considered proficient, it is evident that it will take time to implement and start seeing the ROI.

The next aspect about time, is the time available for personal development. The FCA offers several different learning opportunities for colleagues, from various eLearning packages (mandatory and other) to LinkedIn learning and a number of formal development opportunities. However, since the CD is delivery focussed, all colleagues across the three departments are allocated to projects across the portfolio. Since the portfolio timelines are typically tight, most colleagues are often allocated to more than one project. This can make it difficult for colleagues to build in personal development time for their schedules.

Figure 9 Quantitative results to Q9

The graph above indicates that 43% of survey participants thought that their schedule is too busy for coaching. The 43% translates into eight participants. Interestingly, only one of the eight who indicated their schedule is too busy for coaching has been in a coaching relationship at the FCA. They also selected the correct definition of coaching, are aware of the internal coaching network and know about 'Grow your Own'. It would have been

particularly useful to have included the grade question in the survey, to be able to do some deeper analysis on this person's perspective.

Focus on learning and development also seems to differ among teams within departments of the CD and differs from the wider business. Participant B believes that "this isn't a learning environment, and I don't know if that's bespoke to the change bubble that we operate in or if that's the FCA as a whole." One area for exploration further would be to evaluate how much focus is placed on development within the wider business as opposed to the CD. What appears to be evident, though, is how the COP within each practice can influence development within the teams. The BA COP has recently been refreshed and has designed their COP on five pillars, one of which is Training and Development. Within the BA practice, colleagues are offered formal training courses and opportunities to attend conferences and the like. However, within the two years the researcher has been at the FCA, none of the business change managers within EEI have attended any training paid for by the FCA. The researcher is not aware of the development opportunities available to the project management team within EEI so cannot comment on that.

With little focus on creating a learning environment outside of individual COPs, it becomes challenging for individuals to put time aside in their schedules for personal development. Since coaching is a development activity, for it to be used as a tool to support people development, senior leadership need to ensure that colleagues are afforded the opportunity to have time to fit it into their schedules. It is also critical that leadership model the behaviours they want to instil in the department, by making time in their own diaries for their own personal development.

5.6 Coaching Culture

Based on interviews with EEI managers there appears to be little or no commitment to coaching and no support for coaching from senior leadership.
One of the research outcomes is to identify and evaluate the benefits of developing a coaching culture in the workplace. Clutterbuck et al (2016, p.28) refer to the below image in attempting to determine an appropriate definition for a coaching culture:

Hofstede (1980)	'The collective programming of the mind that distinguishes the members of one organization from another. This included shared beliefs, values and practices that distinguished one organization to another.'
Ouchi (1981)	'The organisational culture consists of a set of symbols, ceremonies and myths that communicate the underlying values and beliefs of the organisation to its employees.'
Martin & Siehl (1983)	Glue that holds together an organisation through shared patterns of meaning. Three component systems: context or core values, forms (process of communication, eg jargon), strategies to reinforce content (eg rewards, training programmes).
Uttal (1983)	'Shared values and beliefs that interact with an organization's structures and control systems to produce behavioral norms.'
Denison (1990)	Refers to culture as 'the underlying values, beliefs and principles that serve as a foundation for an organisation's management system as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles.'
Schein (1992)	Organisational culture implies 'a pattern of basic assumptions – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration – that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.'
Trompenaars (1993)	'Culture is the way in which a group of people solves problems and reconciles dilemmas.'
Taylor (2005)	'Culture is created from the messages that are received about how people are expected to behave in the organization.'
Ven den Berg & Wilderom (2004)	'Shared perceptions of organisational work practices within organisational units that may differ from other organisational units.'
Wagner (2010)	'An informal, shared way of perceiving life and membership in the organisation that binds members together and influences what they think about themselves and their work.'
Hawkins (2012)	'Culture resides in the habituated ways of connecting that an organisation repeats. Culture resides not just inside the organisation, but more importantly in the relationship patterns with all the key stakeholders.'

Figure 10 Definitions of organisational culture

This table indicates the progression of the definition of a coaching culture which was further developed by Clutterbuck et al (2016, p. 29) to "A coaching culture is one where the principles, beliefs and mindsets driving people's behaviour in the workplace are deeply rooted in the discipline of coaching." The ICF (2024) indicates that the most reported benefits of a coaching culture are:

- Enhanced team and employee performance
- Higher overall retention rates of valued staff
- Increased productivity and profitability

Each of these benefits are relevant to the FCA. Enhanced team and employee performance will support the strategic aim to become more efficient and data led. Coaching serves as a

key learning and development activity which will support building individual and team capability within the organisation, to support the FCA's strategic aim. The benefits of increased productivity and profitability are also relevant to the FCA. Increased productivity will help the FCA to become "more efficient and effective" as set out in its 2022-2025 strategy. In the introduction, there was reference to a recent transformation where the FCA lost a third of its employees. For a knowledge-centric organisation, that resulted in a significant loss of "organisational memory" (Walsh and Ungson, 1991). In this regard, coaching to support the retention of valued staff would help to provide protection against such potential loss in the future.

Clutterbuck et al (2016, p.30) have gone on to develop a coaching culture model detailing the aspects that are essential for building and maintaining a coaching culture.

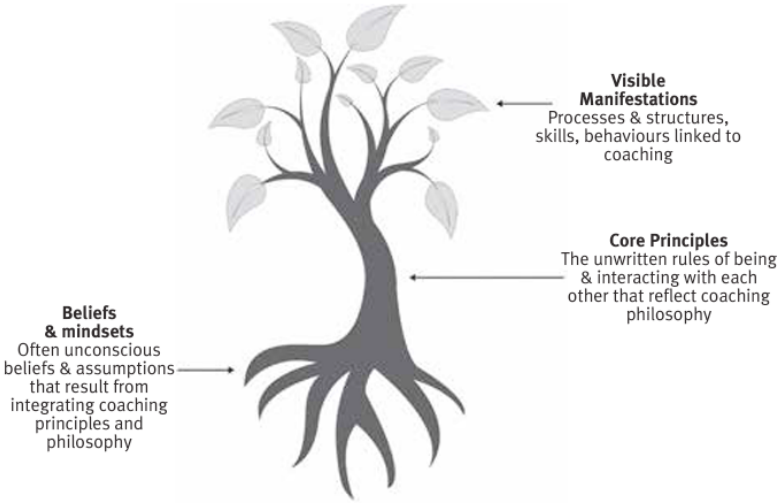

Figure 11 Coaching Culture Model

Essentially, the model is comprised of the three aspects – Visible manifestations, Core Principles, Beliefs and Mindsets. Clutterbuck et al (2016, p.30) have detailed each component further based on their extensive research to date, but this will not be explored in detail here. The relevance to this research is that Clutterbuck et al's (2016, p.30) model is a tree, representing the fact that culture is a living organism. It is something that grows and develops and according to Megginson and Clutterbuck (2006), it has stages of development. These stages of development are named and explained below:

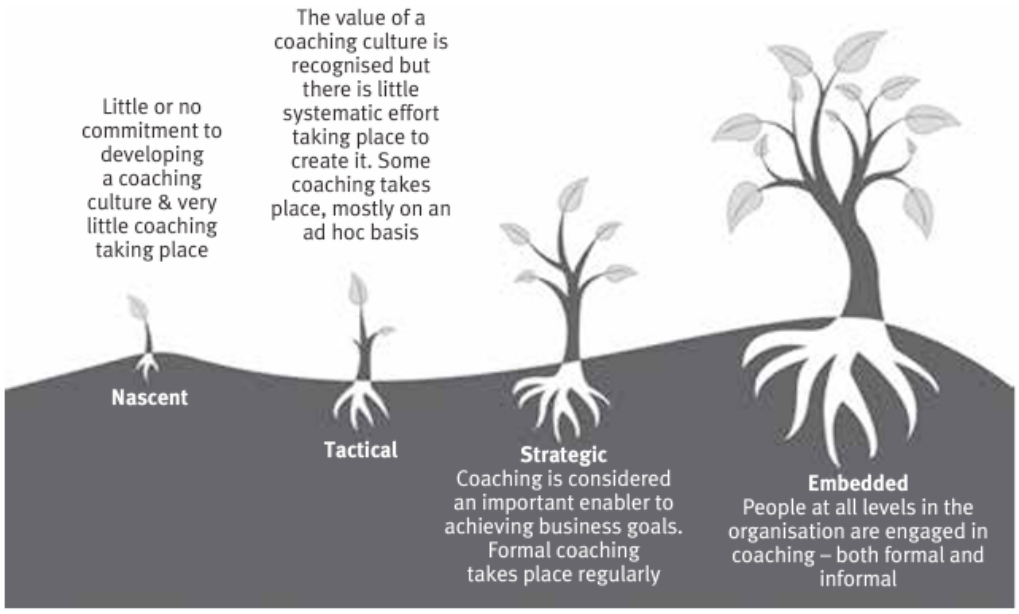

Figure 12 Stages of Coaching Culture Development

Based on the descriptions above, the researcher considers the FCA to flex between the Nascent and Tactical stages of development. The key indicator for the Nascent stage, according to Megginson and Clutterbuck (2006) is that

> Top managers present poor role models and coaching behaviours tend to be abandoned in the face of more urgent, if less important, demands on managers' time…. People tend to avoid tackling difficult behavioural or ethical issues, out of embarrassment, ineptitude, fear, or a combination of all three (Megginson and Clutterbuck, 2006).

Whereas a key factor for the Tactical stage is that

> The organisation has recognised the value of establishing a coaching culture, but there is little understanding of what that means, or what will be involved. Top management sees the issue as primarily one for HR. There are systems in place to train coaches and/or mentors, and there are numerous discrete HR systems such as succession planning and appraisal, but the links between these and the coaching process are at best tenuous (Megginson and Clutterbuck, 2006).

The above descriptions echo data from the coaches' interviews, with Participant I stating that "the drive does probably come from the top… We haven't been told not to do it." This links back to an earlier comment about HR not wanting to be the face of the initiative, but no other senior management is involved in the Internal Coaching Network, nor seen to support it. One of the reasons for this, is that none of the coaches have explicitly requested this. Within the FCA, there are a number of staff led networks that cater for different requirements. For example, there is a Lesbian, Gay, Bisexual, Transgender (LGBT) network, a Parents and Carers network, one focussed on female ethnic minorities etcetera. Each of the networks is sponsored by an Executive Director. For a coaching culture to be established within the FCA, it is necessary that there is active and visible sponsorship from senior leadership. A

couple of the managers reflected the need for senior sponsorship of the network as one of the ways to promote and sustain a coaching culture within EEI.

Another factor to promote and sustain a coaching culture is that of leading using the coaching leadership style. The Chartered Institute of Personnel and Development (CIPD) identified two main characteristics of a coaching leadership style in their 'Coaching at the Sharp End' (2009) research:

- Primary coaching characteristics, such as development orientation, performance orientation, effective feedback processes, successful planning and goal setting
- Mature coaching characteristics, such as using ideas from team members, powerful questioning, team-based problem-solving, and shared decision-making

Focussing on the feedback element, the data from the coach interviews has highlighted how the FCA does not have a great feedback culture, with Participant I stating "our colleagues are ultra-sensitive to developmental feedback. Culturally, the FCA is incredibly nervous about upsetting people." This was further echoed in the managers feedback, with Participant F stating "we've got something a bit, don't know what the right word is, but fear of feedback. I think not many people are willing, if they see things going wrong, they might complain to the person's manager, but they won't just have an honest conversation." Feedback is one of the key elements of coaching and according to Pampallis (2017), feedback helps other to explore their potential by recognising what is currently working and what requires further development. Helping colleagues to have good conversations where they provide feedback directly to other colleagues will be a cornerstone of beginning to develop a coaching culture and leadership style within EEI and the FCA.

It is evident from the data that the different types of coaching and a coaching leadership style have many benefits for individual employees and the organisation as a whole. The survey data also indicates that EEI colleagues are keen to access coaching to support their development, both personally and professionally. The managers understand what coaching is, although there is work required to provide clarity on the difference between managerial and professional coaching, and when either is appropriate. The coaches have the appetite to coach more and the desire to educate the organisation about what coaching is and how it can support them. These attitudes are a great starting point to further develop a coaching culture within the FCA.

5.7 Recommendations

Below are a set of recommendations to support EEI colleagues in using coaching to support the 'Grow your Own' initiative:

- Request support from the Internal Coaching Network to provide awareness about the different types of coaching and their appropriateness
- Mandate all EEI managers to complete the FCA Academy's coaching training by including it in their objectives
- Request the Internal Coaching Network to offer drop-in sessions to support the implementation of the EEI managers coaching training
- Recommend EEI leadership review their TOM to support Grow your Own
- Leverage the Internal Coaching Network to run a pilot within EEI to test the theory about how coaching supports the employee development across all grades. This will

provide EEI leadership with the data it needs to evidence the effectiveness of coaching

Further recommendations for implementing a coaching culture within the wider FCA include:

- Utilise the tools and templates Clutterbuck and Megginson (2016, p.66) have developed to determine the stage of coaching culture within the FCA
- Leverage the new HoD of Organisational Capability to recommend an appropriate home for the Internal Coaching Network, and start getting buy-in from senior leadership about the benefits a coaching culture offers the organisation
- Mandate all FCA managers to complete the FCA Academy's coaching training by including it in their objectives
- Offer coaching to senior leadership and ensure they provide a testimonial about how coaching has benefitted them
- Embed coaching in the existing leadership development programs
- All student coaches currently doing their apprenticeship in coaching through the FCA to register with the network, to develop a pipeline of coaches to join the Internal Coaching Network
- Professionalise the Internal Coaching Network in terms of the following:
    - Agree on an appropriate definition of coaching
    - Developing a set of standard operating procedures including tools and templates, for all network coaches to use, to standardise the internal coaching experience
    - Focus on coach development through supervision and continuing professional development
    - Develop a coach profile to allow for selection of coaches
    - Standardise the recruitment process of internal coaches
    - Obtain written feedback from the client and line manager to demonstrate ROI
    - Plan for implementing the ROI model for coaching

The recommendations listed above should start paving the way for using coaching as a tool to support the implementation of the 'Grow your Own' initiative along with implementing a coaching culture across the wider organisation.

6 Conclusion

The intended aim of the research was to answer the question: “How can coaching be used as a tool to support the CD’s ‘Grow your Own’ initiative?” The research intended to achieve the following outcomes:

- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify the impact coaching has on more junior employees and employees that move into the CD from other areas of the organisation
- Identify and evaluate the benefits of developing a coaching culture in the workplace
- Examine and reflect on how a coaching leadership style supports employee growth

The data revealed the following. There is:

- an appetite from colleagues to have access to professional coaching to support their development
- agreement amongst the managers that ‘Grow your Own’ needs to be clearly defined and is underpinned by a people strategy
- alignment amongst the managers that the ‘Grow your Own’ initiative will likely have layers and pathways for development, and that the initiative will take time
- a lack of time available for development
- a lack of understanding about what professional coaching can offer
- a lack of awareness about the Internal Coaching Network
- from a coaching culture perspective, the thought that the FCA flexes between the Nascent and Tactical stages of development

A disconnect between the research goal and outcomes was a lack of evaluation about how coaching impacts employees moving into the CD. The data offered a recommendation about which roles are likely to be suitable for this move, but there was no survey question to determine whether this was currently happening. A gap in the research was also the focus on the regulatory authority aspect.

The personal learnings from this research are distinct and varied. One of the learnings is that the process is structured the way it is for a reason. There was potential for more depth and insightful questions in both the survey and interviews, these should have been designed following the literature review. Upon reflection, analysing the survey and using those results as a basis for the interview questions would also have provided a deeper, richer and more holistic view of the thoughts and opinions of the managers and coaches. Another learning was to utilise the support available in Moodle, particularly for the literature review. Building a database would have saved time when developing the structure of the literature review and would have provided a trusted method when developing the findings. An important learning is the need to be more explicit, which is also linked to the main lens through which the research was designed. As a professional coach, the researcher assumed that by referencing the term “coaching”, all non-coaches understood what she meant by the term. However, providing clarification and indicating that she was referring to professional coaching could have elicited a deeper understanding of the perception of coaching within EEI.

Towards the end of the write up, it was discovered that Megginson and Clutterbuck (2006) and Clutterbuck and Megginson (2016) have done extensive work on identifying organisational culture stages of development and developing tools and templates to implement a coaching culture. The relevant elements of this work can be applied within the FCA, to support its development in establishing and maintaining a coaching culture.

As an insider researcher (Brannick and Coghlan, 2007), the researcher has been able to gain a deeper understanding of the challenges and opportunities that exist within the department, through candid, challenging conversations with managers that would not have happened otherwise. This has been more of a privilege than expected, and one for which she is grateful. She has the opportunity to further develop these relationships, which aligns to her manager's recommendation for her to become more visible within the department.

There is an opportunity for further research with a specific focus on the FCA being a regulatory authority. One of the recommendations is to do a pilot within EEI to evidence the value of coaching. This could be expanded to investigate the value of developing a coaching culture within the Change Directorate by using a combination of professional coaching by the Internal Coaching Network, managerial coaching and formal mentoring.

This has been the most mentally challenging undertaking so far, but in the words of Elizabeth Gilbert, Onward!

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Appendix A – Research Approval and Signed Ethics Form

From: Brian Eyles <Brian.Eyles@fca.org.uk>
Subject: RE: Masters proposal
Date: 21 August 2023 at 08:28:28 BST
To: Angie Kelly <Angie.Kelly@fca.org.uk>
Cc: Becca Waite <Becca.Waite@fca.org.uk>, Zoe Scotton-Pinhey <Zoe.Scotton-Pinhey@fca.org.uk>

Thank you, Angie, for providing clarity on the two issues raised. I am content with your response on both and pleased to confirm my acceptance for you to proceed with your project for which I am excited to see the results and how we may take forward the conclusions/recommendations.

My very best wishes on the successful completion of your masters.

Kind regards, Brian

Brian Eyles
Head of Department / EMO, ESG & International Change Department / Change Directorate / Operations

Ext. 61542 / Desk: 10N-C09, Stratford

Personal Assistant: **Rosie Martin**, Ext: **60182**

Visit us on Pulse at EMO, ESG & International Change Department

This email is FCA Official unless marked otherwise

From: Angie Kelly <Angie.Kelly@fca.org.uk> **Sent:** 18 August 2023 09:11**To:** Brian Eyles <Brian.Eyles@fca.org.uk>**Cc:** Becca Waite <Becca.Waite@fca.org.uk>; Zoe Scotton-Pinhey <Zoe.Scotton-Pinhey@fca.org.uk>**Subject:** Masters proposal

Hi Brian

Thank you for your openness to my Masters proposal and the opportunity for me to conduct this research within our department. I understand that there are 2 areas for further discussion, one being the potential impact on my role and the other about the sample size.

I have been studying part-time for many years, and have been working

on my Masters for the last 18 months, with I believe no impact to the delivery of my BC role and responsibilities. The expectation with the research piece of work is that I'll need to conduct some interviews to gather the data I need. Since I'll be interviewing the EEI leadership team and FCA internal coaches, this will need to be done during working hours, so as not to inconvenience them unnecessarily. I shall ensure that I make up that time so that my projects are not impacted by this work. All survey planning and distribution for permanent and FTC EEI colleagues will be done after hours.

Regarding the sample size (approximately 15 interviews and 27 surveys), I have discussed this with my supervisors. Their recommendation is that I keep my sample size small, making it manageable and providing me with the opportunity to demonstrate my research and analysis skills. There may be opportunities to develop my research in the future when I can expand my sample size.

I hope that this offers you the level of comfort you need to approve this work. If so, I would be grateful for a simple email indicating that you are happy for me to proceed with the research project. I can then submit this email to the university and crack on with my research.

I look forward to hearing back from you.

Kind regards
Angie

Angie Kelly (she/her)
Business Change Manager and FCA Internal Coach| EMO, ESG & International Change Department | Change Directorate | Operations | Ext: 63884 | Desk: 10 North Village, Stratford

Advanced notice of leave: Thursday 24th August (pm) – Tuesday29th August

This email is classified as FCA Official, unless marked otherwise

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Angela Dawn Kelly			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐
3	Institute/Academic Discipline/Centre:		Wales Academy for Professional Practice and Applied Research Institute of Management and Health			
4	Campus:		Carmarthen			
5	E-mail address:		2118111@student.uwtsd.ac.uk			
6	Contact Telephone Number:		07926836101			
	For students:					
7	Student Number:		2118111			
8	Programme of Study:		Master of Arts: Professional Practice (Coaching and Mentoring)			

9	Director of Studies/Supervisor:	Lowri Harris/Sarah Loxdale

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		**YES**	☐	**NO**	☐
					Date	
2	If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval***	Research Degrees Committee		☐		
		Institute Research Committee		☐		
		Other (write in)		☐		

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	**UWTSD Research Ethics & Integrity Code of Practice**	☒
2	**UWTSD Research Data Management Policy**	☒
3	**ICF Code of Ethics**	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators, then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators, then leave this section blank and continue to section E.

1	Institution	N/A				
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded		**YES**	☐	**NO**	☐
5	Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
6		Voluntary	**YES**	☐	**NO**	☐

7	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Employed	**YES**	☐	**NO**	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES, then the permission question below does not need to be answered.	**YES**	☐	**NO**	☐
9	Has permission to undertake the research been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	**YES**	☐	**NO**	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	**YES**	☐	**NO**	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	How can coaching be used as a tool to support the Change Directorate (CD) within the Financial Conduct Authority (FCA), with their 'Grow your Own' policy?		
2	Proposed start date:	August 2023	Proposed end date:	April 2024
	Introduction to the Research (maximum 300 words per question within this section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			

3

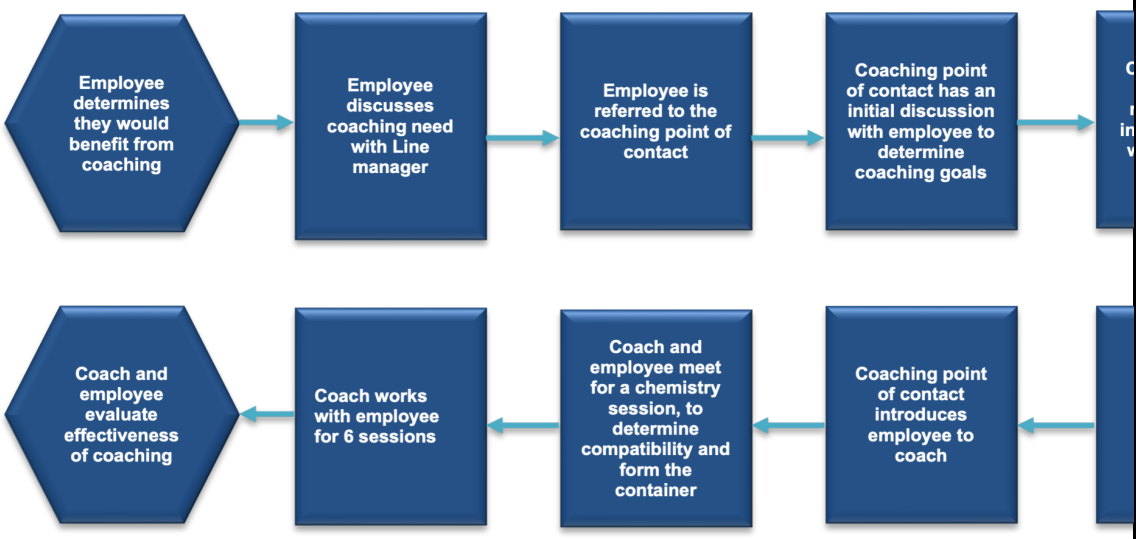
Purpose of Research Activity

The purpose of this research activity is to support the CD with their 'Grow your Own' policy. This initiative is focussed on developing internal capability to support growth and promotion of existing employees.

The purpose of my research is to establish a coaching culture to support the development and growth of my colleagues in the department I am working in. My department sits within the Change Directorate and is made up of business change mangers, business analysts, project managers and project management support colleagues. We deliver projects for our Enforcement and Market Oversight (EMO), Environmental, Social and Governance (ESG) and International stakeholders. Based on the stakeholder groups that we support, my department is known as the EEI department.

The FCA has a small pool of trained internal coaches who are available to offer support to all colleagues below Head of Department (HOD) level. The FCA also offers access to external coaches to provide executive coaching to senior leaders. I only recently became aware of the pool of internal coaches and have asked my colleagues within EEI if they are aware of the service, of which they were not. I have since joined the group of internal coaches and I offer coaching support to colleagues across the FCA.

The FCA coaching capability has been around for approximately 16 years, and now has a team of 11 coaches, some of whom are accredited with the International Coaching Federation (ICF) or the European Mentoring and Coaching Council (EMCC). This coaching capability is supported by the People Director and her vision is to have all managers trained as coaches. The current process for getting coaching is as follows:



My research will focus on interviewing employees and managers within the EEI department to understand how they feel coaching will benefit their own development and their team's development. I shall also interview the existing coaches within the FCA to understand how their coaching has benefited the clients they have coached and supported their own growth.

4	**Research Question** How can coaching be used as a tool to support the Change Directorate's 'Grow your Own' policy?
5	**Aims of Research Activity** I hope that my research provides a set of recommendations that any other department within the FCA can utilise to establish a coaching culture, to support the growth and development of internal colleagues.
6	**Objectives of Research Activity** • Research, analyse and critically evaluate how coaching supports the growth and development of internal colleagues • Examine and reflect on the perspective of the insider researcher • Critically evaluate the benefits of coaching from the perspectives of coach, client and manager • Critically analyse the findings and present a set of recommendations based on the outcomes of the research
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	This research is primarily concerned with people's opinions, making it subjectivist in ontology, and interpretivist in epistemology. However, I shall be using a mixed methodology of quantitative aspects, by means of survey, and qualitative aspects, by means of interviews. **<u>Participants</u>** My research participants will be colleagues from the EEI department and FCA internal coaches, who span the organisation. All contact details of such colleagues are kept securely on a company database. **<u>Methods</u>** **Survey:** The purpose of the survey is to understand colleague's thoughts and ideas on how coaching can be used to grow and develop colleagues within the workplace. I shall send an email to all participants with a hyperlink to the survey. I shall explain the purpose of my research and how their responses will remain anonymous. I shall use Microsoft Forms to create the survey, since it is an approved survey tool within the FCA, which allows for anonymous responses. The survey will include questions on the use of coaching as a development tool, ideas on how to successfully implement the

	practice within the division, and questions on whom coaching should be aimed at. The questionnaire will be short, taking approximately 10-15 minutes to complete. Questions will be mostly quantitative in nature (e.g., Likert scale, other multiple choice). I shall include a page at the end of the survey thanking the survey participants and reminding them of their right to withdraw from the research. I shall also include my contact details should they need further information. **Interviews:** The purpose of interviews is to obtain more detailed qualitative information from FCA internal coaches, managers and colleagues within the EEI department. I shall conduct the interviews via Microsoft Teams, and they should take approximately 1 hour. I would like to record the calls using a tool called SnagIt, but I shall agree this with participants beforehand. The questions will ask further information about the responses provided in the survey. They will also be open-ended to not limit the response. I shall thank all participants at the end of the interview and remind them of their right to withdraw. I shall also share my contact details in case they require further information. **<u>Analysis</u>** **Survey:** I shall calculate the closed question responses for each scale value and summarise and present this data in the form of tables/ graphs/ charts. **Interviews:** I shall analyse the responses by theme, to determine the key factors influencing the responses.
	Location of research activity Identify all locations where research activity will take place.
8	The research will either take place from the FCA office, which is located in Stratford, London, or from my home in London. I shall conduct all interviews online using Microsoft Teams.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g., from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research, then please state this.
9	N/A

10		**NO**	☐

	Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**YES**	☒
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. I might need to use FCA documents, such as policies or frameworks that are not available in the public domain. As an employee, I can gain access to these and will use screen shots (if necessary), blanking out any personal information to ensure I adhere to the current data protection law. I shall include the document in the reference list, despite the fact that they document might not be available to review.		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? well-being-of-future-generations-wales-act-2015-the-essentials.pdf (gov.wales)	**YES**	**NO**
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	N/A		

SECTION F: Scope of Research Activity

	Will the research activity include:	**YES**	**NO**
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☒	☐
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	**YES**	**NO**
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups:		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Approximately 50 participants

11	Who will the participants be?	The participants will be colleagues within the EEI department and FCA internal coaches.
12	How will you identify the participants?	The participants will be divided into 3 groups – managers, potential clients and internal coaches. I shall invite all of them to participate in the research, either via email or a meeting. I shall confirm that their participation is voluntary.

	Information for participants:	**YES**	**NO**	**N/A**
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			

	Information for participants:	**YES**	**NO**	**N/A**
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			

	I'll be using cameras/voice recorders/ SnagIt to record interviews

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	**Full risk assessment completed and appended?**	Yes	☐
		No	☒
2	**Risks to participants** **(**For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: • Being able to identify a colleague, because of their answers to questions • Disclosing information about colleagues could lead to challenges within the workplace	*How you will mitigate the risk to participants:* • I shall redact all personal information so that all data remains anonymous • Ensure confidentiality and reinforce that with my commitment to upholding the International Coaching Federation's (ICF) code of ethics	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g., sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	N/A		
4	**Risks to the investigator** For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: • No issues are anticipated, though there may be a risk of exposing poor practices within the department	*How you will mitigate the risk to the investigator:* • I shall deal with any issues that arise by referring to the FCA's policies and code	

		of conduct as laid out in the employee handbook
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: • There is a potential reputational risk if I don't conduct my research in a professional and ethical manner	*How you will mitigate the risk to the University:* • I shall follow adhere to the university's student code of conduct and ethics • I shall have regular meetings with my university supervisor
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: • No risks are anticipated	*How you will mitigate the risk to environment:* • I shall deal with any issues that arise by referring to the FCA's policies

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available, please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	**Feedback** What de-briefing and feedback will be provided to participants, how will this be done and when?
	For the context of this work-based learning (WBL) project, within the context of the FCA, I shall be considered an insider researcher. Insider research has been

	described as research which is undertaken within an organisation, group or community where the researcher is also a member (Brannick & Coghlan, 2007). As such, I am an employee of the FCA, specifically a member of the EEI department. This position provides me with a unique perspective on the challenges that exist within the department, along with the opportunities to conduct this research. The contrast to the 'insider' is that of the 'outsider'(Gair, 2012). Although I am a member of the EEI department, I am also a South African national, living in the United Kingdom (UK) and working in a UK organisation. Although the cultural context within which I was raised in South Africa is similar to that of the UK, I bring my South African perspective with me. This is an important concept to mention at this stage, since this position I hold will shape all aspects of my research project. According to Bukamal (2022), contemplating researcher insider–outsider positioning is an essential investigator attribute, as it can enhance rapport with the participants and lead to more thorough findings. **Survey:** I shall include a written page at the end of the survey, thanking my participants and reminding them that they can withdraw from the research at any point. I shall ensure that they have my contact details if they require further information. **Interview:** I shall verbally thank my participants following an interview. I shall provide them with my contact details if they wish to contact me further regarding the research or results. I shall also remind them of their right to withdraw from the research at any point.
2	**Informed consent** Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Survey: I shall explain the purpose of the research to participants in the introductory page of the survey. This page will indicate that their participation is voluntary, with the understanding that their completing the survey indicates their consent. **Interviews:** I shall ask participants for their consent as part of the meeting invitation and reiterate this at the beginning of the meeting.
3	**Confidentiality / Anonymity**

	Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Survey: I shall be using Microsoft Forms to run the survey and will turn on the setting to mark all responses as anonymous. **Interviews:** I shall anonymise participants and refer to them using a code e.g., person A, manager A. Should anyone mention a specific name or job role, I shall redact this information to ensure strict confidentiality.

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**
1	***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	The data that I shall collect will be audio/video data of participants recorded during the interviews, along with their names and email addresses. I shall need this information to contact the participants and to analyse their feedback from the interviews.		
	Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
3	***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –* *(a) racial or ethnic origin,* *(b) political opinions,* *(c) religious beliefs or other beliefs of a similar nature,* *(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) physical or mental health or condition,* *(f) sexual life,* *(g) genetics,* *(h) biometric data (as used for ID purposes),*	☐	☒

	If YES, provide a description of the special category data and explain why this data needs to be collected:
4	N/A

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	**YES**	**NO**
5	Manual files (i.e., in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	I shall store the data I collect in the password protected cloud storage on the FCA’s Office 365 system. This system is only accessible by using a one-time password code generated by the Microsoft Authenticator app. Any documents I create using this data will be stored in the password protected cloud storage on the University of Wales Trinity Saint David’s (UWTSD) Office 365 system. This system is only accessible by using a one-time password code generated by the Authenticator app.		

	Data Protection		
	Will the research activity involve any of the following activities:	**YES**	**NO**
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒

20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (any international equivalents, where appropriate):		
	I shall store the data I collect in the password protected cloud storage on the FCA's Office 365 system. This system is only accessible by using a one-time password code generated by the Microsoft Authenticator app. Any documents I create using this data will be stored in the password protected cloud storage on the University of Wales Trinity Saint David's (UWTSD) Office 365 system. This system is only accessible by using a one-time password code generated by the Authenticator app. I shall store the data until I have completed my project and then I shall delete it. In accordance with the DPA2018, participants will have the right to ask to see what data is held relating to them. If a participant requests their data to be deleted, I shall do it immediately and not use it in the project.		
22	List all who will have access to the data generated by the research activity:		
	Myself and my supervisor		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Myself		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	I shall store the data I collect in the password protected cloud storage on the FCA's Office 365 system. This system is only accessible by using a one-time password code generated by the Microsoft Authenticator app. Any documents I create using this data will be stored in the password protected cloud storage on the University of Wales Trinity Saint David's (UWTSD) Office 365 system. This system is only accessible by using a one-time password code generated by the Authenticator app.		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so, please explain. (*Most relevant to academic staff)*		
	N/A		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	**Signature of applicant:**	Angela Kelly	**Date:** 21/08/2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Sarah Loxdale / Lowri Harris	**Date:** **21.08.23**
3	Signature:	Sarah Loxdale / Lowri Harris	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		**Date:**
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed **ALL RELEVANT** sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (**where appropriate**)
☐	I have attached a full risk assessment (where appropriate) ONLY *TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT***
☒	I understand that it is my responsibility to ensure that the above-named research activity will meet the University's Research Ethics and Integrity Code of Practice.

☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore, **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Appendix B – Survey Questions

EEI coaching survey

You are invited to participate in a research study titled 'Using coaching as a tool to support the Change Directorate's Grow Your Own initiative.'
This research is being conducted by Angie Kelly for the MA: Coaching and Mentoring at the University of Wales Trinity Saint David. The research focuses on your awareness of the availability of coaching within the FCA, and your experience of coaching within the FCA or elsewhere.
All responses are anonymous. Your participation is voluntary, and you can withdraw at any time.
By completing this survey, you are consenting to participate in this study. If you have any questions, please email Angie Kelly at angie.kelly@fca.org.uk

1. **Which of the statements below best describes your understanding of coaching?** *

- ◯ Offering guidance from one's own experience or in a specific area of career development
- ◯ Partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential
- ◯ Providing professional assistance and guidance in resolving personal or psychological problems
- ◯ Working towards achieving a set of learning objectives
- ◯ Providing independent, specialist advice

2. **How familiar are you with the concept of coaching in the workplace?**
(1 being not familiar and 5 being very familiar) *

1	2	3	4	5

3. **Did you know that there's an FCA internal coaching team?** *

- ◯ Yes
- ◯ No

4. **Have you participated in a formal coaching relationship at another organisation?** *

- ◯ Yes
- ◯ No

5. **Have you participated in a formal coaching relationship at the FCA?** *

- ◯ Yes, I have participated
- ◯ No, but I would consider

6. **What would your reasons be for not considering coaching?**
(Select all that apply) *

- ☐ I don't need coaching
- ☐ I'm too busy for coaching
- ☐ I'm too young/old for coaching
- ☐ I'm not aware of the benefits of coaching
- ☐ I don't believe there is evidence that coaching works
- ☐ Other

7. **Are you familiar with the Change Directorate's "Grow your Own" initiative?** *

- ◯ Yes
- ◯ No

8. **How do you think coaching could benefit you?**
(Select all that apply) *

- [ ] Improve my communication skills
- [ ] Improve my self-esteem/self-confidence
- [ ] Increase my productivity
- [ ] Optimise my performance
- [ ] Improve my wellbeing
- [ ] Improve my work/life balance
- [ ] Develop my leadership skills
- [ ] Improve my self-awareness
- [ ] Other

9. **What barriers or challenges might prevent you from seeking or receiving coaching within EEI?**
(Select all that apply) *

- [ ] My schedule is too busy for coaching
- [ ] I'm concerned about confidentiality
- [ ] My manager is not supportive of coaching
- [ ] Access to coaching
- [ ] Other

10. **What resources or support do you need to support your career growth?** *

Enter your answer

Appendix C – Interview Questions

Interview Questions for Managers:

1. What is your definition of coaching?
2. How do you support your team members to achieve their developmental goals? What steps do you take?
3. What does the Change Directorate's 'Grow your own' initiative mean for you and your team?
4. How might coaching support this initiative?
5. What challenges or obstacles do you foresee with this initiative?
6. What strategies or resources do you think will be necessary to promote and sustain a coaching culture within EEI?
7. Anything else?

Interview Questions for Coaches:

1. How is access to coaching determined within the FCA?
2. What efforts are made to ensure coaching is inclusive and reaches colleagues at various levels and backgrounds?
3. How are issues of confidentiality and trust addressed in coaching engagements?
4. How does coaching contribute to the long-term development and sustainability of talent within the FCA?
5. Can you share examples of individuals who have experienced notable growth or advancement over time due to coaching?
6. How is coaching integrated with other talent development and learning initiatives within the FCA?
7. What challenges have been encountered in implementing coaching programs, and how were they addressed?
8. How do participants (coachees) perceive and value the coaching experience within the FCA?
9. How would you describe the overall impact of coaching on individuals and teams?

Appendix D – Project Presentation

FCA Official

FCA FINANCIAL CONDUCT AUTHORITY

The exploration from different perspectives into current perceptions and opportunities of using coaching within a regulatory authority

Angela Kelly 2118111

EMO, ESG & International Change Department | Change Directorate

FCA Official

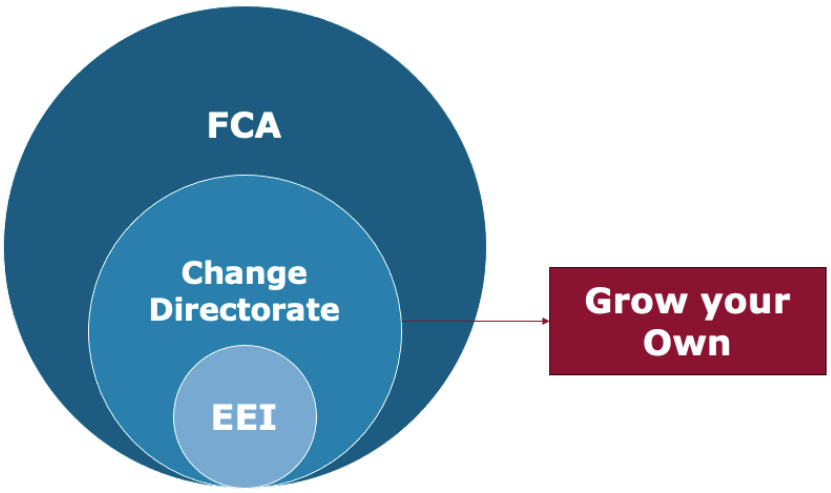
Overview

- Background and context
- Research aims and objectives
- Ethics and insider research
- Methodology
- Findings
- Recommendations
- Reflections

2

FCA Official

Context and Background



3

FCA Official

Research aims and objectives

Aims:

- Critically evaluate how coaching can be used as a tool to support employee growth and development
- Identify the impact coaching has on more junior employees and employees that move into the CD from other areas of the organisation
- Identify and evaluate the benefits of developing a coaching culture in the workplace
- Examine and reflect on how a coaching leadership style supports employee growth

Objectives:

- Research, analyse and critically evaluate how coaching supports the growth and development of internal colleagues
- Examine and reflect on the perspective of the insider researcher
- Critically evaluate the benefits of coaching from the perspectives of coach, client and manager
- Critically analyse the findings and present a set of recommendations based on the outcomes of the research

4

FCA Official

Research Ethics

Ethics form approved by FCA Head of Department and UWTSD Supervisors

The form covers the following:

- Access to confidential and privileged data and information
- Anonymisation
- Data storage

Ethical Guidance Documents:

Code of Ethics

Research Data Management Policy

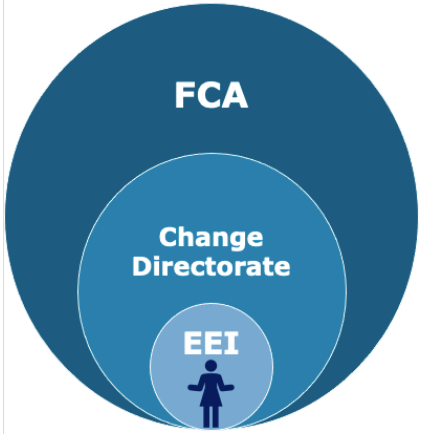
International Coaching Federation

Research Ethics & Integrity Code of Practice

5

FCA Official

Insider Research

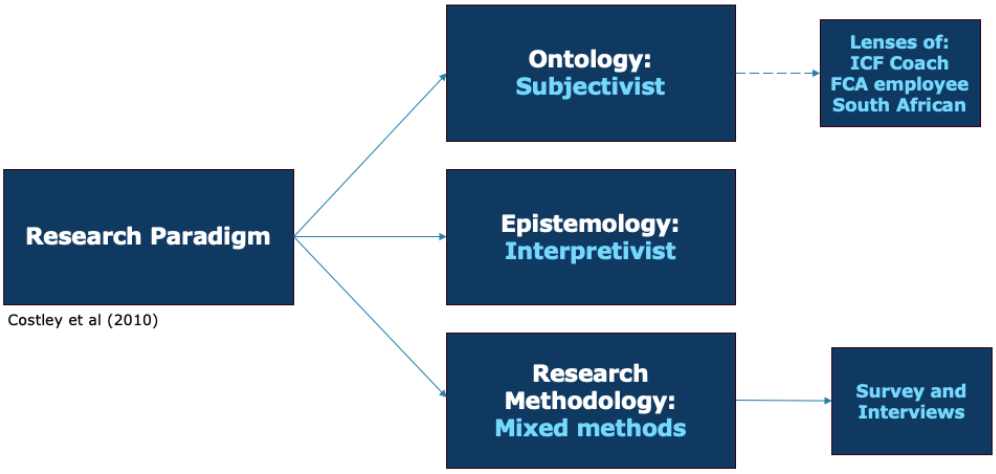


As an FCA employee, I'm provided with a unique perspective on the challenges that exist within the department, along with the opportunities to conduct this research

6

FCA Official

Methodology



Costley et al (2010)

7

FCA Official

Conducting research and presentation of findings

- Survey conducted first and relevant for EEI colleagues and managers
- Interviewed EEI managers and internal coaches
- Interviews were conducted independent of survey results
- To identify alignment and divergence of findings, the interpretation of the data combines both survey and interview results
- A question related to coaching culture was only included in the EEI manager interviews

8

FCA Official

Findings – participants perceptions of coaching

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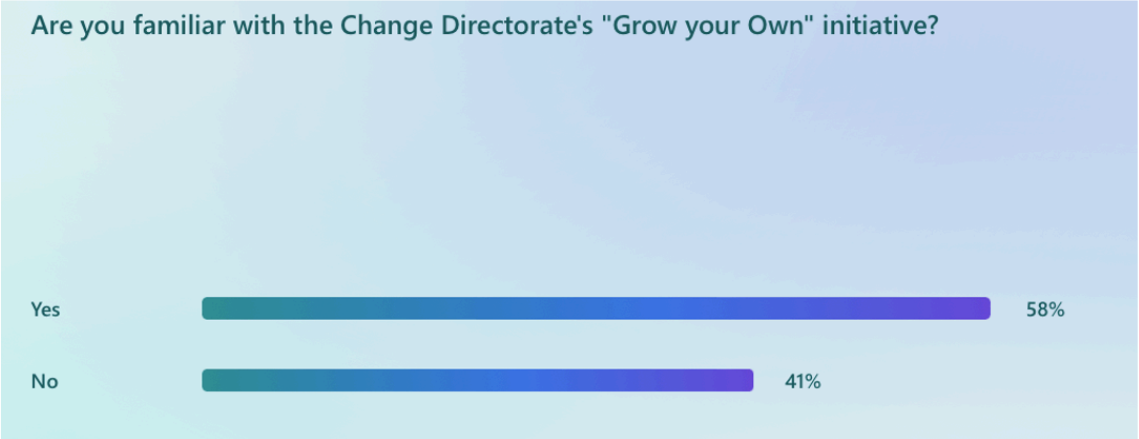
FCA Official

Findings – 'Grow your Own' awareness



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FCA Official

Findings – Participation in a coaching relationship

Did you know that there's an FCA internal coaching team?	Have you participated in a formal coaching relationship at another organisation?	Have you participated in a formal coaching relationship at the FCA?
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider
No	Yes	No, but I would consider

Did you know that there's an FCA internal coaching team?	Have you participated in a formal coaching relationship at another organisation?	Have you participated in a formal coaching relationship at the FCA?
Yes	No	Yes, I have participated
No	No	Yes, I have participated
No	No	Yes, I have participated

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FCA Official

Findings - Coaching benefits

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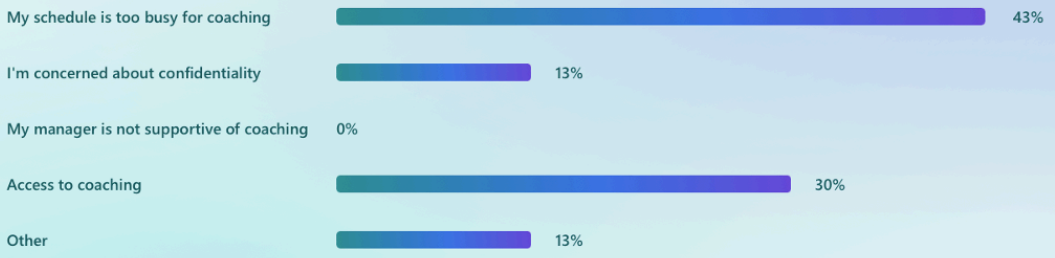
FCA Official

Findings – Challenges to receiving coaching

What barriers or challenges might prevent you from seeking or receiving coaching within EEI? (Select all that apply)



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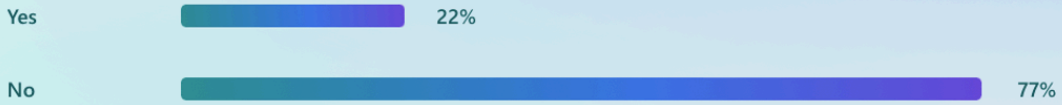
FCA Official

Findings - Internal coaching network awareness

Did you know that there's an FCA internal coaching team?



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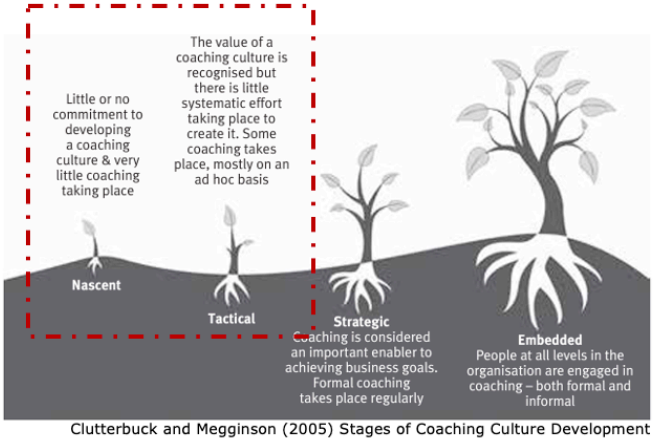
FCA Official

Findings - Coaching Culture

Based on interviews with EEI managers there appears to be little or no commitment to coaching and no support from senior leadership



Clutterbuck and Megginson (2005) Stages of Coaching Culture Development

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FCA Official

Findings – Awareness of Coaching Leadership Style

Primary Focus

Mature Focus

- Powerful Questioning
- Using Ideas
- Shared Decision Making
- Encouraging Problem Solving

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Anderson et al (2009)

FCA Official

Recommendations for EEI

1. Request support from the Internal Coaching Network to provide awareness about the different types of coaching and their appropriateness
2. Mandate all EEI managers to complete the FCA Academy's coaching training by including it in their objectives
3. Request the Internal Coaching Network to offer drop-in sessions to support the implementation of the EEI managers coaching training
4. Recommend EEI leadership review their TOM to support Grow your Own
5. Leverage the Internal Coaching Network to run a pilot within EEI to test the theory about how coaching supports the employee development across all grades. This will provide EEI leadership with the data it needs to evidence the effectiveness of coaching

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Recommendations for developing a coaching culture across the FCA

- Utilise the tools and templates to determine the stage of coaching culture within the FCA
- Find an appropriate home for the Internal Coaching Network, and get buy-in from senior leadership
- Include the FCA Academy's coaching training in all FCA managers objectives
- Coach senior leaders and ensure they provide a testimonial about the personal impact of coaching
- Embed coaching in the existing leadership development programs
- All student coaches to register with the network, to develop a pipeline of coaches
- Professionalise the Internal Coaching Network

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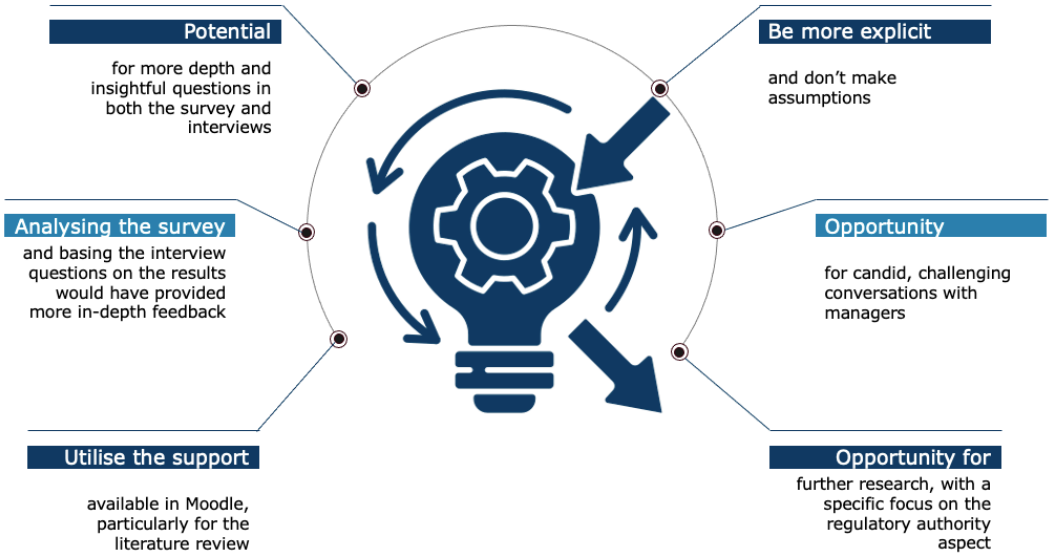
Reflections



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