

Building a coaching culture: The LEAD framework

Jonathan Passmore & Kristina Crabbe

While much has been written about the importance of coaching cultures, the literature has focused on the benefits of building a coaching culture, with less attention paid to the practical details as on how individuals and organisations move from benefits and conceptual models to practical actions. In this paper we will explore the debate about the nature of a coaching culture, offer a definition for practitioners, explain its significance as part of a wider HR strategy, set out a framework, and provide a 12-step roadmap as a guideline for HR manager and OD change managers to help guide their implementation of a coaching culture.

Keywords: Coaching culture; Coaching psychology approach; Workplace coaching; LEAD framework.

THERE has been much discussion over the past two decades about the development of coaching cultures in organisations. However, a review of this literature suggests it has mainly concentrated on the benefits of implementing a coaching culture, with few details about how managers can move from high level strategy to practical actions or robust evaluations when making the change.

The complexity of today's business operating environment is strongly impacting the way people work. The 1990s onwards has seen a continued shift in the Global North economies towards knowledge roles, with what appears to be ever increasing uncertainty and, since 2020, a shift to hybrid and home working. Such environments call for a culture where employees are willing to learn, to take greater personal responsibility for the projects they are undertaking and to feel psychologically safe to take risks. This shift in the nature of work over the past three decades requires more than behavioural change. It arguably needs a shift in mindsets, with employees developing greater awareness and stepping forward to take more personal responsibility (Passmore, 2021a).

Over the past twenty years, coaching has been gradually building an evidence base (Athanasopoulou & Dopson, 2018; Grover & Furnham, 2016; Jones et al., 2016; Theeboom et al., 2014; Wang et al., 2021) demonstrating a contribution to workplace and wellbeing outcomes. This evidence, combined with individual manager experiences of coaching, has contributed to a growing interest in building a 'coaching culture'. However, what this looks like is less well defined. A wide number of authors have outlined the benefits of building a coaching culture (Bresser, 2013; Clutterbuck et al., 2016; Forman et al., 2013; Hawkins, 2012; Jones & Gore, 2014). Further it is argued that such a culture enables the individual benefits of coaching to also be realised, including improved performance, motivation, commitment and engagement, improved working relationships, greater collaborative working and shared learning and development (Athanasopoulou & Dopson, 2018).

This has led Gormley and van Nieuwerburgh (2014) to conclude that coaching cultures are essential if organisations are serious about driving performance improvement in a 21st century knowledge economy.

What is a coaching culture?

There have been multiple attempts to clarify what is meant by the term 'coaching culture'. Hardingham, Brearley and Moorhouse (2004), one of the first set of authors to discuss the idea, defined a coaching culture as one where people coached each other all the time. This definition emphasised how coaching should be integrated into the everyday, interpersonal aspects of work, as opposed to a separate concept undertaken in formal meetings, called 'coaching sessions'.

Clutterbuck and Megginson (2005) suggested a coaching culture is achieved when coaching is the predominant style of management in the organisation. Clutterbuck, Megginson and Bajer (2016) added that it should also extend beyond behaviour to encompass beliefs and mindset. In contrast, Hawkins (2012) argued that culture and people management are connected and that a coaching culture aims at multi-level outcomes. It is concerned with both performance and shared value and thus should be the responsibility not solely of managers, but of all stakeholders. Hawkins (2012) outlines artefacts, behaviours, mindsets, emotional ground and motivational roots as key elements to consider in the journey towards the creation of a coaching culture. These ideas link to the work of Schein (2004), who also adopted a broader view of culture encompassing artefacts, mindsets and stakeholders.

Gormley and van Nieuwerburgh (2014) concluded from their literature review '*There is no shared understanding of what constitutes a coaching culture*' (p.90) and that greater acknowledgement of past work was needed to inform practitioner developments in the field.

In practice, each of these definitions offers a lens to understand how coaching culture works at different levels of the organisation. It highlights the fact that culture is multifaceted, dynamic and in most modern organisations is not

restricted to leaders, but includes all of those who have influence over the organisation, including employees, associates and, in our view, suppliers, agents, franchise holders and partners. Any framework, model or approach needs to take all stakeholders into account.

Further it highlights that culture is more than behaviour, but flows through to artefacts, such as organisational policies and practice and to mindsets which underpin the behaviours, judging what is 'good' and 'less good' in the way others interact.

As a result, coaching culture needs to be seen to extend beyond the organisation's formal boundary and beyond employee behaviours. Such boundaries are often porous, with the organisation's value created through a network of relationships, some with employees but some with suppliers, agents, associates, franchisee holders and sometimes also 'customer-creators'. As a result, systemic thinking is required when we start to truly consider coaching culture. A coaching culture thus needs, in our view, to reflect this multi-stakeholder environment, through which many actors together create organisational value, and that the coaching culture needs to flow both within and beyond the organisation's traditional boundaries into each of the partners in this value creation chain.

We define a coaching culture as: '*A coaching culture is one where an organisation's people have a coaching mindset and use a coaching approach, both with each other throughout all levels of the organisation and beyond into relationships with external stakeholders, to protect each other's wellbeing, maximise each and every individuals' potential and create organisational value.*'

Much has been written already about systemic approaches in coaching (Hawkins & Turner, 2019; Lawrence, 2021). Drawing on this systemic lens, we have developed a framework to help managers think about coaching cultures development with practical actions at each stage.

Diagram 1: LEAD Coaching Culture Framework (© Passmore & Crabbe, 2021).



The LEAD (*Leaders, Everyone, Approach, Distributed* – see Diagram 1) framework is the outcome of work with a host of organisations over the past fifteen years working in the public, private and not-for-profit sectors, on a range of projects which have included designing and delivering coaching programmes, evaluating coaching initiatives, training in-house coaching pools, training managers in coaching skills and in public sector organisations working across the network of organisations in a locality to design integrated learning and development which could be accessed by all organisations in the network. Drawing on these experiences, we pooled this knowledge and our insights of coaching from the literature to create a framework consisting of four zones and a 12-step roadmap to guide organisational leaders in implementing their plans, or as an audit tool to measure their current progress towards creating a coaching culture.

LEAD – a framework to guide the coaching culture process

LEAD provides a framework which aims to guide HR managers, OD professionals

and coaches to support a transition from a personal approach to coaching to developing an integrated systemic approach across its eco-system. The framework encourages OD practitioners and leaders to think about the application of coaching across four different zones. The framework provides a guide to building an organisational coaching culture through to maturity. Furthermore, it provides a checklist for each zone which an organisation can use to assess its progress towards a full implementation of an integrated coaching culture. In this way the framework can be used as a coaching culture audit and measurement tool.

LEAD: Four zones

Zone 1 (Leaders): Leadership Coaching: Leaders have managed access to executive coaching.

Zone one represents the first phase in the coaching culture development process. This zone refers to a strategic use of external coaches for c-suite executives. Executive coaching is seen as a personal perk for the most senior leaders in many organisations. Senior leaders have budgets and are free

to appoint their own advisors or executive coaches. As a result, executive coaching assignments are not integrated with the wider business strategy. They lack transparency in the appointment process, lack alignment to business strategy and lack accountability in evaluation and measurement of the impact which the coaching has on the leader.

We believe executive coaches should not be the personal appointment of a senior leader, but all external coaches should be engaged, managed and evaluated independently by the organisation, for example the CHRO. Further, such coaches should engage in supervision to reflect on their practice, as a means to ensure both the quality of the coach and that the individual client, and organisation, derive maximum value from the coaching assignments.

Zone 2 (Everyone): Coaching for all managers – everyone is able to access coaching.

In zone two, the second phase of the LEAD framework, the focus is on how all members of an organisation are able to access coaching. This phase aims to extend the coaching intervention from the c-suite and their direct reports (top 5 or top 50 executives) to all leaders, managers and supervisors. This organisational ‘democratisation’ of coaching can be achieved in several ways. Organisations may seek to train and manage their own coaching pools, with a cross section of employees being trained as accredited coaches and delivering coaching and delivering coaching as part of their role. This extended job task may take up 5 to 10% of their working week, actively coaching two to four colleagues for a three to six-month period in different parts of their organisation. Alternatively, it can be through the engagement of an external provider. The framework offers guidelines for this phase on the selection, training and managing internal coach pools, as well as the selection, management and evaluation of external coaching providers. In both cases the focus needs to be on establishing criteria

to ensure consistent high-quality delivery and evaluation of impact whether this is enhanced sales, reduced employee turnover or employee Net Promoter Score (eNPS).

Zone 3: Approach: Coaching as the default style of leadership

Clutterbuck, Megginson and Bajer (2016) have highlighted the incorporation of coaching into the organisational leadership style. We share the view that coaching should be widely embedded in organisational practice. We extend that thinking in the LEAD framework by articulating how this can be done. For us, this extends to both behaviours and mindset. At the behavioural level, coaching can be incorporated into organisational leadership and management programmes as a skill. It can be added to the organisation’s competences, and reflected in the way the organisation trains its managers in one-to-one (monthly reviews), annual appraisals and project management, as well as in artefacts such as organisational policies, handbooks, posters etc. But it should also be reflected in the mindset of managers, a focus on developing talent in the organisation and a belief that individual’s often have the answers or the capacity to discover for themselves what’s best in creative, knowledge-based work environments. Again, such mindsets do not just appear: they need to be reflected in the organisation’s values, training and how senior leaders’ role model these in their behaviours.

But we recognise coaching is not a silver bullet and, while it can be a default setting, it should not be the only setting. Instead, good management requires the use of multiple styles of engaging, reflecting the circumstances and the individual. Goleman (2000) suggests that the best managers combine coaching with a range of ways of engaging, from directing to consulting and from communicating the organisation’s vision to setting organisational priorities and targets. The aim being to develop a mindset, supported by skills, for coaching to be seen by everyone as the ‘go to style’ for daily management interactions.

Zone 4 (Distributed): Coaching across boundaries – stakeholders and partners.

In zone four, the focus is on extending coaching beyond the organisational boundary. As we highlighted earlier in the article, the nature of organisations has changed over the past thirty years. The organisational boundary has become fluid. In the past, employees were the standard model for contracting with labour to undertake organisational tasks. In many cases employees would work for the same employer for decades and such loyalty was seen as a strength. Further, organisations believed enhanced value was achieved through vertical integration along the product-supply chain. For example, if you were a grocer selling vegetables, obtaining a distribution and storage business would be of benefit, followed by acquiring farms at which the produce could be grown.

Organisations in the 2020s have complex and multiple relationships, using employees, associates, partners, franchise-holders and even customers in the production process. In addition, organisations have become more specialised, with a move towards horizontal integration: organisations being the only supplier or the dominant supplier in the market, for example the only provider of fruit and vegetables in the town. To deliver high quality integrated services and products, many organisations need to build collaborative cultures. For a public sector organisation, this can be relatively easy to achieve, with coaching flowing between a set of public service organisations in a city or region. For a commercial organisation, this means adopting a win-win style of working, what might be termed ‘Green Ocean Strategy’ (Passmore & Mir, 2020). This approach seeks to achieve positive outcomes for all parties in the supply chain, sharing profit in contrast with the greatest profit going to those with the most power or closest to the customer. It also reflects a style of working on projects using a coaching style that adds value and aims towards creating long-term relationships in contrast to focusing on meeting short term contractual obligations. This mindset aims to help all boats to rise.

The LEAD framework is both a conceptual model and a roadmap. In the section below we detail 12 steps that organisations can take to help them move forward on implementation.

How can organisations implement the LEAD framework?

The roadmap offers a linear pathway towards implementing the four phases of the LEAD framework in building an organisational coaching culture. The planning steps are advisory in nature, giving flexibility to suit the organisational context and culture. Furthermore, the roadmap provides a platform for evaluation of the organisation’s performance allowing a review of ‘where you are now?’ and helping to plan ‘what shall we do next?’. This auditing perspective aims to help reviewing the current practice and understand what’s already happening in the organisation. However, it should be noted that the development of a coaching culture is a continuous process, where its structures and processes need to be gradually developed and maintained. Overall, the 12-step roadmap aims to support the development of a coaching culture in the organisation and is underpinned by the four zones described in the framework.

Zone 1: Leaders

On a practical level, Zone 1 is about the engagement of leaders in the coaching process, from the supply of executive coaches to the HR strategy.

Step 1: Integrate coaching as part of the HR Strategy

The first step is to integrate coaching into the HR strategy. The starting point for this is to acknowledge who owns organisation culture on the board. Jones and Gorell (2014) note that engagement with the board is a key component of any cultural change process. Kakabadse (2015) concurred. While each board is different, ownership of the topic and senior level engagement are key to delivering cultural change. In moving forward,

the board needs to clearly articulate what we describe as the ‘Why of coaching’: why use coaching as an intervention? what contribution is coaching making to delivering the HR strategy? In summary, the business case for coaching must be both articulated and understood by the senior leaders.

Step 2: Commission and manage executive coaches

Step 2 emphasises the need for internal coordination when buying in executive coaches for the c-suite leadership. The Ridler Report (2016) noted a slow but gradual reduction in the number of suppliers of coaching, as the market moves towards maturity. As time progresses, this trend is likely to accelerate as organisations start to look for a single supplier of their coaching needs, merging the executive c-suite offer with the middle management offer. HR has a pivotal role to play in establishing clear standards for external coaching providers, whether these are high profile executive coaches or an executive coach from a larger supplier. This role is in quality assurance: does the coach meet the minimum quality threshold set by the organisation (i.e. accreditation, supervision training)? Secondly, commissioning; tripartite contracting with the coach, the client and either HR representative, such as the chief people officer or the senior leader’s manager (for example, the CEO). Third, monitoring performance, agreeing targets, timeframes and reporting. Finally, organisational learning: What insights can be harvested (without breaching confidentiality) that can enhance organisational performance, wellbeing or the wider deployment of coaching at the most senior level in the organisation.

Step 3: Coaching is acknowledged as a dedicated line in the budget

Whether coaching is acknowledged as a dedicated line in the budget is a key indicator of a coaching culture and an indicator used by the International Coaching Federation (ICF) to determine how strong

the coaching culture is within the participating organisation. Once there is an acknowledged line in the budget, there is the promise of an ongoing commitment and recognition of value. A second indication that ensures the anchoring of coaching is the understanding of the value coaching offers the business, which moves the debate beyond simplistic notions of ROI with their inherent weaknesses (Grant, 2012) to more sophisticated measures of impact, such as efficacy and impact on organisational KPIs, including eNPS (employee Net Promoter Score), employee turnover and absenteeism.

Zone 2: Everyone

Zone 2 is about widening access to coaching from the few to the many (everyone).

Step 4: Coaching pools

The first step is to decide whether to build or buy. Build an internal coaching pool, or buy external coaches from a large international external pool. Organisations in the 2010s in general believed internal pools were the answer. Many organisations invested time and energy in training, managing and supporting their pool of coaches. For some this worked well; for others less so.

The agenda has now shifted and the focus in the 2020s has moved to externalising coaching to specialist providers. Like many decisions, there is no single right decision for all organisations. What matters most is how this is done. External providers can be more expensive but arguably save on hidden costs of administration while delivering more experienced coaches. The development of online platform providers has significantly reduced cost and increased scalability for organisations looking to provide coaching to hundreds or thousands of managers across multiple geographical locations and time zones. For these organisations, digital coaching means they can provide coaching for 200 or 2000 employees a year, across multiple offices, time zones, cultures and languages – all from a single contract – and reduce the burden of managing, training

and supervising their coach community. However, internal coaching can remain an option, with the evidence suggesting that internal coaches who understand the culture, language and who have existing relationships across the organisation can be as effective as external coaches (de Haan & Nilsson, 2023).

What is key with either decision is to understand why internal or external, or

which mix of these, is the best option, having evaluated both. Secondly, to ensure processes are in place to deliver the desired results for each, with clear appointment processes for coach training companies or coaching providers (see Table 2 for questions to ask) and clear measures in place to track progress and evaluate impact through the contract period.

Table 2: Ten questions for coaching providers (Passmore & Shi, 2023).

1. What are the qualifications, accreditation levels and experience of your coaches you will use on this project and can we handpick the pool from which our clients will have access?
2. What supervision and on-going training arrangements do you have in place for your coach community?
3. What arrangements can we put in place to brief the coaches on our project and keep them up to date with organisational changes?
4. In which time zones are coaches available? (Does this match the time zones where employees using the programme work?)
5. In what languages is coaching available? (Does this cover all of the first language preferences of those who might access the coaching programme?)
6. How many coaches can the provider make available? (Is this number sufficient for the scale of the programme?)
7. How will the provider evaluate the impact of their work? (This should move beyond client satisfaction scores, and include key organisation metrics reflecting the nature of the coaching programmes, such as wellbeing, leadership development or performance metrics)
8. How does the provider protect the personal data of the clients (for example: do they record calls? Are they GDPR compliant? Are they ISO 9001 compliant? Are they SOC2 compliant?)
9. How does the organisation use data from the sessions? (For example, what data does it store and for how long? What data is connected to us as an organisation? What do we get in return if we allow you to acquire and hold our data?)
10. How can we learn (systemically) from the coaching which is happening across the organisation (without breaching individual session confidentiality)?

Step 5: Managers select their own coaches from the pool

As the coaching pool is established and evolving, the managers and leaders should be able to select their own coaches from the pool. The easier this process, the better. Secondly, the wider the choice, the better. The evidence suggests that personal choice in the selection of the coach provides stronger commitment to the coaching process and the coach-client relationship (Graßmann et al., 2020).

Step 6: Pool mirrors the make-up of the organisation

One challenge which faces many organisations is ensuring the diversity of the coach pool from which clients can draw. For internal pools, HR people tend to dominate as coaches. They are often drawn to undertake the coach training and the activities are seen as complementary to their role. However, having representatives from a horizontal slice of the organisation (finance to logistics) is important when seeking to ensure coaching is spread across all departments. Secondly, having a diagonal slice from the most senior leaders to the most junior is important for the same reasons, providing the opportunity for leaders to role model their support and for junior employees to feel included.

In external pools there is evidence to suggest that some groups in certain geographical locations are under-represented. For example, in the UK and US, black coaches are under-represented in many coach networks and communities when compared to the UK and US population (Passmore, 2021b; Roche & Passmore, 2021). The coaching pool should reflect the diversity of the employee community it aims to serve in terms of gender, age, race, ethnicity, disability, seniority, and even time zone and language.

Step 7: Personal data is confidential, but themes can be shared

This step relates to activities regarding the management of information and personal data. For internal coaches this means all

coaching happens outside of the reporting line and preferably outside of the client's own department. For external coaches this means there is clarity in coaching being confidential, with no side reporting back to the organisation on personal content. It also means coaching conversations should not be recorded by the provider, as such collection of data, even where it is legal in parts of the world, undermines the confidential data of the conversation. However, we do believe that organisations do benefit from regular reports. Many external providers, particularly those providing platform solutions can collect generic data, such as how many people have engaged in sessions, regularity of use, frequency and even broad themes as an organisational level that are being discussed (such as workplace stress, goal setting, influencing and emotional intelligence. These themes can provide useful intelligence for the organisation on current issues and the impact of policy changes on their employee population.

Zone 3: Approach

The focus in Zone 3 is on the coaching approach becoming the default style of leadership and part of the way leaders and managers engage with each other and their teams.

Step 8: Train all managers in coaching mindset and skills

This step requires manager development programmes to include the development of a coaching mindset alongside coaching skills. In addition, it is likely to see a Socratic style of leadership expressed in the organisation's competency framework, within the appraisal process and an encouragement to be affirming, developmental and reflective across the wider range of skills programmes in the organisation. The coaching approach encourages managers to invite team members to take greater personal responsibility, and to become more self and contextually aware.

Step 9: Encourage coaching as the organisation's default management style

As managers grow in their experience and mastery of the coaching style of leading, other changes can follow. The practice of coaching can be recognised within the organisational artefacts: performance management systems, reward and recognition and promotions. At the same time, group coaching supervision for leaders as coaches can support this transition towards a culture of learning and reflection.

Step 10: Use team coaching to develop team performance

The coaching approach is broadened and extended to include team coaching as well as individual coaching. Team coaching is used to develop team performance and agility to respond to complexity within the operating environment. Group coaching, a variant of team coaching, also becomes a feature to further extend value creation and to respond diagonally across the organisation to change and complexity, building personal and organisational resilience.

Step 11: Maintain development, wellbeing and ethical approach to the coaching provision using coaching supervision

This step puts the spotlight on maintenance, wellbeing and the ethical approach through a number of initiatives but predominantly the coaching supervision provision and capability. The functions and benefits of coaching supervision are expanding and more fully understood by managers, leaders and everyone in the system.

Zone 4: Distributed

On a practical level, Zone 4 is about the coaching approach and style of the organisation becoming distributed across and beyond the boundaries of its own systems. This can happen by extending coaching to key stakeholders, from franchise holders to key suppliers and, using a coaching approach as the engagement, leadership and negotia-

tion style, with a focus on collaborative and a win-win business model.

For public sector organisations this can be easier, where health, police or government bodies can come together to share the costs of a coach training programme or buying executive coaching at scale from a large digital provider for delivery across the public bodies in the region. For private sector bodies, this may be restricted to working closely with two or three key suppliers, where their employees can have access to the coaching programmes/providers, and where the lead organisations can share policies and best practice, coaching colleagues in their suppliers to move towards a similar coaching culture.

Step 12: Developing a coaching style of the organisation with partners and suppliers focusing on a win-win business model

This last step of the roadmap seeks to change the way the organisation engages with its network, with a focus on what we have previously described as the development of a green ocean strategy: a strategy which seeks to help all boats to rise (Passmore & Mir, 2020). It aims to encourage an open expression of goals and joint working where both parties seek to work together to achieve the shared outcome.

Once again, this can be easier to achieve in a public sector environment, where public services in a locality can work together or a university may choose to work with smaller local suppliers as part of a 'buy local strategy' and can share its experience to help these local firms to adopt a coaching culture in their organisations. However, commercial organisations could adopt a similar approach, being more open about their practices, running workshops with key partners to share their practices and lessons learned, inviting key suppliers to access coach training (at cost) and working with them using a collaborative coaching style of engagement.

Conclusion

For organisations seeking to build a coaching culture, the LEAD framework offers one way to make progress towards this goal. Our experience of working with organisations who have adopted the model is positive, but evaluation of both coaching cultures and the model is required. The four zones and the 12 steps provide a practical guide which organisations can follow or use to audit their own organisational practice. While not all organisations are the same, we believe almost all organisations can benefit from a culture as a way to develop their talent, encourage a culture where managers spend more time listening

References

- Athanasopoulou, A. & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? *The Leadership Quarterly*, 29(1), 70–88. <https://doi.org/10.1016/j.leaqua.2017.11.004>
- Bresser, F. (2013). *The global business guide for the successful use of coaching in organisations*. BoD–Books on Demand.
- Clutterbuck, D. & Megginson, D. (2005). *Making coaching work: Creating a coaching culture*. CIPD Publishing.
- Clutterbuck, D., Megginson, D. & Bajer, A. (2016). *Building and sustaining coaching culture*. London: CIPD.
- De Haan, E. & Nilsson, V. (2023). What can we know about the effectiveness of coaching? A meta-analysis based only on randomized controlled trials. *Academy of Management Learning & Education*. <https://doi.org/10.5465/amle.2022.0107>
- Forman, D., Joyce, M. & McMahon, G. (2013). *Creating a coaching culture for Managers in your organisation*. Hove: Routledge.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*. March.
- Gormley, H. & van Nieuwerburgh, C. (2014). Developing coaching cultures: a review of the literature. *Coaching: An International Journal of Theory, Research and Practice*, 7(2), 90–101. <https://doi.org/10.1080/17521882.2014.915863>
- Graßmann, C., Scholmerich, F. & Schermuly, C. C. (2020). The relationship between working alliance and client outcomes in coaching: A meta-analysis. *Human Relations*, 73(1), 35–58.
- Grant, A.M. (2012). ROI is a poor measure of coaching success: Towards a more holistic approach using a well-being and engagement framework. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 74–85. <https://doi.org/10.1080/17521882.2012.672438>
- Grover, S. & Furnham, A. (2016). Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying it. *PLoS ONE*, 11(7), Article e0159137. <https://doi.org/10.1371/journal.pone.0159137>
- Hardingham, A., Brearley, M., Moorhouse, A. & Venter, B. (2004). *The coach's coach: Personal development for personal developers*. London: CIPD.
- Hawkins, P. & Shohet, R. (2012). 4th Ed *Supervision in the helping professions*. Maidenhead: Open University Press.
- Hawkins, P. & Turner, E. (2019). *Systemic coaching: delivering value beyond the individual*. Abingdon: Routledge
- Jones, R.J., Woods, S.A. & Guillaume, Y.R.F. (2016). The effectiveness of workplace coaching: a meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249–277. <https://doi.org/10.1111/joop.12119>
- Jones, G. & Gorell, R. (2014). *How to create a coaching culture*. London: Kogan Page Limited.
- Kakabadse, N.K., Figueira, C., Nicolopoulou, K., Hong Yang, J., Kakabadse, A.P. & Özbilgin, M.F. (2015). Gender diversity and board performance: Women's experiences and perspectives. *Human Resource Management*, 54(2), 265–281. <https://doi.org/10.1002/hrm.21694>
- Lawrence, P. (2021) *Coaching systemically: Five ways of thinking about systems*. Abingdon: Routledge.
- than talking, to empower employees to take greater personal responsibility and develop an organisational belief that everyone who is 'part' of the organisations system is worthy of development and has the capacity to grow and develop to become their best self.

The authors

Jonathan Passmore & Kristina Crabbe

Correspondence

Jonathan Passmore

Henley Business School

jonathancpassmore@yahoo.co.uk

- Passmore, J. (2021a). *The coaches handbook*. Abingdon: Routledge.
- Passmore, J. (2021b). *Future trends in coaching: Executive report 2021*. Henley on Thames: Henley Business School. ISBN 978-1-912473-32-8
- Passmore, J. & Mir, K. (2020). Green ocean thinking. *Coaching at work*, September Retrieved on 20th December 2022 from <https://www.coaching-at-work.com/2020/09/03/green-ocean-thinking/>
- Passmore, J. & Shi, Y.D. (2023). What criteria should we use when selecting a kitchen provider? In J., Passmore, & S., Isaacson (eds.) *The Coaching Buyer's Handbook*. London: Libri Publishing
- Ridler & Co. Ltd. (2016). *6th Ridler report: Strategic trends in the use of coaching*. London: Ridler & Co.
- Roche, C. & Passmore, J. (2021). *Racial justice, equity & belonging in coaching*. Henley on Thames: Henley Business School.
- Schein, E.H. (2004). *Organizational culture and leadership*. San Francisco, CA, USA: Jossey Bass Incorporated.
- Schein, E. & Schein, P. (2017). *Organizational culture and leadership*. (5th ed). New Jersey: Wiley.
- Theeboom, T., Beersma, B. & van Vianen, A.E.M. (2014). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, 9(1), 1–18. <https://doi.org/10.1080/17439760.2013.837499>
- Wang, Q., Lai, Y-L., Xu, X. & McDowall, A. (2021). The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches. *Journal of Work-Applied Management*, 14(1), 77–101. <https://doi.org/10.1108/JWAM-04-2021-0030>

Copyright of Coaching Psychologist is the property of British Psychological Society and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.