

Coaching at the sharp end

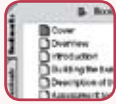
Developing and supporting the line manager as coach

Questions this tool will help you answer:

- What skills do line managers need in order to employ a coaching style of management?
- To what extent are line managers in my organisation using coaching as part of their management activities?
- What organisational and individual factors influence the extent to which coaching by managers is possible?
- How can HR and learning and development professionals support line managers to develop the coaching-related skills and qualities that they need?



Help using this tool



Navigation

To navigate through chapter headings in the tool, use the bookmarks in Adobe Acrobat Reader.



To navigate through individual pages, use the icons on the bottom right of each page.

Links

[the web](#)

Red links will link you to the CIPD website or an external website.

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Benefits of using this tool

For you

- Apply the findings of leading-edge CIPD research about line managers and coaching.
- Review the extent to which managers are using coaching-type behaviours in the management of their staff.
- Identify key organisation and manager development issues that need to be addressed.

For your organisation

- Establish a process for evaluating the practice of coaching by managers.
- Ensure clarity about the role of coaching in the organisation and the responsibilities that managers have.
- Develop sustainable management practices suitable for both challenging economic circumstances and organisational growth situations.

Who is this tool for?

- HR and learning and development professionals who want to facilitate coaching-type behaviours by managers
- managers wanting to gain the maximum benefit from the skills and abilities of the members of their team
- learning and development or coaching consultants who wish to help their client organisations build a coaching culture
- senior managers and HR executives who want to initiate and embed a coaching style of management in their organisation

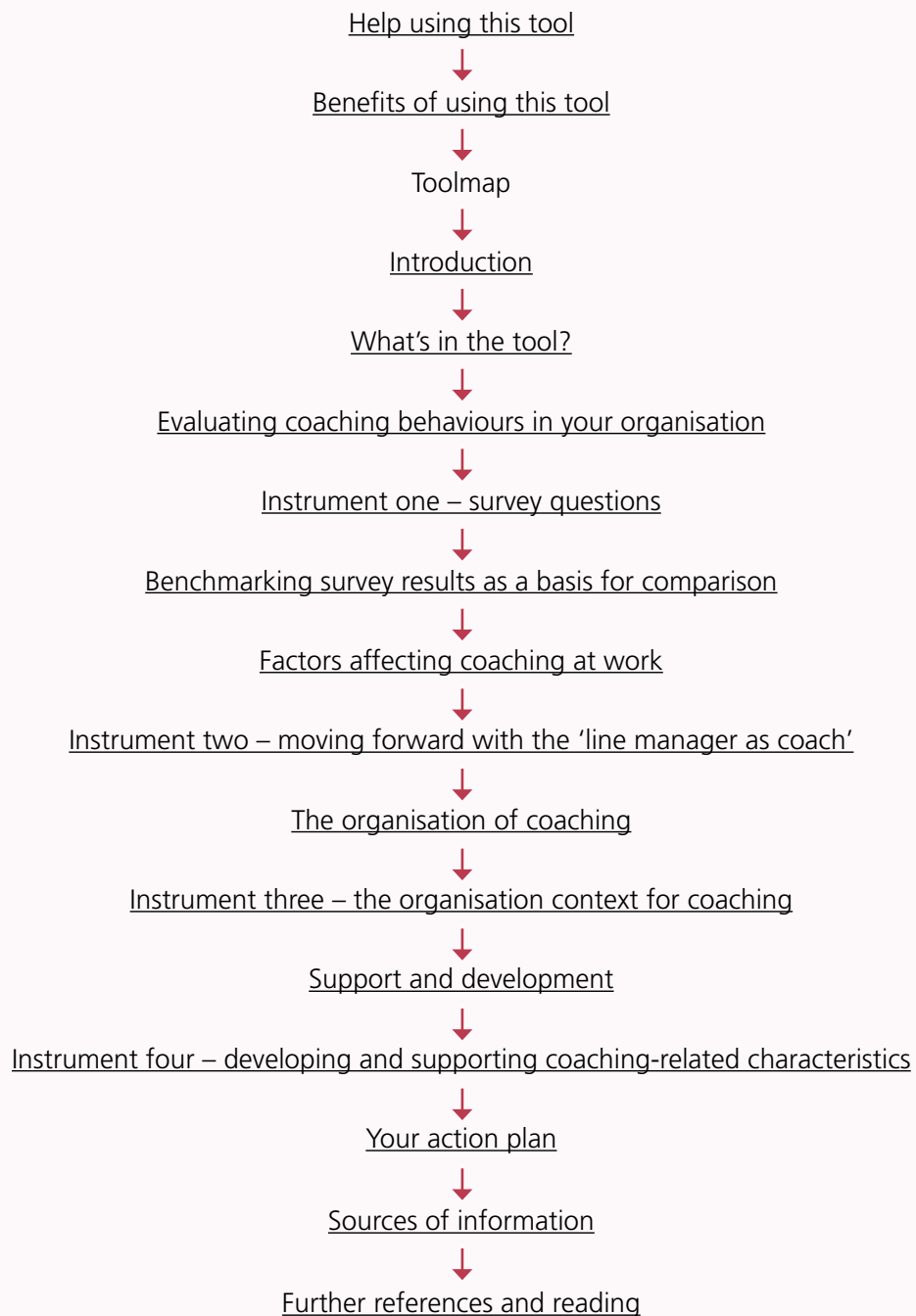
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Toolmap



Introduction

This tool focuses on line managers – specifically the ‘line manager as coach’. Line managers have a crucial role to play in people management and development. [CIPD research](#) suggests that coaching is now used in nearly 75% of UK organisations. Line managers are often the ‘load bearers’ of coaching in organisations and are increasingly expected to engage in coaching and mentoring practices with their staff as part of their line management responsibility.

Coaching involves processes that are essentially non-directive, goal-focused and performance-driven. CIPD research into [building coaching capability](#) has shown that the development of coaching in organisations can deliver a range of benefits that include: enhanced individual performance; improved communication processes; higher productivity; greater clarity about goals and objectives; effective knowledge-sharing processes; increased creativity; enhanced staff engagement; and the development of an effective leadership style. The CIPD guide to [Coaching and Buying Coaching Services](#) provides more information on these issues.

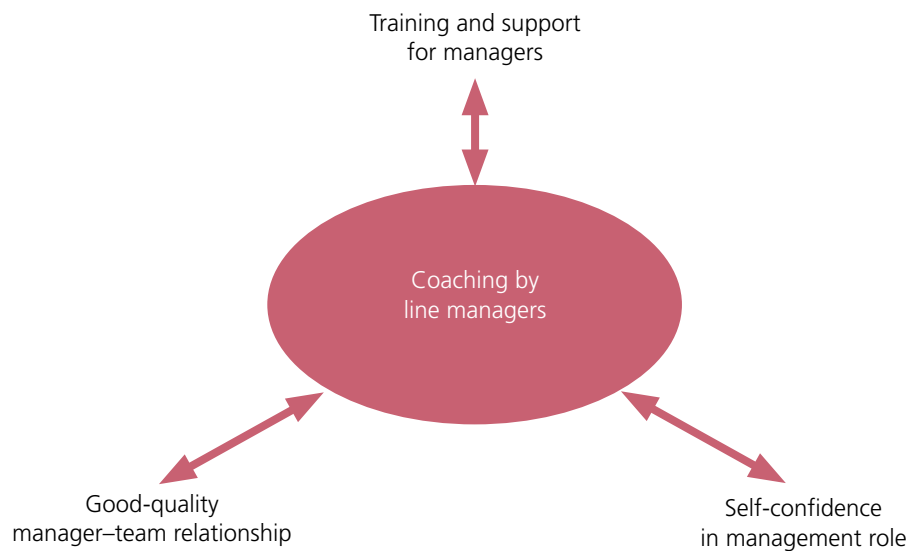
[CIPD research](#) suggests that the expectation that line managers can fulfil all the functions of a specialist coach is not realistic and probably not desirable. The manager as coach role is better described as a coaching style of management, which itself forms part of the wider development of a participative approach to managing people. The research was undertaken during times of economic restructuring and the findings confirm that a coaching style of management is just as appropriate for organisations facing the challenges of hostile economic conditions as it is for those enjoying business growth and development.

Although the benefits of coaching are becoming clearer there has been very little research into coaching when it is undertaken by line managers. The CIPD [Coaching at the Sharp End](#) project, on which this tool is based, was the first systematic assessment in the UK of these important issues surrounding the role of the line manager as coach. This tool has been developed as a result of the research so that HR professionals and their line management colleagues are better able to focus their actions in working together to develop and sustain a coaching culture.

The research identified the close link between coaching by line managers, training and support provided for line managers, and other organisational benefits, such as better relationships between managers and their teams and greater levels of self-confidence among managers (see [Figure 1](#)).



Figure 1: Coaching at the sharp end



What's in the tool?

[Instrument one](#) provides an opportunity for you to assess the extent to which line managers report using coaching-type behaviours and their views about the barriers and facilitators that affect the extent to which coaching is possible.

[Instrument two](#) enables you to benchmark your findings against aggregated national data from public, private, and not-for-profit sector survey results as a basis for comparison and to identify issues and priority areas for action if coaching by managers is to be encouraged.

[Instrument three](#) provides a three-level framework through which you can work with line managers to assess the wider development context of the organisation and examine the extent to which a coaching style of management is feasible. This instrument focuses on identifying the opportunities at the organisational level to initiate, sustain or embed coaching-related activities by line managers.

[Instrument four](#) is included because support and development for line managers are vital 'input factors' in the development of a coaching style of management. It enables you to identify constructive and realistic ways through which appropriate support can be provided.

The tool also provides an [action planning](#) facility to help you take forward key actions to enhance the management of coaching in your organisation.



Evaluating coaching behaviours in your organisation

CIPD research into [learning and the line](#) highlights how line managers can make a crucial difference to people development. However, the job of the line manager becomes more difficult by the day. Line managers have a wide range of responsibilities to undertake. They have to ensure that tasks are achieved and they are increasingly expected to fulfil new roles in relation to people management and development without relinquishing any existing responsibilities.

In addition, there is very little guidance about the characteristics that might comprise a 'coaching style of management'. The Coaching at the Sharp End project identified two related features of coaching as undertaken by managers:

- primary coaching characteristics – focus on performance
- mature coaching characteristics – focus on empowerment.

Primary coaching characteristics comprise: a development orientation; a performance orientation; effective feedback processes; and successful planning and goal-setting activities.

Mature coaching characteristics, which are also associated with a participative style of management, include: using ideas from team members; powerful questioning; team-based problem-solving; and shared decision-making.

This two-stage model of coaching characteristics is shown in [Figure 2](#).

CIPD research into coaching by [line managers](#) involved the development of a survey instrument about coaching and line managers. Some of the questions from this survey form the basis for [instrument one](#). You can use these questions to assess coaching characteristics and associated issues in your organisation.

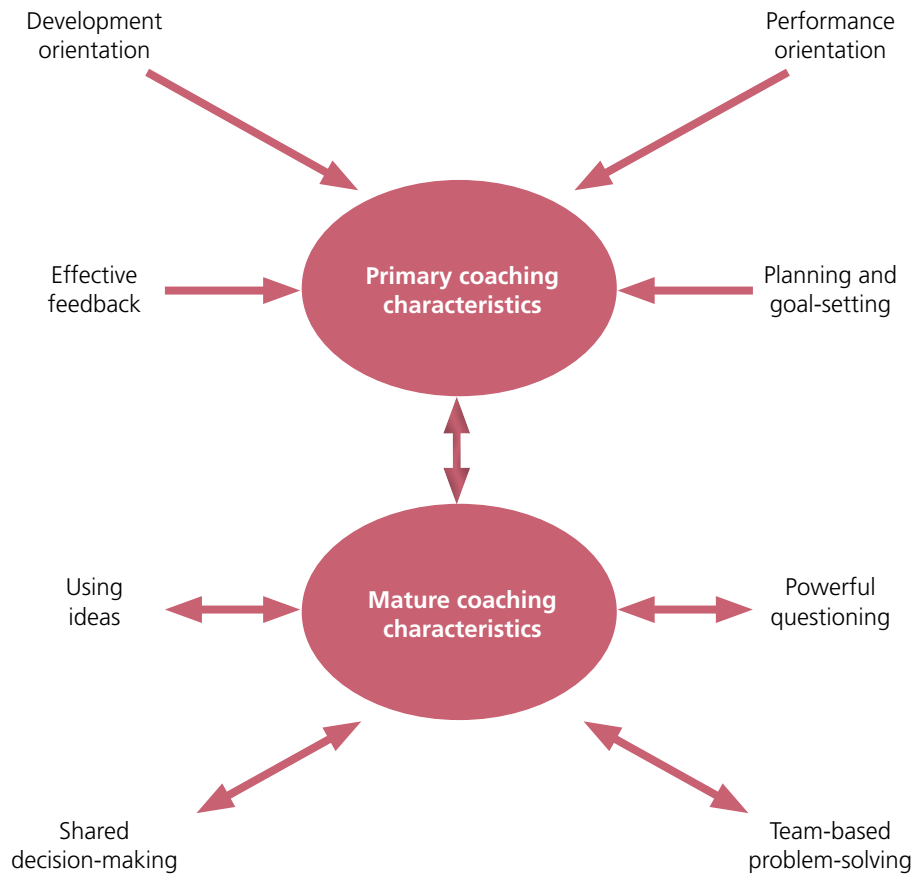
Before making use of [instrument one](#) it is important to acknowledge that line managers may not all agree about the value of coaching and its relevance to them. Therefore in these questions the word 'coaching' is not prominent; the title and language of the questions focus on 'managing at the sharp end'.

You can use the questions as the basis of a short survey focused on coaching only or you may wish to integrate the questions into a questionnaire that addresses other issues as well. You may aim to get responses from all managers in the organisation or you may choose to select from a proportion of managers.

Surveys normally include 'demographic' questions about job level, age, location, gender, and so on. [Instrument one](#) does not include these but you will be able to make more sense in interpreting your data if you decide which categories will be useful for you and then include questions about them for yourself.



Figure 2: The two-stage model of coaching by line managers



The survey can be delivered and returned using a range of different routes:

- delivered and administered in person
- emailed as an attachment
- completed online using a web-based survey tool
- by post (internal or external) to specific recipients.

Those who complete the survey should do so on the basis of 'informed consent'. They should know the purpose of the survey and the arrangements you are making for secure data storage. They should be reassured that the findings will be confidential and that individuals will not be able to be identified.

To maximise the response to this survey, and any future surveys that you undertake, you might choose to:

- work with line management colleagues to finalise the design of the survey and the arrangements for its distribution and return
- publicise the survey in advance
- where possible, allow time for people to complete the survey
- communicate a summary of the results and indicate how you will use them to enhance support and development for line managers.

There are five categories of questions within [instrument one](#). Questions relate to:

- management coaching characteristics
- barriers to coaching
- support and development
- manager self-confidence
- manager–team member relationships.



Case study

Developing a performance-led coaching culture at VT Group plc

The VT Group is a leading defence and support services company which, in addition to its well-known ship-building business, operates across a wide range of markets providing engineering and other services to governments and large organisations throughout the world. VT's vision is to develop the organisation to build on its traditional engineering strengths to become the number one international government services group. In 2006 the top team recognised that achieving this vision would require a step-change in the development and leadership of people, so their Coaching for High Performance Programme was initiated as part of the change process.

VT took a 'top-down' approach to the introduction of coaching within the organisation. Senior executives and managers have all undertaken training in coaching and as a result the approach has been embedded into the organisation. VT has taken a public approach to their commitment to it. Michael Staunton, Executive Development and Succession Planning Director, who has spear-headed coaching in the group, puts it like this: 'If you are joining the company there's a promise that you are going to be in a coaching environment and you are going to be coached rather than managed in a traditional top-down way. If you're working with us as a customer then you know that we've got that coaching mindset: you're going to be treated fairly to achieve shared goals.'

In the two years since the launch of the 'coaching for high performance' initiative, VT has posted some impressive results. Both revenues and profits have increased and other 'softer' areas of business effectiveness have shown improvement. The coaching culture is helping the organisation to get the best out of people at all levels, whether they are experienced managers, technical experts, new graduates or apprentices.

A fuller version of this case study forms part of the [Coaching at the Sharp End](#) report. More case studies can be found at the CIPD [Helping People Learn](#) website.



Instrument one – survey questions

Managing at the sharp end questions

Questions 1–9 ask you to think about specific management behaviours, which are: sharing decision-making; making action plans; listening; questioning; giving feedback; developing staff personally and professionally.

Think about your behaviour in the last three months with the people you manage. Please choose the appropriate response for each item.

1 I have helped them all develop themselves as individuals.

All of the time

3

☐

Most of the time

2

☐

Some of the time

1

☐

None of the time

0

☐

2 I am very good at observing their work to guide my management of them.

All of the time

3

☐

Most of the time

2

☐

Some of the time

1

☐

None of the time

0

☐

3 I am very good at helping them all to express their own action plans.

All of the time

3

☐

Most of the time

2

☐

Some of the time

1

☐

None of the time

0

☐

4 I ask questions of all of them rather than providing solutions.

All of the time

3

☐

Most of the time

2

☐

Some of the time

1

☐

None of the time

0

☐

[Continued](#)



5 I give them all a good share of the decision-making.

All of the time

3

Most of the time

2

Some of the time

1

None of the time

0

6 I actively help them all find and get training / learning to improve their performance and skills.

All of the time

3

Most of the time

2

Some of the time

1

None of the time

0

7 I am very conscientious in giving them all feedback on their work – positive and negative.

All of the time

3

Most of the time

2

Some of the time

1

None of the time

0

8 If any of them has a good idea I always use it.

All of the time

3

Most of the time

2

Some of the time

1

None of the time

0

9 I want them all to be able to solve problems for themselves.

All of the time

3

Most of the time

2

Some of the time

1

None of the time

0

[Continued](#)



Questions about barriers

Questions 1–9 asked you to think about specific management behaviours (sharing decision-making; making action plans; listening; questioning; giving feedback; developing them personally and professionally).

10 What are the barriers to doing this kind of work with them?

(Please distribute 100 marks between the various options according to their importance.)

Barrier	Marks (should total 100)
I haven't the time.	Type here
I don't know where to start.	Type here
They are difficult people.	Type here
I lack the skills.	Type here
It's not my style.	Type here
I haven't got the patience.	Type here
It's not part of my job.	Type here
There's no reward for me.	Type here
It's not the style in our organisation.	Type here
My staff would leave.	Type here
TOTAL (= 100)	0

Questions about training and support

In an ideal world, what would be helpful to improve these activities with the people you manage?

(Reminder – the activities are: sharing decision-making; making action plans; listening; questioning; giving feedback; developing them personally and professionally.)

Please choose the appropriate response for each item.

11 In-house training course

Very helpful 4	Helpful 3	Not very helpful 2	Not helpful 1
☐	☐	☐	☐

[Continued](#)



12 External training course

Very helpful

4

☐

Helpful

3

☐

Not very helpful

2

☐

Not helpful

1

☐

13 Being given space to learn by trial and error

Very helpful

4

☐

Helpful

3

☐

Not very helpful

2

☐

Not helpful

1

☐

14 Advice and guidance from a senior manager/mentor

Very helpful

4

☐

Helpful

3

☐

Not very helpful

2

☐

Not helpful

1

☐

15 One-to-one coaching from my manager

Very helpful

4

☐

Helpful

3

☐

Not very helpful

2

☐

Not helpful

1

☐

Questions about the people you manage

Please select the number which best describes your level of agreement regarding the people you manage. Please choose the appropriate response for each item.

16 I admire their professional skills.

Strongly agree

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

☐

Strongly disagree

[Continued](#)



17 I respect their knowledge and competence on the job.

Strongly agree Strongly disagree

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

18 I work for them beyond what is specified in my job description.

Strongly agree Strongly disagree

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

19 I am willing to apply extra effort to further their interests.

Strongly agree Strongly disagree

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

20 I do not mind working hard for them.

Strongly agree Strongly disagree

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

21 I am impressed with their knowledge of the job.

Strongly agree Strongly disagree

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

[Continued](#)

Questions about you

Please choose the number which best describes your level of agreement with each statement.
Please choose the appropriate response for each item.

22 I can remain calm when facing difficulties in my job because I can rely on my abilities.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

23 When I am confronted with a problem in my job I can usually find several solutions.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

24 Whatever comes my way in my job, I can usually handle it.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

25 My past experiences in my job have prepared me well for my occupational future.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

[Continued](#)



26 I meet the goals that I set for myself in my job.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

27 I feel prepared for most of the demands in my job.

Completely true

Not at all true

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

Benchmarking survey results as a basis for comparison

There are a number of options open to you once you have gathered the data from this survey (or any other survey). For example, you may wish to:

- compare the results between business units
- assess whether results are different in responses from senior managers, middle managers or first-line managers
- examine the extent to which responses to one section of the survey questions seem to differ from responses in other areas
- use the results to inform a [benchmarking](#) or [action learning process](#) involving other interested organisations.

The [table](#) on the next page gives the results from these questions from a UK national sample of over 500 managers. The table shows the aggregated findings as well as those from different types of organisation (public, private and not-for-profit sectors).

How do the results from your organisation compare with those of the national sample or with the results from the sector within which your organisation operates? Does this comparison indicate priority areas for development within your organisation? What seem to be the main issues to be addressed?



Coaching at the sharp end

A CIPD online practical tool

Question	Mean (average)	Public sector	Private sector	Not-for-profit sector
1 I have helped them all develop themselves as individuals.	1.80	1.86	1.72	1.90
2 I am very good at observing their work to guide my management of them.	1.88	1.98	1.82	1.83
3 I am very good at helping them all to express their own action plans.	1.79	1.80	1.73	1.88
4 I ask questions of all of them rather than providing solutions.	1.65	1.61	1.64	1.62
5 I give them all a good share of the decision-making.	1.88	1.93	1.82	2.02
6 I actively help them all find and get training / learning to improve their performance and skills.	2.05	2.15	1.96	2.12
7 I am very conscientious in giving them all feedback on their work – positive and negative.	2.25	2.23	2.23	2.31
8 If any of them has a good idea I always use it.	2.13	2.15	2.12	2.29
9 I want them all to be able to solve problems for themselves.	2.48	2.47	2.50	2.45
10 What are the barriers to doing this kind of work with them?	See note 1			
11 Support and development: In-house training course	3.02	3.02	3.06	2.93
12 Support and development: External training course	2.80	2.79	2.77	2.90
13 Support and development: Being given space to learn by trial and error	2.80	2.84	2.69	3.07
14 Support and development: Advice and guidance from a senior manager / mentor	3.17	3.10	3.21	3.12
15 Support and development: One-to-one coaching from my manager	2.90	2.76	2.99	2.71
16 The people I manage: I admire their professional skills.	2.52	2.56	2.61	2.17
17 The people I manage: I respect their knowledge and competence on the job.	2.12	2.11	2.14	2.02
18 The people I manage: I work for them beyond what is specified in my job description.	2.34	2.30	2.35	2.43

[Continued](#)



Coaching at the sharp end

A CIPD online practical tool

Question	Mean (average)	Public sector	Private sector	Not-for-profit sector
19 The people I manage: I am willing to apply extra effort to further their interests.	1.97	1.98	1.91	2.14
20 The people I manage: I do not mind working hard for them.	1.93	1.91	1.91	1.90
21 The people I manage: I am impressed with their knowledge of the job.	2.27	2.22	2.32	2.12
22 I can remain calm when facing difficulties in my job because I can rely on my abilities.	1.96	1.94	1.95	1.98
23 When I am confronted with a problem in my job I can usually find several solutions.	2.01	2.06	1.96	2.17
24 Whatever comes my way in my job, I can usually handle it.	1.87	1.95	1.79	1.98
25 My past experiences in my job have prepared me well for my occupational future.	1.95	2.16	1.82	1.98
26 I meet the goals that I set for myself in my job.	2.14	2.18	2.10	2.33
27 I feel prepared for most of the demands in my job.	2.12	2.21	2.02	2.26

Note 1: The responses for this question relate to allocations of 100 points between the different options. The mean (average) score for each of the responses to this question were as follows:

Barrier	Mean
I haven't the time.	61.99
I don't know where to start.	3.76
They are difficult people.	9.43
I lack the skills.	6.20
It's not my style.	2.49
I haven't got the patience.	1.90
It's not part of my job.	1.82
There's no reward for me.	1.67
It's not the style in our organisation.	9.68
My staff would leave.	1.05



Factors affecting coaching at work

As indicated in [Figure 1](#) CIPD research has highlighted the close links between coaching by line managers and factors such as manager self-confidence and manager–team relationships. Therefore, coaching by managers can be part of a ‘virtuous circle’. Coaching results in better manager–team relationships and improved levels of manager self-confidence. At the same time, these factors also tend to encourage managers to engage more often in coaching behaviours.

The survey research also found that the age, gender, qualifications or length of experience of managers make no significant difference to levels of manager self-confidence, manager–team member relationships or attitudes towards training and support. In other words, all managers have an equal chance of being able to develop these qualities and characteristics.

Data from the survey questions in [instrument one](#), therefore, can enable you to assess a range of important issues that relate to coaching by managers:

	Survey questions
Primary coaching characteristics	1,2,3,6,7
Mature coaching characteristics	4,5,8,9
Barriers to coaching	10
Support and development for managers	11,12,13,14,15
Manager–team relationships	16,17,18,19,20,21
Manager self-confidence	22,23,24,25,26,27



Instrument two – moving forward with the ‘line manager as coach’

This instrument provides an opportunity for you to assess the data you have gathered. This can help you to identify areas for development relating to these issues.

Examine coaching at work issues in turn and identify:

- the key priority areas for development suggested by your survey results
- the main issues identified through responses to the survey
- the actions that can enable your organisation to move forward with fostering coaching behaviours among line managers.

Survey questions	Line manager as coach issue	Priority for action (tick the appropriate level of priority)	Actions suggested (note down your ideas to take things forward)
1,2,3,6,7	Primary coaching characteristics • development orientation • performance orientation • effective feedback • planning and goal-setting	Low ☐ Medium ☐ High ☐	Type here
4,5,8,9	Mature coaching characteristics • using ideas from team members • powerful questioning • team-based problem-solving • shared decision-making	Low ☐ Medium ☐ High ☐	Type here
16,17,18,19,20,21	Leader–team member relationships	Low ☐ Medium ☐ High ☐	Type here
22,23,24,25,26,27	Manager self-confidence	Low ☐ Medium ☐ High ☐	Type here

[Continued](#)



Survey questions	Line manager as coach issue	Issues identified (note down the main issues from your survey results)	Actions suggested (note down your ideas to take things forward)
10	Barriers	Main barriers identified Type here	Type here
Use this space to identify actions that you have identified here to help the organisation move forward with coaching as a style of management. Type here			

The organisation of coaching

Successful implementation of coaching characteristics as part of every manager's development 'toolkit' requires HR professionals to work with their line management colleagues to implement and embed coaching, so that it becomes part of 'business as normal'. This involves giving attention to the time and resource constraints facing all managers, particularly those closest to 'the sharp end'; providing appropriate and relevant training and support; fostering effective teamworking and relationships; and encouraging managers to develop confidence in their coaching capability.

[Instrument three](#) provides a framework through which you can work with line management colleagues to diagnose the extent to which a coaching style of management throughout the organisation is feasible and the most appropriate ways to take it forward.



Case study

Coaching as a style of management – the Child Benefit and Tax Credit Office

Bad publicity, poor customer satisfaction and a demoralised workforce were just three of the daunting challenges facing the Tax Credit Office (TCO) when it merged with the rather less controversial Child Benefit Office in 2003. At the time of the merger it was characterised by a 'command and control' culture, and over the following months a clear need for radical improvements to management capability, employee engagement and a customer focus was identified. In autumn 2006, Richard Summersgill, the director of the organisation, and Andy Farrar, his deputy, set about initiating a coaching programme as part of a wider business transformation process.

Four main principles underpinned the programme:

- Trust and invest in your own people.
- Take a practical approach rooted in workplace realities.
- Make coaching adaptable to different levels and functions within the organisation.
- Keep up the rate of momentum, including the rate of manager and staff involvement.

Continuous investment to embed and sustain coaching throughout the organisation has also been required. Volunteers who were interested in delivering training in coaching for the first phase of the project were invited to come forward. Eighteen people were selected to become licensed coaches. Once licensed their role was to introduce 'coaching as a management style' to their management colleagues through a series of two-day workshops and to offer support to managers in their use of this new approach in their 'live' everyday workplace.

Six months later the organisation decided to take the coaching approach to all 5,000 administrative and front-line staff of the organisation. This time they advertised within the organisation and recruited 36 people who were licensed to deliver shorter (four-hour) 'coaching for confidence' events on a peer-to-peer basis across the organisation. Nearly 700 events were organised over 12 months. The focus here was on equipping front-line staff to have the confidence to engage in 'coaching conversations' with customers, many of whom find the Tax Credit system confusing and unhelpful and who are not always able to articulate their problems. This has enabled TCO staff to use their influencing and 'helping conversation' skills to coach customers to provide relevant information so that the TCO can get things 'right first time'. The coaching approach has also led to greater engagement by front-line staff and the realisation that every individual in the organisation can make a difference.

[Continued](#)



Coaching as a style of management – the Child Benefit and Tax Credit Office (continued)

Andy Farrar is aware that not all managers have 'bought in' to the new approach with equal enthusiasm and time, primarily the pressures of short deadlines and a relentless concern with productivity remain a challenge to coaching as a style of management. However, since the inception of the programme, a productivity increase of 25%, an increase in customer satisfaction of 6% (notwithstanding poor publicity over the loss of Child Benefit data in 2007) and an increase in staff satisfaction of 11% have been achieved. Moving towards a situation where coaching is seen as 'business as usual' and is relevant to every level in the organisation, based on operational realities and everyday conversational skills, has been an important part of that achievement.

A fuller version of this case study forms part of the [Coaching at the Sharp End](#) report. More case studies can be found at the CIPD [Helping People Learn](#) website.



Instrument three – the organisation context for coaching

Part one of this instrument provides a way for you to work with top managers to diagnose the extent to which a coaching style of management is a priority. Identify where your organisation 'stands' against these indicators. If your responses are towards the left of the response matrix, then it is likely that coaching is a priority for your organisation. Where you find only one or two occasions where the 'Not really' response is appropriate, this may focus your plans to develop the organisation for the future.

Level 1: organisation-level diagnosis

Please tick the appropriate response to each statement.

	Not really	To some extent	Yes
People in the organisation exhibit change-readiness in response to new economic circumstances.	☐	☐	☐
Constructive relationships are fostered within and between teams.	☐	☐	☐
Managers exhibit confidence in their abilities to cope as part of a 'slimmed down' organisation.	☐	☐	☐
Talent management strategies are in place to ensure the development and retention of high-performers, to ensure a rapid response to economic recovery.	☐	☐	☐
A participative style of management is the norm at all levels in the organisation.	☐	☐	☐
Coaching characteristics are evident in management behaviours and attitudes towards their people.	☐	☐	☐

Use this box to note down ideas for action, resulting from your organisation-level diagnosis.

Type here

Part two of the instrument highlights actions you may need to consider to introduce coaching as part of the expected 'management repertoire' in your organisation or to enhance progress that you have already made. Use this level of the framework to identify the priority areas for action by both senior management colleagues and those in HR.

Level 2: initiating a coaching style of management

	Priority (choose one)	Management actions required (note down your ideas here)	HR actions required (note down your ideas here)
Clarify the 'position and purpose' of coaching for the organisation; ensure clarity about expectations, roles and time implications.	Low		
	Medium		
	High		
Agree a strategy to implement coaching as a style of management: • top-down and centralised? • organic and emergent? • pilot process first and then roll out?	Low		
	Medium		
	High		
Invest in appropriate training and support for all managers to develop coaching characteristics.	Low		
	Medium		
	High		
Ensure a balance in planning and goal-setting between short- and long-term development issues.	Low		
	Medium		
	High		
Communicate commitment to a coaching style of management; reward role-modelling of appropriate behaviour.	Low		
	Medium		
	High		

[Continued](#)

Reflect on the actions that you have thought of to take forward coaching as a style of management in your organisation.

Type here

Part three of the instrument is appropriate for those who have already gone some way towards encouraging managers to use a coaching style of management. It focuses on embedding and sustaining a coaching approach so that it becomes 'business as usual'. This level is organised in the same way as level two. You can identify priority areas for action and identify how managers and HR can work to foster and embed a coaching style of management in the organisation.

Level 3: embedding a coaching style of management

	Priority (choose one)	Management actions required (note down your ideas here)	HR actions required (note down your ideas here)
Regularly review time and resource constraints and their effect on coaching as a style of management, particularly with first-line managers.	Low	Type here	Type here
	Medium		
	High		
Provide ongoing support for managers to develop their confidence in a coaching style of management.	Low	Type here	Type here
	Medium		
	High		
Assess how well 'talk' about coaching as a management style matches with reality: - from managers' perspectives - from employees' perspectives.	Low	Type here	Type here
	Medium		
	High		
Measure team relationship and engagement levels on a regular basis.	Low	Type here	Type here
	Medium		
	High		
Go public with communication of the organisation's coaching approach to external stakeholders as well as to employees.	Low	Type here	Type here
	Medium		
	High		

[Continued](#)

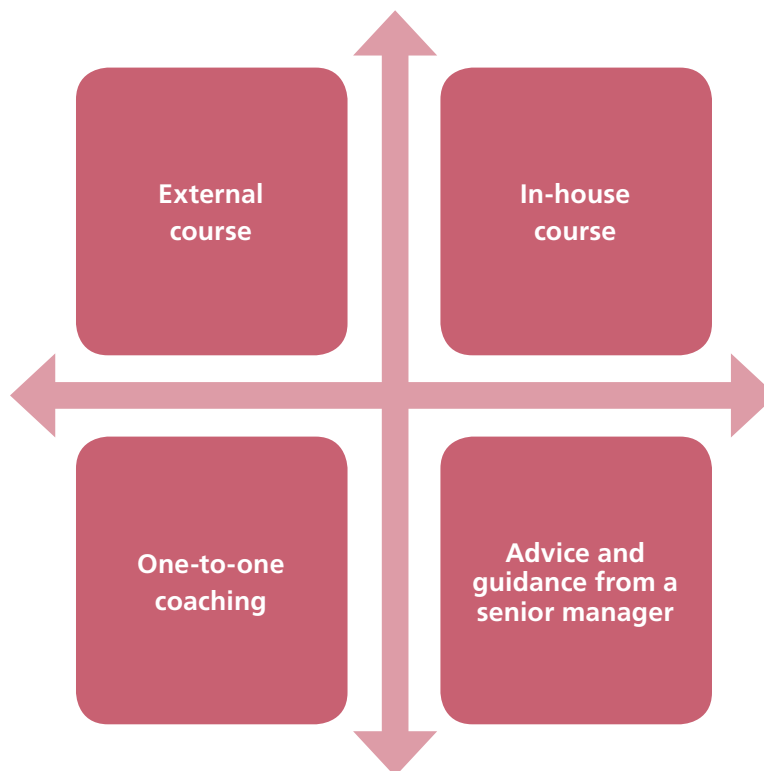
Reflect on the actions that you have thought of to take forward coaching as a style of management in your organisation.

Type here

Support and development

Training and support opportunities are vital to enable line managers to develop and sustain a coaching style of management. Formal training courses have an important role to play but work-based learning opportunities, such as advice and guidance from a senior manager or mentor and the opportunity for one-to-one coaching with their manager, may also be valuable (see Figure 3).

Figure 3: Approaches to developing coaching-related behaviours



[Instrument one](#) includes survey questions that can be used to assess the extent to which line managers in your organisation would find different opportunities helpful to develop their coaching behaviours.

[CIPD research](#) shows that all types of learning opportunities – formal and informal, work-based and off the job – are perceived by most managers to be helpful in developing coaching behaviours. Importantly, the analysis also confirms that training and support is both an ‘input factor’ and an ‘output factor’ relating to coaching by line managers. Training is essential to help managers develop the confidence to implement coaching. In addition, as managers adopt coaching characteristics they are more likely to appreciate the value of different [learning and support](#) opportunities.

[Instrument four](#) provides a basis for you to review training and support for line managers.

Instrument four – developing and supporting coaching-related characteristics

Consider training and support provision that is already available to managers in your organisation (see the [CIPD Management Development factsheet](#)) and identify which approaches currently incorporate aspects relating to coaching characteristics. You may want to do this within HR, as part of an audit process and/or with line managers themselves, to identify how they see the current situation and what would be helpful going forward.

First, identify whether coaching skills currently form part of any of these forms of provision. Secondly, identify (using a scale of 1–5) the extent to which these types of training and support are currently used within the organisation. Once this stage is completed, you can reflect on any issues raised.

Training and support approach	Are coaching skills included in this approach?		Level of usage				
	Yes	No	Low 1	2	3	4	High 5
In-house training courses for managers	☐	☐	☐	☐	☐	☐	☐
External training courses for managers	☐	☐	☐	☐	☐	☐	☐
One-to-one coaching or mentoring (with line manager or someone else)	☐	☐	☐	☐	☐	☐	☐
Advice and guidance from a senior manager	☐	☐	☐	☐	☐	☐	☐

[Continued](#)



You can reflect on the implications of your responses to these questions using the prompts below.

To what extent are managers currently supported and trained to help them develop their skills and confidence in coaching-related activities? Are there areas of current provision where coaching might feature more prominently?

Type here

If new learning and support opportunities to enable managers are needed, what methods of learning and support would be most appropriate?

Type here

What would be the key features of a business case for any investment in learning and support for coaching-related skills and characteristics?

Type here

[Continued](#)



What actions seem most appropriate at this stage to develop the coaching skills and confidence managers need?

Type here

Your action plan

If you have not already added ideas for action elsewhere in this tool, you can add your ideas here.

Moving forward with the 'line manager as coach'

Type here

The organisation context for coaching

Type here

Developing and supporting coaching-related characteristics

Type here



Having considered the information above, my immediate priorities for action are:

1

Type here

2

Type here

3

Type here

What support will I need to succeed with these actions, and how will I obtain it?

Type here



Sources of information

From the CIPD website

CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) [Coaching](#). Factsheet. London: CIPD.

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CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) [Developing coaching capability: how to design effective coaching systems in organisations](#). Practical tool. London: CIPD.

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Other website links

[CIPD Coaching at Work Magazine](#)

[Coaching and Mentoring Network](#)

[European Mentoring and Coaching Council](#)

[International Journal of Evidence Based Coaching and Mentoring](#)



Further references and reading

ALEXANDER, G. and RENSHAW, B. (2005) *Supercoaching: the missing ingredient for high performance*. London: Random House.

ANDERSON, V., RAYNER, C. and SCHYNS, B. (2009) *Coaching at the sharp end: the role of line managers in coaching at work*. London: CIPD.

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