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RESEARCH PAPER

Boss vs Coach: From conventional to post-conventional leadership

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Abstract

This review set out to search for clues to what leadership would be more efficient, and lay the grounds for evolved leadership behaviours, that have the potential to enhance organisational performances. The practice of a coaching approach to leadership has evolved in organisations during the last 30 years, but research on the topic has been sparse. A comparative analyses of mainstream versus critical and contemporary leadership research clearly identifies differences, between both the research orientations, as well as between the Transformational Leadership and Coaching Leadership models. And the outcomes of the differences in leadership practices on the organisational level.

Keywords: Coaching leadership, coaching approach to leadership, team coaching, individual coaching, motivation, Transformational Leadership, integrated review

INTRODUCTION

This paper presents an integrated review of research primarily focusing on Transformational Leadership and Coaching Leadership. A comparative analysis of the findings related to the two 'models' of leadership will be conducted, with the intent to highlight differences and possible overlaps.

The review also explores the differences between less effective and really great leaders (e.g. Alvesson, 2019; Lindvall, 2005, 2014). A task of importance as several researchers has concluded that ineffective leadership behaviours, as well as more effective leadership behaviours needs to be examined. They also propose alternative methods of inquiry as interviews, observations, diaries and exploring critical incidents, to be able to create deeper understanding of the patterns and complexity of leadership behaviours

(Yukl & Van Fleet, 1982; Yukl, 2011).

Included in the review are also literature related to the manager as coach, motivation, leadership in practice and how these are interrelated, or not.

Briefly comparing the two models, Transformational Leadership and Coaching Leadership, gives the reader a first idea of how they differ. Coaching Leadership is here defined as (Lindvall, 2005, p. 243):

"A coaching approach to leadership, means to support, challenge, stimulate, encourage and facilitate self-insight in people, being accountable for their own development and performances and through dialogue, understanding and participation reach agreements, formulate action plans, as well as coordinating and implementing these."

While Barker (1997, p. 348) stated that: "Transformational leadership is advocated as

an effective method for manipulating followers into doing what the leaders want them to do”.

Comparing the above definition and statement possible gives us a simplified idea of the differences between the models. The aim of the review is to examine these disparities further.

The underlying purpose for this review is to search for clues to what leadership would be more efficient, and lay the grounds for evolved leadership behaviours that have the potential to enhance organisational performances.

MAINSTREAM V/S CRITICAL LEADERSHIP RESEARCH

The hegemonic mainstream literature perspective underestimates the complexity of leadership, accepting a more traditional view of leaders as decision makers who's commands are carried out by 'followers'. Critical Leadership Studies (CLS) is used (Collinson, 2011, p. 181):

“...to denote the broad, diverse and heterogeneous perspectives that share a concern to critique the power relations and identity constructions through which leadership dynamics are often reproduced, frequently rationalized, sometimes resisted and occasionally transformed.”

...and critiquing mainstream ideas of how power and leadership are reproduced (Lipman-Blumen, 2005).

CLS is not a uniform research orientation but consist of a diverse set of ideas, models and frameworks (Gronn, 2002), that gets inspiration from the more established research field of Critical Management Studies (CMS), and thus seeks to find new ways of thinking about management and organisation (Mingers, 2000).

CLS comes from the same intellectual traditions as CMS and shares the view on what is absent or neglected in mainstream management and leadership research. At the same time as CMS researchers often neglect the leadership perspective. CLS researchers tend to explore the complexity of the differences between leaders and managers, as well as 'followers' (Collinson, 2011).

More modern leadership is manifested in more distributed forms of leadership, as there is a need for collective decision-making to manage a complex world / work, as opposed to the 'romantic' idea of the heroic leader controlling and transforming 'his' 'followers' (e.g. Grint, 2011). A debate of use of the word followers has surfaced. Bligh (2011, p. 425) asks if we should “discard the word follower altogether, and refer instead to

participants, contributors, members, associates, or collaborators?” Her question is if importance. Henceforth the term coworkers, participants, team-members, collaborators or co-creators will be used in this text.

The latter word, co-creators, is used by Mats Alvesson (2019) in an article titled “Forskningen har svårt att hitta riktigt lyckade chefer” (“Research has difficulties finding really great managers”). He states that coworkers should not be mobilised as appendages, but rather as co-creators and part-responsible of the business. The title of the article is worth noting, as it indicates that mainstream organisations are not filled with great leaders and great leadership practices. The consequence is that mainstream leadership theories could be describing more common leadership practices, not necessarily great leadership. Leadership theories generally does describe the leadership styles, strategies and skills the researchers have been able to observe or study.

More 'modern' leadership strategies and really great managers could be more difficult to detect. Even though some research studies indicates that for example Coaching Leadership takes leadership per se to 'the next level' (Burdett, 1998; Kemp, 2009; Lindvall, 2005, 2014). Rapp-Ricciardi *et al.* (2015, p. 13) goes as far as asking: “Can corporate enterprises afford not to adopt Coaching Leadership approaches?”

A paradigm shift in leadership thinking is proposed by critical researchers, who describe leadership as discursively and socially constructed as opposite to the mainstream positivistic perspective. Positivism relies on quantitative analyses of large samples questionnaires, while critical studies focuses on social construction and the multitude of meanings characterising the dynamics of leadership (Collinson, 2011).

In the next section Transformational and Coaching Leadership will be reviewed to show if there has been a paradigm shift in leadership thinking.

TRANSFORMATIONAL LEADERSHIP

Transformational leadership (TL) was introduced by the political scientist Burns (1978), and he did so almost without references to the leadership literature of work organisations. Burns (1978) model of TL sprung out of the political turmoil in the US in the late 1970s. Circumstances that “helped to create, a radical reconceptualisation of the truth about leadership” (Wilson, 2013, p. 99). In an interview in 2001 Burns stated that: “Business leaders could learn from FDR's (Franklin D. Roosevelt) great

political success that political leadership and business leadership may be very different in analytical content and practice” (Bailey & Axelrod, 2001, p. 117). The statement is of importance, as Burns clearly understands that political leadership and leadership in work organisations are very different entities.

The original theory of TL assumed that followers had a choice regarding who should lead, this assumption was “simply ignored when ‘the new leadership’ discourse entered the workplace” (Wilson 2013, p. 102). As Bass (1985) presented TL as a leadership model for work organisations, he also assumed that formal managers would be the one’s enacting the transformational leadership on a one to one level, with leadership in teams, all the way toward influencing whole organisations and their cultures.

Bass (1985) presented a refined version of transformational leadership based on the earlier work of Burns (1978) and House (1976). Laissez-faire or non-leadership, transactional; in the meaning contingent reward and management-by-exception with a focus on getting things done without caring for individuals personal development (Kuhnert & Lewis, 1987); and transformational leadership, including charismatic leadership, was described “as a single continuum rather than mutually independent continua” in The Full Range Leadership model (Northouse, 2013, p. 190; Yammarino, Spangler & Bass, 1993).

The original model of Transformational Leadership draws on four main factors (Bass, 1990, p. 22):

“Charisma: Provides vision and sense of mission, instills pride, gains respect and trust.

Inspiration: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.

Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advise.”

While the first two factors are related to changing corporate values or culture and strategy, the second two factors relates to supporting ‘followers’ to try new approaches and solve problems (Northouse, 2013).

Bass (1990, p. 21) wrote that transformational leaders can use one or more of the above characteristics: “They may be charismatic to their followers and thus inspire them; they may meet the emotional needs of each employee; and/or they may intellectually stimulate employees”, but to succeed they must “attaining charisma in the eyes” of their followers.

Research on Transformational Leadership has been extensive

and there are many positive effects reported (Díaz-Sáenz, 2011). It seems to have an intuitive appeal with the leader “out front advocating change for others”. Something that “is consistent with society’s popular notion of what leadership means”, thus it makes sense and it’s “appealing that a leader will provide a vision for the future” (Northouse, 2013, p. 201).

Transactional Leadership can get people to reach expected outcomes, while TL can get people to do better than expected (Bass, 1985; Bass & Avolio, 1990; Northouse, 2013). According to Podsakoff et al. (1990, p. 108) effective transformational leaders transform attitudes, beliefs and values of followers encouraging them to “perform beyond the minimum levels specified by the organization”. It’s also argued that an inspirational vision potentially increases ‘followers’ perceived identity within the organisation (Shamir et al., 1993), and:

“They build trust and foster collaboration with others. Transformational leaders encourage others and celebrate their accomplishments. In the end, transformational leadership results in people feeling better about themselves and their contributions to the greater common good” (Northouse, 2013, p. 200).

Transformational leaders have been found to be more prone to adopt human capital developmental HRM strategies compared to other leaders. Strategies that has shown to be positive for decreases in absenteeism and perceived organisational outcomes (Zhu, Chew & Spangler, 2005).

Later Bass (1999, p. 19) substituted charismatic with the term idealised influence, as he found charismatic to be “associated with dictatorship and pseudotransformational leaders”. Inspiration was substituted with the word inspirational motivation. As the latter was considered to be achievable without charisma.

It is also argued that Transformational Leadership sees leadership as a process involving ‘followers’ and leaders, seeing to the needs of both. Leadership is not only in the hands of the leaders, but is created through the interactions between leaders and ‘followers’ according to Northouse (2013; Bailey & Axelrod, 2001), while referring to Bryman (1992). But Bryman (1992) articulates a view in the same book, where he states that the transformational leader shares an inspirational vision to excite followers and uses ‘energetic’ engagement behaviours attempting to build loyalty and trust. He also means that these factors overlap with the charismatic leadership model. The terms charismatic, transformational, inspirational and visionary leadership were leaders ‘transform or inspire’ followers are also often used interchangeably (Shamir, House & Arthur, 1993).

To measure Transformational Leadership the Multifactor Leadership Questionnaire (MLQ) was developed (Bass, 1985). Only three factors of transformational behaviours were part of the original measure; charismatic leadership (how leaders instil faith, pride and respect as they articulate a sense of mission); individual consideration (how leaders delegate for teaching, learning and coaching in a respectful relationship with their coworkers); intellectual consideration (how leaders stimulate new thinking before acting).

The Transformational Leadership Inventory (TLI) by Podsakoff et al. (1990) measures six behaviours associated with transformational leadership: Added were behaviours related to being an appropriate model, fostering group goals and communicating high performance expectations. One item reads: "Asks questions that prompt me to think" (Podsakoff et al., 1990, p.119). An item that even suggests that a coaching approach to leadership as being part of TL, but no clear conclusion can be made. Especially as intellectual stimulation is stated to be the result of leaders "articulating and propagating new ideas and beliefs" (Podsakoff et al., 1990, p.122), a telling behaviour rather than a coaching behaviour.

It's interesting that Bass (1999) mentions that the transformational leader coaches followers, or as Northouse (2013, p. 193) writes: "Leaders acts as coaches and advisers while trying to assist individuals in becoming fully actualized". Bass (1999) and Northouse (2013) uses the terms coach and adviser, and the latter refers to sports coaches to describe coaching. Goleman (2000, p. 12) writes: "Lawrence acted more like a counselor than a traditional boss. He listened to James's concerns and hopes, and he shared his own" concerns and advise. Goleman describes coaching leaders as advisers or counsellors as "they give plentiful instruction and feedback" in one-on-one conversations. While the democratic leader asks "What do you think?" and creates participation and the affiliate leader puts people first (Goleman, 2000, p. 10). The latter two styles are more aligned with the view of leaders as coaches or facilitators (Senge, 1990; Peters & Austin, 1985), and mature Coaching Leadership characterised by leading through asking questions, using team members ideas and shared problem solving and decision making (Clutterbuck, Megginson & Baker, 2016).

Because of Goleman's (2000) definition of a coaching style, his findings where the authoritative visionary showed the strongest positive correlation on overall impact on climate, does not give us any knowledge about how Coaching Leadership (as defined

in this article) correlates with climate. Even though coaching (in Goleman's definition as counseling), democratic and affiliative leadership also had a strong impact on climate. While coercive and pacesetter leadership had negative impact on overall climate.

In 2002 Goleman's view on a coaching style had evolved: "Jack wouldn't have gotten far in developing his coaching style, however, without trying new ways of acting, particularly pausing to listen and ask questions" (Goleman, Boyatzis, & McKee, 2013 p. 157).

Beyer (1999a) means that the research on charisma and transformational leadership has been insufficient, because of the use of predominantly psychological and quantitative methodologies. She means that measures needs to be done in different levels of analysis in organisations and using more of sociological perspectives. This last sentence highlights the missing link in the measures related to Transformational Leadership, what a questionnaire can measure is limited. In TLI, the perceived behaviours of leaders, are correlated against trust and loyalty to the leader and organisational citizenship behaviours (OCB), e.g. helping others, doing an honest day's work and being mindful of their behaviours. But the measured leadership behaviours did not show any direct significant effects on citizenship behaviours, while they had significant effects on trust, and trust influences OCB. The respondent were white-collar and highly educated, the question is if TL would give the same results with blue-collar employees (Podsakoff et al., 1990).

The TLI does not measure how TL affects individual or team performances, the organisation or its efficiency, productivity or possibly earnings. Interestingly, "the content of the vision and whether or not it is realized have been" neglected in research (Beyer, 1999b, p. 579; Yukl, 1999), on "the so-called new paradigm of leadership" (Beyer, 1999a, p. 326). A test that would be of interest would be to see how Charismatic and Transformational Leadership outcomes, compare to outcomes of more contemporary theories of leadership, as Coaching Leadership or Path-Goal Theory (PGT). More specifically related to the theoretical overlaps between the supportive, participative and achievement-oriented dimensions of PGT (Beyer, 1999b).

An evolution of the Transformational Leadership model is evident, but when Bass in 1999 (p. 13) writes: "Transformational leaders can be directive or participative, authoritarian or democratic", it is no longer a matter of evolution. It's a matter of stating that oppositional leadership 'styles' are all Transformational Leadership. As Beyer (1999b) suggest, comparing outcomes of

TL to more participative leadership orientations, has the potential to show differences in effectiveness between authoritarian and directive, as opposed to a democratic and participative leadership. That these oppositional leadership 'styles' are different and create different outcomes will be clarified through this review. It is also clear were Bass (2003, p. 11) stands, as his best advice for leaders were: "Leaders need to recognize their responsibility as leaders and not shirk their authority to move their followers".

In the minds of many practitioners and academics the manager as leader ideal, where the leader is a visionary and charismatic hero who will transform the organisation and their followers, constitutes a dominant and accepted standard of what leadership is. For many it's even the only idea (Alvesson & Spicer, 2011; Collinson 2011; Uhl-Bien & Ospina, 2012). Because of its hold on practitioners and academics thinking on leadership, it has become increasingly difficult to change and rethink were leadership thinking could or should evolve towards (e.g Alvesson & Willmott, 1992).

Criticism against transformational leadership is targeting that the model portrays a gendered heroic image of the big leader, a man, an agent of change with passive and compliant followers (Collinson, 2011). We need to rethink leadership as more discursive and socially constructed, and thus reject the positivistic perspective that is essential to the psychological mainstream view on leadership (Alvesson, 2011). It is also pointed out that there is a disproportionate balance toward US leadership values in TL, that is built on their own history filled with myths of (political) leadership heroes (Jones, 2006).

Parts of transformational theory do fit well with what has been observed in the best leaders/managers in other studies, as intellectual stimulation and individual consideration. Parts of what is presented in transformational leadership do not fit well with identified best practices, as idealised or charismatic influence and inspirational motivation (Lindvall, 2005, 2014). Research on the dark side of Transformational Leadership shows how dysfunctional, disruptive and destructive TL can be when unconfined (Tourish, 2013).

The mainstream leadership theories share a focus on trying to investigate what makes a 'singular' leader effective. Seeing leadership as a top-down process by which leaders 'transform' followers as they were 'marionettes' (Goffee & Jones, 2001). The literature on these theories has produced some insights of use, but "definitive answers about effectiveness have proved elusive, and findings have been inconclusive" (Collinson, 2011, p 182).

The transformational leader represent an ideal of the few directing the many, which implies dependence and deference, as opposite to empowerment and participation (Western, 2008; Wilson, 2013).

Can any signs of a paradigm shift in leadership thinking be found?

TL is undergoing an evolution toward increased participation in decisions making (Leithwood & Jantzi, 2000), and formulating strategic plans (Hay, 2006). The main weakness in the original TL-model seem to be the charismatic, visionary and inspirational factors, that also have lead to pseudotransformational leadership practices (Bass, 1999). Many leaders got the impression that they should be visionaries, encouraged by TL leadership training providers, but the evolution of TL includes participation in formulating a vision or purpose. Because: "What people really want to hear is not simply the leader's vision... The very best leaders understand that their key task is inspiring a shared vision, not selling their own idiosyncratic view of the world" (Kouzes & Posner, 2007, p. 117). Kouzes and Posner (2007) only use the term Transformational Leadership one's in their book, and only in passing. What they are presenting is their own evidence based model with its origins in twenty-five years of research, even though they have been associated with TL. These examples and more recent theories, as shared and distributed leadership (Pearce and Conger, 2003; Bennett *et al.* 2003) and Coaching Leadership, shows how the evolution of leadership has gone far beyond TL.

The paradigm shift seems to be under way, but there are obstacles to overcome

Stone, Deci and Ryan (2008, p. 2) state that:

"Unfortunately, we observe many managers and academics who doggedly cling to the now discredited tools of command-and-control methods; these methods ensure the death of employees' motivation and pro-active engagement in work..."

More contemporary leadership theorists regard a service attitude, together with systems thinking, innovativeness, coordination, vision-building, teaching, mentoring, learning and coaching, as some of the most important qualities of future leaders (Dennis & Winston, 2003). Still there is a tradition, or obstacle to overcome:

"As long as power dominates our thinking about leadership, we cannot move toward a higher standard of leadership. We must place service at the core; for even though power will always be

associated with leadership, it has only one legitimate use: service” (Nair, 1994, p. 59).

Gibb (1954) stated that leadership would better be thought of as a group function, distributed among or shared by the members of the group. The dualistic power relations between leaders and followers described in traditional mainstream leadership theories, is in CLS substituted with a sharing of power between leaders and team-members (Gordon, 2011). This represents a major shift in leadership thinking, as does Coaching Leadership, let’s discover in what ways.

COACHING LEADERSHIP

The term Coaching Leadership has been used in Sweden since around the mid nineteen-nineties, but not been really accepted by the Swedish research community, with some exceptions. The positive outcome of Coaching Leadership has been documented by some researchers (Rapp-Ricciardi et al., 2015; Andersson & Tengblad, 2009; Lindvall, 2005, 2014, 2016).

It can be argued that Coaching leadership falls under the umbrella of Coaching Psychology (Palmer & Whybrow, 2006, p. 8):

“Coaching psychology is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches” (adapted Grant & Palmer, 2002).

Several areas of practice for applying coaching psychology were also defined, three of these areas are of special interest in this review (Palmer & Whybrow, 2006, p. 8):

- Undertaking research into the effectiveness of coaching
- Providing one-to-one support to facilitate people in achieving their life and/or work goals.
- Facilitating the achievement of group goals.”

Fillery-Travis and Passmore (2011, p. 74) defines coaching as:

“a Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summarises and reflections which are aimed at stimulating the self awareness and personal responsibility of the participant.”

Fillery-Travis and Passmore’s (2011) coaching definition is open to debate according to the authors, as group and or team coaching is not recognised. They also mean that group and team coaching is different from one-to-one coaching. The main point being the candour and closeness that can be created in a one-to-one coaching relationship, but they also mean that coaching techniques can be

used with groups and teams, even though the dynamics created will be different (Fillery-Travis & Passmore, 2011).

To be able to coach a team a leader needs to be coach minded; able to “observe, listen and reflect, soak-up what is going on, asking questions to facilitate clarity and really knowing your staff”, and develop a sense of when to act related to team challenges (Smith, 2019, p. 168). The leader has an important role in facilitating mutual understanding. Smith (2019, p. 168) highlights four areas; “knowing (to foster confidence), appreciating (to foster humility), assessing (to foster learning) and intervening (to foster exchange).” Schein and Schein (2018) means that maintaining a focus on group and interpersonal dynamics is of essence in (Humble) leadership.

Still, Coaching Leadership is more than individual and team coaching, even though it also means to coach individuals and teams. It is about leading in the sense of a ‘leadership style’. In the introduction an early definition of coaching leadership was presented, here a later definition (Lindvall, 2014, p. 32):

“Coaching Leadership, defined as adapting more learning centred practices, developing communication skills, building trust with subordinates and letting go of a command and control leadership (Ladyshevsky, 2009; DeRue, Barnes & Morgeson, 2010), creating participation by asking questions, co-creating of opportunities and co-supported actions (Kemp, 2009) as well as giving feedback, creating dialogue, participation in decision making and goal setting” (Lindvall, 2005).

Giving feedback is most efficient when starting with asking coworkers to feedback themselves, using the information they get from the environment, their body, their actions, the equipment they use, as opposed to getting feedback only from other people (Whitmore, 2009).

Schein and Schein’s (2018) identifies important functions of the group or team; group sensemaking, convening, asking for ideas, brainstorming, building systemic understanding, consensus testing, action planning and summarising.

The Coaching Leadership definition above, Whitmore’s and Schein and Schein’s perspectives broaden the spectrum of actions that can be addressed in a coaching manner.

Some coaching programs titled Coaching Leadership are missing the point, as there is only a focus on individual coaching conversations (Chef, n.d.). A true Coaching Leadership program takes coaching behaviors into the leadership role in several additional aspects; they go from telling to asking more (Lindvall, 2005; Ladyshevsky, 2009; DeRue, Barnes & Morgeson, 2010), in their operational and

strategic roles, in informal corridor conversations, individual and team meetings, in problem solving, planning and decision making etc (Kemp, 2009; Lindvall, 2005, 2014).

To clarify what Coaching Leadership includes and to identify the differences between individual and team coaching, and a coaching approach to leadership, even if the differences are not clearcut as the boundaries are blurred, there are some distinctions that can be identified (see Table 1).

Kemp's (2009) Coaching and Leadership Alliance Framework suggest that the executive or leadership coach's alliance with leaders is similar to the coaching leaders process of creating an trustful alliance with coworkers or co-creators, teams and organisations. An important bonus of Kemp's (2009) reasoning, is that the growing coaching body of knowledge, is useful for deepening the understanding of the Coaching Leadership model, both from a introspective-self-management and a co-creating-

co-supportive perspective. Burdett (1998) did go as far as proposing that coaching is a more evolved model of leadership and Ladyshewsky (2009, p. 3) means that coaching "should be a managerial skill." For many managers this is a challenge as prestige and power of position needs to be put to the side (Lindvall, 2005, 2014; Ladyshewsky, 2009). A manager at 'ModulTech' meant that (Lindvall, 2005, 2014, p. 6):

"A Coaching Leadership demands a management and leadership that is very important. It means to go from a traditional leadership, when we gave directions and the position was important. It is more difficult and demands a totally different behavior from today's managers and leaders."

A central management problem exists between the social relations in production that fosters and maintains a limited and often distorted communication framed by the hierarchy and its power distribution. Plans or strategies designed by management

Table 1:

Comparative analysis of individual coaching, team coaching and a coaching approach to leadership.

Comparative analysis >	Individual coaching	Team coaching	Coaching approach to leadership
Areas of 'intervention, support and challenge:	Personal and professional - aimed at stimulating self awareness and personal responsibility	Personal related to attitude and behaviours in the team; "observe, listen and reflect... to really knowing your staff" develop a sense of when to act related to team challenges - as confidence, fostering humility, learning and exchange Professional related to problem solving, goal setting, decision making...	Strategical and operational inclined toward supporting, challenging, stimulating, encouraging and facilitate self-insight and accountability through dialogue and participation to reach agreements, formulate action plans, as well as coordinating and implementing these.
The leader coaches in relation to:			
Personal goals, strategies and actions	Yes		
Professional goals, strategies and actions	Yes	Yes	Yes
Team goals, strategies and actions		Yes	Yes
Organisational goals, strategies and actions			Yes

Table 2:*Changes in productivity, sick-leave and employee turnover over time.*

	2000	2001	2011
Productivity	37 vehicles/day (800 workforce)	43 vehicles/day (800 workforce)	80 vehicles/day (1100 workforce)
Sick leave	9%	4,5%	3,3%
Employee turnover	35%	6%	4%

to increase participation and engagement, will reach limited effects as long as coworkers are not involved in both design and implementation of these (Alvesson & Wilmott, 1992; Lindvall, 2005).

Has the hierarchy problem been solved in coaching cultures and what results can be found?

COACHING LEADERSHIP IN PRACTICE

A Swedish success story of Coaching Leadership in practice, comes from 'ModulTech', a pseudonym used in the book 'Coachologi' and the article 'Creating a Coaching Culture' (Lindvall, 2005, 2014). The results over time are interesting (Lindvall, 2016, p. 52-53; see Table 2).

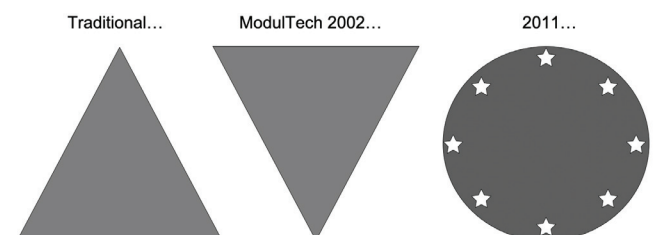
The change in attitude toward leadership was created through new insights; "the assemblers have the experience and therefore the best knowledge of how to improve their work. We should ask them for their ideas". "This insight inspired leaders to lead by asking questions as opposed to their earlier leadership style of leading by telling people what to do." When asked what was most important in achieving the results that ModulTech achieved, the answer was; "listen, ask for ideas and opinions, create involvement and participation in planning and implementation" (Lindvall, 2014, p. 32).

The change from traditional leadership to Coaching Leadership, have also had an impact on the organisational structure. The structure of the coaching culture organisations studied in Sweden are 'flatter', project or process oriented, there is a focus on a continuous work flow rather than a hierarchy. 'Management by means or attentiveness' has replaced 'management by results', to create a more relaxed focus on the task at hand. A necessity for mastery in any performance, in sports, music or work (Senge, 2000; Lindvall, 2005; Lindvall & Kruth, 2018). A systems theory perspective, including self

organising teams that work interdependent with other teams and customers, as well as creating diversity making products or services to order (Johnson & Bröms, 2000), better describes the structure of a fully evolved coaching culture (Lindvall, 2005, 2014). Self-organisation "will be implemented and sustained primarily from the ground up" and "every person in a company must participate in both knowing and doing". Which means that leaders take part in shop floor activities and co-creators propose improvement ideas for both processes and designs (Johnson & Bröms, 2000, p. 175).

Self-organisation that is implemented from the ground up, supported by Coaching Leadership, means something else than authoritative transformational visionary leadership. To be both knowing, doing and proposing improvements "not based on monetary rewards or incentives but on the fact that they help themselves to improve work conditions and production processes", shows how far from a transactional 'a fair pay for a fair days work' a coaching culture can evolve (Lindvall, 2014, p. 8).

ModulTech's 'self-image' was initially replaced with an upside down pyramid and in 2011 they described "each team as a circle of stars" (Lindvall, 2014, p. 35). A visualisation of the change in 'self-image' (see Table 3).

Table 3:*From a pyramid - to a circle of stars.*

One example of interest is how ModulTech formulated their values and a vision, most important was the process of participation (Lindvall, 2014, p. 34).

“What they did was to invite the employees on a Saturday in one of the town’s sports stadiums on unpaid time. All 900 employees were invited and 700 showed up. Before the day ended, they had formulated their values or principles, whereof coaching is one.”

Not very time consuming and the acceptance and commitment to the values and the vision was very strong. Or as Roger a manager at ModulTech puts it: “We are really trying to live the values at all times” (Lindvall, 2014, p. 33).

To clarify, Coaching Leadership is not an isolated and only cause to the successful improvements and development at ModulTech. Their Lean and continuous improvement initiative and modular technology concept, were any of their engines can be put into any of their chassis, are also part of their success. What respondents stated is that Coaching Leadership was central to achieve the success they have reached, in implementing Lean and continuous improvements, and to achieve the outcomes on both productivity and well being (Lindvall, 2005, 2014).

Google’s research Project Oxygen is a leadership initiative started over a decennium ago that highlights googles leadership success factors. The learnings from the research project is used in a leadership training program for all leaders at Google. Number one on Google’s list is being a good coach (Mautz, 2019) and “a good manager is a good coach” (Tran, 2017, p. 12). Scott Mautz (2019) clarifies what that means:

“You either care about your employees or you don’t. There’s no grey zone. If you care, then you’ll invest time and energy to help your employees become better versions of themselves. That’s the first 50 percent of being a good coach.

The other half is knowing you’re a facilitator, not a fixer. Ask good questions, don’t just give the answers. Expand your coachee’s point of view versus giving it to them. Sure, I’m oversimplifying. But not much.”

This also means that the teams are empowered and not micromanaged, the climate is inclusive and the coach cares about both well-being and success (Mautz, 2019). As many other organisation, Google thought that managers of engineers need to know more than their coworkers, but it turned out to be of little importance. Making connections and being there was far more important (Garvin & Wagonfeld, 2013).

Post conventional leadership behaviours (Torbert et al., 2004), and Coaching Leadership behaviours (Lindvall, 2005, 2014), are similar or equivalent. A study of a successful development of an

organisation showed that coworkers appreciated the possibility to contribute, being given increased mandate and trust from management to develop the business. That the emotional side of work was acknowledged was perceived to be very positive (Brandt, 2019).

Over nine years, due to the development of the company processes and culture, the goal of a 50% increase in productivity was achieved. The post conventional leadership, or Coaching Leadership, exercised by the CEO was essential (Brandt, 2019).

The Coaching Leadership in practice reviewed above have been very similar or close to equal in intentions and practices of the leadership found. The post conventional leadership, Google’s manager as coach, the Coaching Leadership found at ModulTech and the definitions of Coaching Leadership reviewed, are difficult to separate as they share most attributes.

Coaching Leadership does not have one critical element, it’s more of a mindset, were several strategies, behaviours and skills are used. At the same time as a coaching leader evolves from ‘telling to leading by asking questions’ (see Table 4).

HOW DOES COACHING LEADERSHIP AFFECT MOTIVATION?

Motivation and Coaching Leadership

The practice of Coaching Leadership behaviours, were co-workers are invited to participate and are involved in problem solving, are praised for efforts and successes, can be argued to have a positive impact on motivation (Lindvall, 2005, 2014). Something that Stone, Deci and Ryan’s (2008) research on intrinsic motivation confirms. The Self-Determination Theory (SDT) shows that our perceived autonomy, competence and relatedness is of essence to our well being (Deci & Ryan, 1985). To create an SDT-climate they mean that leaders should (Stone, Deci & Ryan, 2008):

1. Ask open ended questions and invite coworkers to solve problems of importance.
2. Listen actively including taking coworkers perspective seriously.
3. Offer choices inside the organisational structure, even concerning clarification of roles.
4. Give honest, positive feedback strengthening initiative and give fact based non-judgmental feedback related to problems.
5. Minimise control, bonuses and competitions or comparisons among team members.
6. Develop talent through sharing knowledge and thus enhancing competence and autonomy.

Table 4:*Coaching leadership - mindset, strategies and behaviours / skills.*

Leadership mindset:	Leadership strategies:	Leadership behaviours / skills to be trained:
Letting go of command and control, & being the heroic visionary Act as a coaching leader - involve coworkers in problem solving, goal formulations, and often in decision making	Create a distribution of power and mandate that empowers co-workers to contribute, through developed communication to build mutual trust	Ask open questions, listen actively, summarise, reflect - create dialogue, understanding, learning, group sensemaking, brainstorming and participation to reach agreements, formulate action plans, and coordinating and implementing these - share facts, examples, stories and knowledge, summarises (to propose choices)
Coach individuals	Facilitate self-insight and create accountability for individual development and performances	Be "a facilitator, not a fixer. Ask good questions, don't just give the answers. Expand your coachee's point of view versus giving it to them"
Focus on group / team and interpersonal dynamics	Mutual understanding between team members is central to teamwork - develop a sense of when to act related to team challenges	"Observe, listen and reflect, soak-up what is going on, ask questions to facilitate clarity and really knowing your staff," - act on issues related to team challenges
Be open to giving and receiving feedback	Create opportunity for coworkers / teams to reflect before giving feedback	Asks the coachee / team to feedback themselves before giving specific feedback - asks for feedback

Stone, Deci and Ryan (2008) question why many smart managers still abide to old approaches toward motivation, especially when they know the SDT principles and even support these (Stone, Deci & Ryan, 2008, p. 22-23):

"For some, learning the SDT 'walk' requires unlearning existing motivational strategies. Supporting employees' workplace autonomy, competence, and relationship building are surprisingly resisted, perhaps partly because learning the skills needed for a SDT approach often challenges managers' long-held beliefs about human motivation."

They mean that the common stressful short-term performance focus and the pressure of 'accountableness' should be impediment to create an SDT-climate and implement the above leadership behaviours. Even more so as (Stone, Deci & Ryan, 2008, p. 23):

"...bold managers who are willing to apply SDT principles need not choose among organizational productivity, creativity, and employee well-being—they can achieve all of these goals by the strategic use of sustainable motivators applied to an organization's critical workforce."

DISCUSSION

What is the best available knowledge that has surfaced through this review?

A paradigm shift in leadership thinking is needed, it can be argued that critical leadership studies (Collinson, 2011) and contemporary organisations have done this paradigm shift as they present a 'leadership 3.0' view (Lindvall, 2005, 2014; Garvin & Wagonfeld, 2013; Tran, 2017; Brandt, 2019). Max Rapp Ricciardi et al. (2015, p. 13) goes as far as asking: "Can corporate enterprises afford not to adopt Coaching Leadership approaches?" Can this review support this?

Comparative analysis clarifies what has surfaced in the review. This first analysis looks at the main differences between Mainstream Leadership research and the Critical Leadership Studies, including contemporary leadership research (see Table 5).

The main leadership 'styles' that can be read into this review can be summarised in four categories (eg. Bass, 1999; Beyer, 1999b; Lindvall, 2005, 2014), ranging from what can be called conventional to post-conventional leadership (see Table 6).

Table 5:*Comparative analysis between mainstream and Critical Leadership Studies.*

Comparative analysis > Themes:	Mainstream leadership research	Critical leadership studies and contemporary leadership research
Used methodology:	Quantitative	Quantitative and qualitative
Methods and analysis:	Quantitative analyses of large samples - questionnaires	Critical studies focuses on social construction and the multitude of meanings characterizing the dynamics of leadership - including questionnaires, interviews, observations, organisational statistics, KPIs, ...
Unit of analysis used in the theory:	Leaders (only)	Extended agents - Leaders and co-creators
Employee philosophy:	Employees are perceived as followers	Employees are recognized as co-creators
Leadership philosophy:	Leadership is an 'heroic' achievement of solo leaders	Leadership is an interactive process - achieved through dialogue, understanding and participation to reach agreements
Stagnation v/s progress:	Mainstream leadership criticism:	Critical Leadership studies and others suggests:
The pros and cons of different research focuses:	Research on charisma and transformational leadership has been insufficient due to the predominantly psychological and quantitative methodologies used (Beyer, 1999a). any "definitive answers about effectiveness have proved elusive, and findings have been inconclusive" (Collinson, 2011, p 182). the lack of proved effectiveness possibly lays in the few directing the many (Western, 2007; Wilson, 2013).	Deeper understanding of the complexity of leadership can be achieved through interviews, observations, diaries and exploring critical incidents (Yukl & Van Fleet, 1982; Yukl, 2011). Future theories could by including general principles, and useful leadership behaviours, better guide leaders in their daily challenges (Yukl, 2011).
The heroic leader v/s leadership being distributed in the teams:	Interestingly "the content of the vision and whether or not it is realized have been" neglected in research (Beyer, 1999b, p. 579). While the visionary-charismatic-heroic-leader remains an accepted standard of what leadership is (Alvesson & Spicer, 2011; Collinson 2011; Uhl-Bien & Ospina, 2012), rethinking leadership will be difficult (Alvesson & Wilmott, 1992; Collinson, 2012).	Leadership does not solely rests with the formal leader, but are distributed among team-members (Gordon, 2011). Earlier boundaries of power are blurred (Gordon, 2011), reinforcing the argument for replacing followers with a more current terminology (Bligh, 2011).

Table 6:*From Coercive to Coaching Leadership.*

Authoritarian / Coercive Leadership	Authoritative / Visionary Transformational Leadership	Cooperative / Democratic Leadership	Participative / Coaching Leadership
Commands & Controls	Shows the way	Cooperates	Facilitates & collaborates
Says what, how and when	Communicates their vision and ideas of excellence	Bounces ideas and creates involvement	Coaches coworkers to become co-creators

A comparative analysis of the two 'main' leadership 'orientations' clarifies their differences

Table 7:

Comparative analysis - Charismatic and Transformational v/s Coaching Leadership.

Specific research evidence on:	Transformational Leadership (TL)	Coaching Leadership
Background >	The manager as a visionary hero who transforms the organisation and their followers, is the dominant standard of leadership and for many the only idea.	Coaching leadership evolved to improve work and productivity and has shown to make a real difference.
Building ideas: Closed v/s open system >	The leaders charisma or inspirational leadership is used to inspire followers to be part of a vision.	Is open to the boundaries of leadership and recognition of the informal, collective and emergent acts of influence.
Leadership philosophy >	The leader 'leads' followers through idealized influence, inspirational motivation, intellectual stimulation and individual consideration.	Leadership is an interactive process - achieved through participation to solve problems, make decision, set goals and formulate action plans.
Employee philosophy >	Employee's are perceived as followers	Employee's are recognized as co-creators
Shared vision >	The heroic-solo-leaders shares their vision with the organisation.	The vision, or purpose, is co-created, by leaders and co-creators, to be shared by all.
Knowledge philosophy >	Portraits a gendered heroic image of the big leader, a man, an agent of change with passive and compliant followers.	Expertise is distributed, with a focus on learning.
Influence and participation >	Leaders acts as advisers and agents of change were followers are passive and compliant - levels of influence and participation is low.	Informal and collective acts of influence is created by involving coworkers in dialogue and co-creating opportunities and actions.
Provides a supportive work climate / culture >	"Leaders acts as coaches and advisers while trying to assist individuals in becoming fully actualized" (Northouse, 2013, p. 193). Northouse (2013) and Goleman (2000), describes coaches as counsellors or advisers.	Coaching leaders creates involvement, gives and receives feedback, creates dialogue, and participation in decision making and goal setting.
Outcomes > ROI >	In TLI perceived behaviours of leaders, are correlated against trust and loyalty to the leader and organisational citizenship behaviours (OCB), e.g. helping others, doing an honest day's work and being mindful of behaviours. The measured leadership behaviours did not show any direct significant effects on citizenship behaviours, while they had significant effects on trust, and trust influences OCB. Measures of TL related to individual or team performances, efficiency, productivity or earnings has not been found.	A change from 'telling how to do something, to asking what we can do' presents a more effective decision making model: 50% increase in productivity (Brandt, 2019). Increases in productivity: 2000: (800 workforce) 37 vehicles/day 2001: (800 workforce) 43 vehicles/day 2011: (1100 workforce) 80 vehicles/day Sick leave: 2000 = 9% - 2001 = 4,5% - 2011 = 3,3% Employee turnover: 2000 = 35% - 2001 = 6% - 2011 = 4%.

Yukl (2011) stated that future leadership theories could by including general principles, as well as identifying useful leadership behaviours, better guide leaders in their daily challenges. The definition, general principles or mindset, leadership strategies and behaviours identified in the Coaching Leadership model presented above, hopefully have that guiding potential. As the Coaching Leadership mindset, strategies, behaviours and skills, when put into practice, can benefit both leaders (e.g. better relations), coworkers (enhanced motivation and wellbeing), the organisation (increases in productivity, simultaneously with decreases in sick-leave and employee turnover) and the owners (decreases in costs that potentially could have a positive impact on profits). This can be argued to be evidence that corporations can't "afford not to adopt Coaching Leadership approaches" (Rapp-Ricciardi et al., 2015, p. 13).

The aspect of leadership not only resting with the formal leader, but being distributed across teams, is a topic that has emerged especially in the non-mainstream leadership theories. This shift in leadership thinking could be argued to be a major shift, where the dualistic leader - follower power relationship, is replaced by a sharing of power between leaders and team-members (Gordon, 2011). The now more and more blurred boundaries of power are suggesting an evolution in the relation between leaders and 'followers' (Gordon, 2011), strengthening the argument for replacing followers with a more current terminology (Bligh, 2011), as coworkers, team-members or co-creators.

CONCLUSIONS

The Transformational Leadership literature is extensive, but as Collinson (2011, p 182) states, any "definitive answers about effectiveness have proved elusive, and findings have been inconclusive." There are neither any definite answers in the mainstream leadership literature on what constitutes great leadership, in the meaning of a leadership that helps enhancing motivation, especially intrinsic motivation, nor enhancing effectiveness, productivity or performances in organisations.

Comparing Transformational Leadership and Coaching Leadership, against motivational theories, it can be argued that

Coaching Leaders gives far more room for autonomy, and shows more respect for people's competences than Transformational Leaders. Not to mention how Coaching Leaders compare to Command and Control or Charismatic leaders.

Of special interest is the claim that there exists a causal and measurable influence by the heroic solo leaders, as advocated by researchers devoted to the charismatic and transformational leadership theories. Something that is strongly questioned as the organisational processes determining effectiveness are not often described with rigour in research related to those theories (Beyer, 1999a; Yukl, 1999, Gronn, 2002).

Besides the rather critical conclusions related to mainstream leadership theories, the review has surfaced some evidence that should have the potential to motivate a paradigm shift in leadership thinking.

The good examples of Coaching Leadership in practice are evidence that Coaching Leaders who applies SDT principles, "need not choose among organizational productivity, creativity, and employee well-being" (Stone, Deci & Ryan, 2008, p. 23), they have the potential to achieve all these goals.

This paradigm shift toward Coaching Leadership thinking might even be part of solving the central management problem that exists in social relations in production, that fosters and maintains a limited and often distorted communication framed by the hierarchy and its power distribution.

What needs to be explored and evaluated further is how 'often' should a leader be inclined to coach individuals, teams or the broader organisation, rather than manage? And in what types of situations should the 'boss' use his or her possible veto and how would that be best executed. Is there even a possibility to use the mandate as an executive to manage a veto, solving a problem, taking own decisions, in more of a Coaching Leadership approach or manner?

A study of outcomes of the Charismatic and Transformational Leadership, compared to outcomes of theories of 'participative' leadership, as Coaching Leadership, should have the potential to more clearly show differences in the outcome on the organisational level. Even if this review clearly indicates differences in outcomes. ■

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