

# Does Coaching Transform Coaches? A Case Study of Internal Coaching

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## Abstract

This paper presents the results of a case-study of an internal coaching intervention aimed at building leadership capacity in a large production company in India. The purpose of the paper is to understand the impact of internal coaching process from the coaches' perspectives. This research is based on the results of transaction style inventory data of manager-coaches, before and after the coaching journey and a survey conducted with the certified internal coaches. Findings suggest that there are many direct and indirect benefits gained by manager when they act as coach. They reported improvement in their interpersonal skills, listening ability, confidence level, work-life balance and visioning. Empirical results show that there is also improved their effectiveness of the transactional styles. In large organizations, where technical managers reach higher levels of leadership primarily based on their technical competencies, engagement in internal coaching may also help in the development of leadership competencies.

**Key Words:** Internal Coaching, transactional style, manager as coach, coaching culture

## Introduction

The socio-economic profile of employees, who joined organizations in developing countries in the last few decades, has changed considerably. Re-engineering, downsizing, mergers and acquisitions, outsourcing and insourcing efforts in organizations during the last decade have brought changes in organization-employee relationships (Morello, 2005). Consequently, employees, in general, are not sure of whether they will work in one organization for their entire career span. The mobility of talented employees, mostly at middle and higher levels of management, has also been increased considerably. Thus, a major challenge for organizations is to find ways to retain talented employees as long as possible, as well as to attract high performers and leaders at senior levels.

The quality of leadership is widely accepted as critical in the success of a business enterprise. Organizations rise and fall on how effectively they use their human resources. Handy (1999) suggests that individuals can improve their leadership abilities if the organization pays more attention to the coaching role. Whitmore (2009, p.2) suggests that 'the failure of leadership in politics and in business at this time is abundantly clear, and coaching would surely be in order'. He poses the question, 'when hierarchy, autocracy and leadership fail, what will replace them?' and calls for a new breed of coaches prepared to teach large groups the basic coaching skills in quick time. He suggests that to do this, coaches will 'need to develop the higher skills of transpersonal coaching, to be able to address deeper

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issues of meaning and purpose and personal performance that will be demanded'. Bolden (2006) further proposes that leadership development should become more focused on experiential and reflective learning, potentially fertile areas for coaching. Coaching, therefore, plays significant role in development of leadership pipelines within an organization.

Coaching is being deployed within large organizations for a variety of purposes: from enhancing leadership skills to creating more effective teams, to assisting in setting priorities and goals and helping employees maintain their work-life balance. Although coaching can be useful at all levels of the organization, it is particularly advantageous for high performers at senior levels of the organization, where maximum leverage can be achieved (Whitmore, 1996; Flaherty, 1999). Teaching leaders to formally coach others helps build sustainable leaders, besides reducing burnout and enhancing performance (Rock & Donde, 2007). It is the job of the leader to build coaching capability into the organization since as Blanchard (2005) argues any time we try to influence the behavior of someone toward some goal, we are engaging in leadership. Coaching is one of the many forms of helping relationships (Boyatzis, Smith & Blaize, 2006). Coaching for sustained desirable change is rooted in a genuine desire of leaders to help an individual grow and develop in ways that they choose themselves. The changes could be in the clients' competencies, behaviors or habits or even in their dreams and aspirations.

Studies are being carried out to understand the impact of coaching on individual employees, the direct and indirect benefits derived by the individual and the organization through such coaching. But there are no substantial documented studies on the impact of coaching on the leaders who act as internal coaches. Whether there is any significant change observed in the management styles of these leaders as well as the benefits, both professional and personal, achieved by these leaders is also a hitherto unexplored area, which this paper aims to address.

### **Developing a Coaching Culture in the Organization**

It is not very uncommon to find that high performing managers in an organization have made rapid progress in their early career due to their strong technical competencies or financial acumen, but they often hit the "corporate ceiling" due to the lack of right skill sets, so essential once they go up the corporate ladder. All managers eventually find that certain strengths that were extremely valuable early in their careers can become liabilities when they rise in level and responsibility. At the same time, there are always one or two weaknesses that become increasingly exposed and exaggerated (Conger, 2005). The skills required at higher levels of management range from the ability to handle interpersonal relationships and the ability to manage a team to how to delegate or manage change. When a technical manager undergoes a transition to a significantly more senior role, where the role requires different competencies, he or she needs to learn new ways of working and add new skills with regard to the ability to handle interpersonal relationships, the ability to manage a team, strategic planning, change management, etc. However, acquiring or developing new competencies can be quite challenging, and perhaps more so at senior levels. Developing competencies in employees is much more than transferring knowledge or teaching job skills to help them in performing their role effectively. It encompasses the employee's ability to self-learn, creating self-awareness, enhancing his self-esteem and self-confidence and motivation to grow and excel. In this paper it is argued that coaching helps managers to develop new skills or competencies or acquire new behaviors and reduce or discontinue dysfunctional behaviors. The role of manager is to manage and coaching is simply a vehicle for them to enhance their managerial skills (Skiffington & Zeus, 2005).

Leong (2006) proposes that some of the following values and behaviors that need to be displayed by managers are:

- |   |                                   |
|---|-----------------------------------|
| 1. Showing respect for the person             | vs. "I'm the boss".               |
| 2. Asking and inquiring                       | vs. Telling and Directing         |
| 3. Exploring at a deeper level with curiosity | vs. Being judgmental              |
| 4. Displaying personal integrity              | vs. Do as I say, not as I do      |
| 5. Giving and receiving feedback              | vs. Being pretentious             |
| 6. Encouraging growth and learning            | vs. Penalizing for failures       |
| 7. Partnering and collaborating               | vs. "I'm the expert"              |
| 8. Solution-focused                           | vs. Problem-focused               |
| 9. Empowering and guiding                     | vs. Managing and Controlling      |
| 10. Giving constructive feedback              | vs. Criticizing and Invalidating. |

However, when a large number of managers and leaders in organizations display the opposite behaviors, a culture of mediocrity within the organization is created along with low motivation levels amongst a large percentage of employees. This is partly because of the perceived time constraints of the managers and the pressure of delivering bottom-line results. The perceived role of a solution provider contributes to why many managers prefer to just tell and direct rather than ask and inquire. It is argued that to promote a coaching culture within organizations, the managers need to use more of an inquiry and questioning approach to help their subordinates to learn to think for themselves rather than a telling and directing approach.

### **External or Internal Coaching?**

Generally, in India, organizations prefer to hire external coaches to drive efforts towards changing organizational culture. However, hiring external coaches for a large number of employees and deploying them in large numbers for longer periods is not an easy task. Additionally, besides cost factors, building the coaching culture within the organization requires the involvement of a high percentage of employees. An organization has to weigh the benefits and costs of hiring external coaches as distinct from developing their own cadre of internal coaches or using some combination of internal and external resources (Figlar et al, 2007). Levenson et al (2004) in their research on 55 large organizations found that using external coaches increased the risk of losing staff that have "derailment risks". Internal coaches, generally, have the advantage of understanding the organization's business issues and internal dynamics. They are aware of the coachee's context and they speak the language of the organization. If internal coaches are successful managers then they may find it easier to gain the respect of the coachees and build rapport. However, they may have less coaching and cross-organizational experience when compared to external coaches.

In internal coaching, when the coach is a leader, coaching other employees in the organization, may have a dual advantage. Potentially, not only the person being coached benefits from the relationship but also the manager who is coaching also gains. Teaching managers to coach is not only cost-effective for sustainable long term organizational benefits, but there are deep benefits in terms of their personal and professional gains. Focusing managers on their coaching skills and making them deliver formal coaching, even if it is only for one hour a week, has a broad systemic impact across the board (Rock & Donde, 2007). In educational settings, when leaders coach leaders, learning and teaching are continuously exchanged in a virtuous teaching cycle. This creates alignment and energy for the organization's values, vision and strategy even as it generates the new leadership necessary for the future (Tichy, 2005).

## **Background**

Against this backdrop, this case study research explores, in the context of one organization, the impact of internal coaching intervention on the organization. Basing the study on the perspectives of manager-coaches, an approach hitherto un-charted, called for a qualitative research framework (Creswell, 1994). This research primarily focuses on the perspectives of the managers on the benefits accrued to them both professionally and personally, when they took up the coaching role. The study was designed in line with the ontological position of interpretation in recognition that those involved were attempting to interpret experiences through their own understanding (Bryman, 2008). The intention of this study was to understand the essence of the experiences of leader-coaches, based on their thoughts, feelings and beliefs.

One large state-owned Oil and Gas exploration and production company in India undertook a coaching initiative in 2009. This organization has more than 15,000 regular employees, the majority of whom are from a technical background with engineering degrees. The managerial and technical staff of the organization is diverse with people from many backgrounds and from different parts of the country.

The organization has been operating in highly specialized areas of exploration for more than five decades and had monopoly in this area. However, in the late nineties, private players entered the exploration field, which resulted in the exit of some key technical resources. This organization has grown organically over a period of fifty years and the majority of technical people have been promoted to leadership levels due to their technical competency. Moreover, the majority of the highly skilled senior managers were retiring in next five to seven years, whereas the next level of middle level of managers was not fully prepared to take on the leadership roles. Hence, the organization was expecting a major leadership vacuum at senior levels in the near future.

Since the organization is large and its operations are spread across the country, it was not possible for the organization to hire a large number of external coaches for development of competencies for potential leaders at middle management level. The top management of the organization, therefore, engaged an external firm to develop coaching competencies among the senior management team in the organization. The primary objectives of the initiative were to develop internal coaches from senior management cadre to ensure long term continuity of the coaching initiative, development of in-house competency and building a coaching culture. The author of this paper was driving this initiative as project leader (i.e. external coach) on behalf of the external firm. The mandate for the coach was to conduct coaching skill training for the senior management team, create a process of coaching for these trained managers, facilitate and support these managers when they undertake the coaching role. Finally, the external firm needed to evaluate the effectiveness of the coaching done by these trained managers for a stipulated period and

## **Methodology**

Before starting any internal coaching intervention, it was important to seek clarification from the organization on what is meant by coaching. There are many different ways coaching has been defined; hence it can mean different things to different people. Within an organizational context, coaching is often discussed in the same vein as mentoring, because coaching and mentoring share common elements (Smith, Oosten, Boyatzis, 2009). The distinctions were articulated by the coach with sponsors of this intervention before implementing the internal coaching program.

Cross and Lynch (1988) put forward “The Smart Performance Pyramid” model, which integrates performance through hierarchy of the organization. Leedham (2005) adopted this model for coaching context, as the Coaching Benefits Pyramid Model. The model is based on the principle that in order to be fully effective, a coaching relationship must be built on four key factors:

1. The skills of the coach (listening, questioning, giving clear feedback, establishing rapport and providing support);
2. The personal attributes of the coach (knowledge, experience, qualifications, ability to inspire and belief in the coachee's potential);
3. The coaching process (clearly structured and disciplined, providing mental challenge and growth opportunities for the coachee); and
4. The coaching environment (a safe, supportive place to discuss confidential and sensitive issues, providing time and space for the coachee to think and reflect).

### *Selection of Coaches*

Stober et al (2006) suggest that the individual coach is a critical factor related to the outcomes of coaching, and argues that it is important to understand what coaches do in this context. The top management of the organization very carefully selected only 40 senior managers (out of 200+) in the level of Group General Manager and General Manager. To differentiate coaching from mentoring, this initiative was restricted only to the members of the senior management team, who were managing large projects as head of project or in a generalist role, managing large team of managers from different functional domain. Selection of potential coaches were based on their personal attributes, their people management skills, their past achievements, their credibility within the organization as well as their willingness to get involved in the process. The organization asked for nominations from the interested executives via their intranet site. When they were asked why they should be included in this program, it emerged that although these managers progressed well within the organization and reached the highest level of their functional domains, they wanted to improve their leadership skills besides wanting to give back something to the organization before they retire.

### *Coaching Skills Training*

The coach training was designed based on the experiential process of learning new skills and focusing on changing the mindset of managing, directing it into one of helping and facilitating the employees for self-learning and self-awareness. One of the critical parameters of success of any internal coaching is the trust level between the internal coach and the employee. Trust is a delicate flower; it can flourish only when the coach can create the right environment by displaying a high level of integrity, honesty, openness, fairness and respect. The coach training program, therefore, dealt comprehensively with the importance of having or not having trust in the coaching relationship and explored how best to build that trust.

The second important aspect of designing the coach training program was to train the senior managers in both life coaching and performance coaching skills. Jarvis (2004) suggests that if the coaching process has been conducted effectively, competently and professionally, there is a reasonable expectation that the performance of the employee will improve. The mix of business or performance goals with personal goals has the potential to make a really big impact on their work performance.

One of the main functions of a manager is to influence sub-ordinates in the achievement of work objectives. Managers in influencing roles not only solve problems and help their sub-ordinates, but they also have an influence on others' abilities to solve future problems. They are also responsible for the growth of their sub-ordinates, instead of making them dependent on them. As well as coaching skills, a brief introduction to transactional analysis concepts and leadership styles were introduced during the workshop. An effective manager-coach would take the life position of "I am OK and you are OK" with their subordinates and make subordinates feel competent, capable and confident. The transactional style inventory gives an indication of how much the manager is effective in displaying behaviors from "OK" life positions for different ego states. The transactional styles of these managers were assessed using SPIRO-M inventory (Pareek, 1997) before the commencement of the coaching journey (i.e. during the training phase). The detail of SPIRO-M inventory is given in Box 1.

### *Coaching*

After training, the managers were to coach three middle managers for 6 months, after they returned to the workplace. Selection of coachees was critical in this intervention, since the managers were very senior in the hierarchy of the organization. Many executives in the organization could have opted to get connected with these senior managers or the trained managers might have selected the coachee based on their own comfort level. Hence the Human Resource department was involved to help with selection using the following broad criteria:

- (a) coaches should not be from the same functional domain (to avoid overlapping of mentoring with coaching);
- (b) they should not have coachees working under them directly (to avoid boss-subordinate relationship);
- (c) coachees are identified or known as high performers and they are not going to be retired in the next ten years.

### *Assessment*

During the coaching phase, while the trained managers coached three middle level managers for six to nine months (i.e. minimum 12 sessions of one hour each), the external coach facilitated the process and provided inputs to the internal coaches when they faced roadblocks or were not sure of the coaching process. At the end of the coaching journey, the managers underwent multiple assessment processes, which included the evaluation of coaching outcomes, effective deployment of coaching skills, observation of coaching sessions by external coach and feedback from the coachees. Out of the 38 senior managers, who have participated in this intervention of internal coaching, 19 managers could finally meet the minimum benchmark for certification. Out of the remaining managers, 10 managers could not complete the stipulated 12 sessions before the assessment, 2 managers could coach only two coachees and the remainder could not meet the assessment criteria.

At the end of the coaching journey, all certified coach-managers were re-assessed on their interpersonal style using SPIRO-M inventory. All coachees gave their feedback on the coaching process, the role their coach played, the immediate gains for them from the coaching journey both in their work life and personal life and the learning from the coaching journey. Similarly, a survey was conducted to understand the perceptions of all the certified coaches on the coaching process and the benefits, if any, derived by them from this intervention.



**Box 1 : Styles Profile of Interaction Roles in Organization for Managers**

The Styles Profile of Interaction Roles in Organization for managers (SPIRO-M) instrument developed by Pareek (1997) to obtain a profile of managerial styles – low or high frequency or intensity along specific dimensions. Each person involved in transactions with others has three ego states:

1. The Parent regulates behavior (through prescriptions and sanctions),
2. The Adult collects information and processes it,
3. The Child primarily concerned with (a) creativity, curiosity, (b) reactions to others and (c) adjusting to others' demand.

Each ego state is important in managerial role. The functional or dysfunctional roles of these ego states depend on the life position a manager takes. Harries(1969) has conceptualized four life positions: I'm OK- you're OK; I'm not OK- you're OK; I'm Ok- You're not OK; I'm not OK-You're not OK. James (1975) has suggested that, in general, the concepts of OK and not OK can be used to understand how managers behave. As James (1975) and Avary (1980) suggested, the six ego states can be combined with the two life positions (OK and not-OK), hence there are twelve influencing styles.

**Twelve Influence Styles:**

Ego States	Styles in Two Life Positions	
	Not OK	OK
Nurturing Parent	Rescuing	Supportive
Regulating Parent	Prescriptive	Normative
Adult	Task Obsessive	Problem Solving
Creative Child	Innovative	Bohemian
Reactive Child	Aggressive	Confronting
Adaptive Child	Sulking	Resilient

Managers may show several of these behaviors, mentioned above. However, they use one style more frequently than others. If the dominant behavior is from OK dimension, then there will be higher effective interpersonal relationship in the coaching process.

The Operating Effectiveness Quotient (OEQ) of each ego style indicates how effectively the respondents are using that style in their managerial role. If the OK score is higher than the non-OK score on that style, it means that he is effective in that style. However, if the not-OK score is higher than the OK score, he is not effective on that style. OEQ is calculated using the formula:  $(OK - 3) \times 100 / (OK + not-OK - 6)$ .

**Findings**

Table 1 gives the Operating Effectiveness Quotient (OEQ) data of the assessments carried out using SPIRO-M inventory, before and after the coaching interventions for 19 certified coach-managers. It is evident that with the exception of the reactive child ego state, there is an increase in OEQ scores for remaining five ego states, i.e. their effectiveness of interpersonal style of these five ego states have improved. However, the increase of OEQ is statistically significant (  $p < 0.05$  %) for nurturing parent, adult and adaptive child ego states.

**Table 1: Interpersonal style inventory - using SPIRO-M**

	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Manager 1	50	55	61	60	55	58	69	69	55	62.47	59	67
Manager 2	58	54	62	52	55	55	47	56	57	67	64	69
Manager 3	59	55	55	55	55	62	32	58	62	58	62	57
Manager 4	50	62	54	61	57	67	61	60	63	69	58	64
Manager 5	52	52	53	53	55	61	65	60	50	80	70	85
Manager 6	67	78	71	57	50	57	58	80	67	44	70	78
Manager 7	53	53	60	60	62	56	69	67	75	64	40	67
Manager 8	67	78	53	53	56	50	60	53	50	54	73	70
Manager 9	44	50	47	50	59	64	67	50	60	69	75	69
Manager 10	48	65	61	61	55	55	70	65	80	67	67	80
Manager 11	55	50	47	50	60	64	60	59	75	60	57	73
Manager 12	37	50	57	60	50	69	64	53	60	50	69	75
Manager 13	52	48	53	64	50	64	41	53	60	33	50	50
Manager 14	67	67	44	52	50	57	75	52	57	57	75	58
Manager 15	57	61	53	58	58	52	70	60	46	46	69	80
Manager 16	60	59	60	60	73	75	62	62	100	87	50	73
Manager 17	50	52	40	50	62	61	73	80	69	71	77	85
Manager 18	50	50	65	53	47	56	56	53	59	53	56	56
Manager 19	48	86	55	86	52	86	67	92	60	89	83	77
<b>Average</b>	<b>53.89</b>	<b>59.21</b>	<b>55.31</b>	<b>57.63</b>	<b>55.84</b>	<b>61.52</b>	<b>61.36</b>	<b>62.21</b>	<b>63.42</b>	<b>62.13</b>	<b>64.42</b>	<b>70.15</b>
<b>t-value</b>	<b>2.007*</b>		<b>0.6078</b>		<b>2.3*</b>		<b>.09817</b>		<b>-1.40</b>		<b>2.2449*</b>	

\* Time 1- Before coaching

\* Time 2- After coaching

\* Significant at alpha <= 0.05%

In the case of the nurturing parent ego state, an increase in OEQ represents reduction of use of dysfunctional rescuing style and /or effective use of supportive style. Rescuing style indicates a dependency relationship in which the manager perceives his role as that of rescuing the subordinates, who are seen as being incapable of taking care of themselves. This style makes the subordinates dependent on their senior. But in the supportive style, the manager encourages subordinates, provides support whenever needed and creates a necessary environment of continuous learning and self-development.



The increase in OEQ of adult ego state indicates that managers are more concerned with solving the work-related problems by involving their subordinates and do not see the problems as confined only to the task. The managers are sensitive to the feelings of their subordinates and are not too obsessed with the task. The increase in OEQ of adaptive child ego state represents that these managers show creative adaptability and they are able to handle negative feelings within themselves. They are able to share their feelings with others, open to learning from others and accept others ideas. They are highly flexible and self-confident.

Though there is an increase in OEQ scores in regulating the parent and creative child ego state (though not statistically significant), the decrease of OEQ scores in the reactive child ego state is surprising. It represents that the managers are not necessarily concerned with confronting problems of the organization but show aggression toward others. It could be that the environment of public sector organizations is not conducive for employees to be aggressive enough to confront the organizational problems openly. This area needs more research to understand the influencing factors of this evidence.

The interpersonal style inventory results demonstrated that managers' effectiveness in using functional behaviors had improved and/or the displaying the dysfunctional behaviors of nurturing parent; adult and adaptive ego states were reduced. These results indicated that there is a positive shift in the managerial styles of these leader-coaches. When these leaders adopted a more supportive and helping role for the development of their subordinates, they used a more questioning approach rather than the telling and directing approach. This resulted in a cascading effect of change of behaviors within the organization.

At the end of the coaching and certification process, a written survey and one to one interaction with the external coach were conducted among the certified manager-coaches to understand the impact of the coaching journey. One of the survey questions was, "What do you think you have gained personally and how will it benefit you in your professional and personal life?" The responses of the certified manager-coaches were analyzed to understand what they believed to be the gains from this endeavor. The summary of the analysis of the major benefits achieved by these coach-managers are as follows:

- (a) Improved interpersonal skills: The majority (60%) perceived an improvement in their interpersonal skills. They had become more effective in dealing with their subordinates, peers and seniors better. They could understand better their subordinates and others in the organization in terms of their assumptions, emotions, beliefs, attitude and aspirations and how these factors were affecting their performance. Around 25 % of the managers felt the difficulty in building trust among these coachees initially and when the trust was built, noted how the relationship and bonding go beyond the boundaries of work areas.
- (b) Better listener: 39 % of respondents reported that the coaching journey had helped them to become better listeners, which they thought would make them more effective in dealing with their subordinates. Three managers reported that they are calmer both at the workplace and in their personal life. One manager reported that because of his improved listening capability, he was now able to concentrate more and comprehend better.
- (c) Increased confidence: This was reported by almost 25 % of the managers. Leedham (2005) mentioned that confidence is the widely recognized "inner personal benefit" of coaching. 10% of the managers reported that they have improved their self-belief. It is not only the coachees, who had reported an increase in confidence level, the manager-coaches also reported having developed higher levels of confidence in dealing with seniors, sub-ordinates and significant others. Improved self-confidence and self-efficacy lead to improved leadership.

(d) Work-life balance: 33 % of the managers reported that their work-life balance had improved during the coaching journey. Some of them reported that due to high work pressure, they could not give enough time to their family. When they administered the 'Wheel of Life' exercise to the coachees and to themselves, they realized their own low levels of satisfaction on family and personal fronts. Most of these coach-managers reported that they started giving more attention to their social and personal life.

(e) Sense of achievement: 13 % of the managers felt a sense of achievement when their coaching efforts helped their coachee in improving their man-management skills, work planning and job performance. Some of the coachees reported that their personal life was improved significantly, whereas others could make an impact in their workplaces. Six coaches mentioned that they felt immense joy in contributing towards bringing various changes in the personal and professional areas of the coachees.

(f) Broader vision: 15 % managers reported that their overall vision had broadened and they could understand their role as a manager in building organizational capabilities. They could clearly understand why the organizational growth momentum had reduced and how they could contribute in the strategic issues of the organization.

From these findings it can be argued that when an organization develops high-quality internal coaches from successful leaders or managers within the organization, besides addressing cost containment pressure, the organization develops their leadership competencies and confidence.

## **Conclusion**

The challenges for high performing organizations are the acute shortages of effective leaders, the ability to attract leaders from outside and the retention of the competent leaders. Coaching is one of the most effective tools in building leadership capacity within the organization. To build leadership, an effective leadership development process is required, where the emphasis is on developing leadership competencies among high potential managers. This research highlights that coachees are not only ones to derive direct and indirect benefits, the manager-coaches too improve their leadership skills, interpersonal skills and work-life balance. The empirical study showed that they improved their interpersonal skills, listening capability, work-life balance and there was also a marked improvement in their self-confidence. These managers also reported that their vision was broadened and that they were more effective in dealing with inter-personal issues.

The limitation of this study is that the numbers of coaches involved in this intervention is rather small and all of them are from the same organization. However, the interpersonal style inventory results demonstrated that effectiveness on using functional behaviors had improved and/or the display of dysfunctional behaviors of nurturing or critical parent, or adaptive child ego states were reduced. These results indicated that there is an improvement in effectiveness of the managerial styles of these manager-coaches. It reflects that they adopted a more supportive and helping role for the development of their subordinates, they used a more questioning approach in place of the telling and directing approach.

Internal coaching will not be deployed in all coaching situations, especially considering organizational complexity, confidentiality and other factors. However, it is a robust offshoot of executive coaching world and is becoming popular. In large organizations, where managers are engaged in coaching their subordinates, a coaching capability is slowly built into the organization through cascading

effects. Internal coaching is not only highly cost –effective, but the organizations derive significant sustainable benefits when an internal coaching process is deployed for the development of competencies in potential leaders.

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