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Coaching managers

A Q methodological study of managers' subjective experience of
being coaching managers

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Abstract

The aim of this study is to explore managers' subjective experience of having a coaching approach to management. This has been researched through a Q methodological approach where 18 participants sorted a sample of 36 statements based on their subjective experience. These statements were prepared on the basis of a research design which included how managers perceive their role as both manager and coach, how they relate to a focus on process and product, and how they experience the relational quality to their employees. Four factors were identified through the factor analysis, and represents different views or experiences of coaching management. Factor 1 experiences coaching as a natural part of their role as managers and find that coaching promote results, learning and growth through reciprocal relations. Factor 2 does not seem to recognize coaching as a central role or management style, and emphasizes independence and autonomy as essential for efficiency and success. Factor 3 experiences that coaching management is primarily about being supportive. They also find that the position as manager brings with it a certain authority. Factor 4 has a results oriented focus and considers shared control as central to promote cooperation. These findings are discussed in relation to two models that show different ways of understanding the experience of being a coaching manager. The theoretical frame includes polarity management, situational leadership and transformational change. The results show that coaching management entails contradictory aspects that the factors relate to differently. What is perceived as polarities also varies. The thesis further addresses how the development of a coaching approach to management can be seen as an integration of polarities through transformational learning.

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1 INTRODUCTION

The number of books that claim they have found the recipe for successful leadership and management are many. These present techniques and tools that supposedly equip leaders and managers to overcome challenges and difficulties. But the world is not that predictable. We are no longer under the assumption that every problem can be solved with rational reasoning (Cameron & Green, 2012). Globalization, rapid change, competing technology, shifts in power from seller to buyer and a continuous development of knowledge are some of the trends that impact organizations. These trends are like waves that destroy former ways of successful management (Hersey, Blanchard, & Johnson, 2001) and require changed management and leadership that can address complex challenges in a sophisticated manner (Fullan, 2001). To suitably respond to these challenges, organizations need to be a place for learning and growth (Cameron & Green, 2012; Hunt & Weintraub, 2002). As a result of this, managers are increasingly challenged to assume the role of managerial coach (Ellinger, Hamlin, Beattie, Wang & McVicar, 2011). The annual survey report 2012 by The Chartered Institute of Personnel and Development (CIPD)¹ shows that coaching by line managers is considered one of the most effective practices to affect learning and development in organizations. Managerial coaching is not a new phenomenon; however, research on coaching management is still in an early stage (Hunt & Weintraub, 2007).

1.1 Structure of the thesis

The thesis is divided into seven main chapters. Chapter 1, the introduction, addresses the study's intention and approach, and puts the theme in context by explaining and defining coaching in general and more specifically coaching management. Chapter 2 makes an account for relevant theory the study is based on, and chapter 3 describes the methodology applied in this study. In chapter 4 I present the results from the research as well as the interpretation of these results, which is further discussed in chapter 5. Chapter 6 presents a conclusion and suggestions for further research. Finally, in chapter 7 I reflect upon my role as researcher and what could have been done differently.

1.2 Intention of study and research question

Through the master program in counseling I have gained theoretical and practical knowledge about coaching and leadership, and how to be a facilitator of learning. As I immersed myself

¹ The survey was conducted in UK in January 2012.

in literature on the topic I became interested in how managers can create a learning environment by implementing a coaching role or style of management. I got the impression that this is a concept that has been criticized for having little reference to solid research findings. Researchers on the field disagree among other things about whether coaching is a separate leadership style or just an extra tool to a leaders toolbox (Gjerde, 2010; Gåserud, 2000; Schüssel, 2005; Whitmore, 1998). There are several aspects to consider when a manager applies coaching, including the imbalance in power relations between manager and employee. It made me question whether it is desirable that managers' undertake the role as a coach or if there are too many conflicting interests. To research this I found it essential to examine how managers themselves experience having such a role or management style. This led me to the research question: *How do managers experience being a coaching manager?*

I consider this a relevant research question and hope the study can contribute to extend the understanding of the concept coaching management. As there is little research done on the field I have taken an exploratory approach through a relatively broad research question. The intention of this study is to promote greater insight into which factors managers perceive as prominent to their experience of being coaching managers. This insight can hopefully contribute to the discussion about managers' role as coach and possibly how managers can apply this role or style of management. Participating in the study may additionally contribute to increased self-awareness among the participants.

1.3 Contextualization of the theme

Coaching is not a protected title and the lack of strong academic standards can be a source of confusion and critical attitudes (Gjerde, 2010). To gain an understanding of the topic chosen I therefore find it appropriate to explain and define coaching as a concept and method, also seen in the context of management. Some of the theory is derived from coaching in general, which I see as transferable to coaching management. Like Kvalsund (2005) I will use the terms coach and coachee about the parties in the coaching relationship.

1.3.1 Coaching

Coaching is a term that has been around since the 15th century, but has acquired a different meaning over the years. It has primarily been associated with sports, but coaching as it is used today differs from this association (Berg, 2006; Gjerde, 2010). The coaching process includes encouraging the coachee to take responsibility for his or her own life and to be a facilitator of learning and development through the coachee's own experience (Gjerde). Coaching can be conducted with teams and groups, and individuals (Stelter, 2002). There are many different

types of coaching including career, life, business and executive coaching, and therefore there are several definitions. This thesis is based on two definitions with a shared theoretical foundation. Gjerde (2010) defines coaching as “a collaborative, customized, solution focused and systematic communication process that promotes action, learning and development – at a personal and professional level – through i.e. raising awareness, motivation and promoting accountability” (my translation; p. 11). Kvalsund (2005) writes that coaching “deals with a relationship between people where management is involved in terms of asking questions that draw attention to the development of resources and growth” (my translation; p. 11). There seems to be a consensus that coaching contributes to learning and development, where the individual has the potential to be an actor in their own lives (Berg, 2006). It also involves seeing coaching from a developmental paradigm. The coachee has an inherent resource potential that the coach can promote through facilitation. Some of these inner and unused resources can be hidden from the coachee, and so the coach’s task is to help the person gain access to these (Kvalsund, 2005).

1.3.2 Separating coaching from other domains

It is not a simple task to distinguish coaching from other disciplines such as therapy and counseling, and how you view differences and similarities largely depends on the theoretical framework. Kvalsund (2005) writes that the psychodynamic perspective is oriented towards the past and problems caused by the past, and humanistic existential approach is oriented towards solutions and the future. A positive perspective focused on solutions and goals is part of what characterizes coaching, and separates it from a more problem-oriented tradition (Gjerde, 2010). What unifies the different disciplines is the conversation characterized by trust, empathy, interpretation and confrontation. It differs from therapy in a way that coaching is for healthy people and not a treatment of illness (Kvalsund, 2005). Hunt and Weintraub (2007) “make a sharp distinction between psychotherapy in the workplace and developmental coaching” (p. 34). Gjerde (2010) and Kvalsund (2005) make the same distinction but not as sharply, and add that a therapeutic effect can occur in the coaching process. There is a clinical aspect in therapy that is not addressed in coaching, but emotions and experiences will appear in coaching as this is part of the individual. Even though coaching first and foremost is about facilitating growth and development it will be natural to include therapeutic and consultative processes when needed.

Mentoring and coaching are terms that are often used interchangeably, and there are not many differences between these two learning facilitation activities. The intended purpose

and the process in terms of techniques and methods are similar in coaching and mentoring. One distinction is that the mentor works as a role model and passes on their experience to a greater extent than the coach (Ellinger et al., 2011)

1.3.3 Internal or external coach

Different situations require different solutions and whether organizations chose an external or internal coach can lead to differences in the process and outcome (Cameron & Green, 2012). One of the advantages using an external coach is that the coach is not directly involved and therefore has a greater chance of looking at the situation from an objective point of view (Hunt & Weintraub 2007; Stelter, 2002). As an internal coach is personally involved it can be more difficult to view the situation with “objective eyes”. An external coach can also provide more specific expertise, which obviously depends on the extent to which the coach is a professional or not (Hunt & Weintraub, 2007). On the other hand, the coach needs to have knowledge of the organizations’ goals and strategies, the culture, needs and issues. An internal coach would already be familiar with these aspects. That way it can be both time and economically profitable to use an internal coach (Hunt & Weintraub). Stelter (2002) writes that coaching should be conducted internally within the organization and only in some cases by an external coach. This is supported by the survey conducted by CIPD (2012) which shows that development options like an external coach are less effective than internal, on-the-job learning and development, mainly because the measures can be adjusted and tailored more easily to the needs of the individual and organization. According to Hunt and Weintraub (2007) the manager is the most apparent coaching resource. One of the main challenges having an internal coach is the role conflict that might occur within the coach as he or she needs to alternate between different responsibilities (Hunt & Weintraub). Some of these responsibilities might even be perceived as contradictions. I will elaborate on some of these challenges in chapter 2.

1.3.4 Leader, manager, coach

As there is a shortage of research conducted on coaching management, some of the literature applied in this thesis is more directed towards leadership. I want to clarify the difference between leadership and management. I do however see the transferability in the literature used in this thesis, and therefore use the words interchangeably. Hersey, Blanchard & Johnson (2001) define management broadly as “the process of working with and through individuals and groups and other resources (such as equipment, capital, and technology) to accomplish organizational goals” (p. 9). Management is here defined as a sub-concept of leadership.

Fullan (2001) does not make a clear distinction between leadership and management; “they overlap and you need both qualities” (p. 2). Downey (1999, as cited in Gjerde, 2010) presents a model that illustrates the leaders role as threefold; leadership, management and coaching. These roles overlap, but do not exclude each other. In short, leadership is to create and anchor visions, management is to develop structures and coaching is about releasing the potential of employees. This is a way to see management in relation to coaching, but this distinction is not always so obvious and perhaps not even desirable, as will be discussed further in the thesis.

2 THEORY

The theme and research question of this thesis along with the research design has primarily emerged from the theory that will be presented in the following section. The chapter aims to elaborate and give meaning to the research design, which is methodologically presented in chapter 3. Based on theory and previous research I have chosen to examine managers' experience of being coaching managers through the following main themes; perception of roles, focus on product and/or process and dimensions of relations.

2.1 Role perception

Managers have an impact on the system of learning at the workplace, and how they view their own strategies and actions and the level of insight therefore has a central position (Van der Krogt & Vermulst, 2000). This is based on the phenomenological idea that we need to understand how people interpret a phenomenon, or how the world "shows up" for them, to make an account of their behavior (Flaherty, 2005). Ellinger and Bostrom (2002) did a study where they examined managers' perception of themselves as facilitators of learning on the basis that beliefs about their role influence their behavior². Hunt and Weintraub (2007) also emphasize that how managers view their roles and relationships are key aspects. How managers perceive themselves as coaching managers affects their actions, and is therefore interesting to examine. What Ellinger and Bostrom (2002) found in their research was that many managers experienced a role conflict, and a few of them perceived the coaching role as integrated and part of their daily work.

2.1.1 Role conflict

Gjerde (2010, p. 166) seems to agree with Downey's (1999) illustration of leaders role as a threefold (including leadership, management and coaching), and views coaching as a supplement or "an extra tool in a leader's toolbox". In addition to tools of management such as instructing, create and follow visions etc., it is important that a leader also motivates, inspire and support. Behind this statement lies the assumption that coaching is not appropriate for all situations, and this is confirmed when Gjerde (2010) states that the leader cannot function as a mere coach. Berg (2006) distinguishes between order and control management and coaching, where the former is characterized by a goal to make money, a view of people as dependent on external governance and the leader as an expert who has all the answers. This was evident in Ellinger and Bostrom's (2002) research where they found that many managers

² Facilitating learning is used synonymously with coaching in Ellinger and Bostrom's (2002) article.

made a clear distinction between the role as a coach and manager, in other words between applying coaching and the provision of management. The managerial tasks were perceived as controlling, directing, telling and judging, and the coaching tasks as helping, supporting, empowering, developing etc. Because of the different, and maybe even polarized, tasks the roles involve they experienced a conflict between roles. The traditional manager role was viewed as “outdated”, something you want to move away from, and coaching as the ultimate goal. Hunt and Weintraub (2007) also points to the various tasks associated with different roles: “The coaching manager can make a work assignment that promotes learning and development, for instance. Nevertheless, the coaching manager is responsible for the performance of his or her business unit” (p. 182). This implies that coaching management entails tasks that might be perceived as conflicting.

Cameron and Green (2012) present several theories and models that illustrate different styles of leadership in times of change, and promote a view of flexibility and the use of different roles as a prerequisite for successful leadership. This is also supported by Hunt and Weintraub (2007) who state that coaching management is about successfully managing the conflicts between roles. The common feature of these theories is that coaching management entails conflicting roles or tasks. What distinguishes them is how to deal with this issue. Gjerde (2010) believe the solution is to apply coaching as a leadership tool, while Ellinger and Bostrom (2002) and Hunt and Weintraub (2002, 2007) view it as a process of integrating the coaching role by changing mental models.

2.1.2 Integrated

Some of the managers in Ellinger and Bostrom’s (2002) research perceived the coaching role as integrated and therefore did not experience a role conflict. They did not see the challenge as alternating between roles but an integration of the coaching role. Through their experience working with coaching, Hunt & Weintraub (2002) found that some managers expressed coaching as part of their daily routines, integrated with their daily work, and not as a separate work task or role. The different roles are accompanied by different mental models, and the different mental models influence the way managers think and act. The process of integrating the coaching role is therefore a process of changing your mental model (Ellinger & Bostrom, 2002). This is in line with Kegan’s (1982, 1994) constructive developmental theory about the complexity of mind, which briefly explained says that we construct our world through interaction and interpretation (as cited in Berger & Fitzgerald, 2002). Developing a more complex mind means to discover the lenses from which we see the world, which gives us the

opportunity to choose whether we want wear those lenses or not. In that way we “increase the number of elements we have under our control”, and develop a more complex mind (Berger & Fitzgerald, 2002, p. 29). Helping the coachee develop a complex mind is an important part of the coaching process, and this can also be applied to the process of developing a coaching management style. Instead of focusing on behavioral change, for example learning coaching techniques, managers need to change their mental models to become a coaching manager (Ellinger & Bostrom, 2002). Even though the different skills and techniques are important in coaching it is more about having an empathetic and positive accepting attitude (Kvalsund, 2005).

The process of integrating the coaching role or as Ellinger and Bostrom (2002) puts it; moving from a “traditional control model to a learning facilitator model”, begins with becoming aware of your mental models and how it affects your behavior. It is a continuum where coaching becomes gradually more natural to the manager. But not everyone considers it as a goal to move away from the traditional model. Kvalsund (2005) distinguishes between a focus on capital and people, and points out that it is appropriate to have a constructive interaction between these values rather than putting them in contrast to each other. It is not a goal to reject orders and control management, to use Berg’s (2006) words, but to place the human capital at the core of management. Whether the process is seen as a movement from one role to another or to interact with both polarities, there’s a consensus that coaching is about changing the way one views and relates to the world.

2.2 Focus

A coaching manager needs to show results and also reflect on the process. According to Hunt & Weintraub (2007) there is a “tension between a focus on today’s results and the effort to build human capital for tomorrow” (p. 11). This is a potential conflict in relation to time management; one must deliver results efficiently, while also set aside time to invest in those whom deliver the results. The question is what coaching managers focus on, and if they experience a conflict between the requirement of delivering a product and focusing on the process.

2.2.1 Product

Spurkeland (2012) distinguishes between “case results” and “relationship results” (my translation; p. 129). Case results entail conclusions and products, and relationship results is about motivation, respect and generally how people experience the social fellowship. A focus on product is here understood as focus on case results. To focus on the task rather than

relations, the product over the process, is a tendency in our culture and therefore a focus that would naturally occur (Kvalsund & Meyer, 2005). The product is concrete, measurable and more visible than the interaction process and promotes action and progress. A manager is expected to take action, and in a hectic environment they might be faced with a challenge of whether they should be time effective and fix the problem or facilitate employees to learn how to deal with it (Hunt & Weintraub, 2007). Hunt and Weintraub found in a study that many coaching nurses were instructive rather than facilitative; they found it challenging to stop and reflect on the process in times of rapid pace and stress at the workplace. This means that survival becomes the primary task of the organization, and learning is seen as a cost of time and resources (Hunt & Weintraub). A process-oriented focus might be perceived as paralyzing in relation to a focus on product that promotes action and determination (Kvalsund & Meyer, 2005).

A unilateral focus on the product will, according to Kvalsund and Meyer (2005), lead to single-loop learning, which means improvement and restoration of what has already been established. Argyris and Schön (1996) define single-loop learning as “instrumental learning that changes strategies of action or assumptions underlying strategies in ways that leave the values of a theory of action unchanged” (p. 20). If for example there is a mismatch between expectations and the actual outcome, it can cause managers to modify the previous strategy to meet the expectations. This is comparable to re-organizing a room; the furniture remains the same, but the way they are organized is changed. To achieve good case results there needs to be a foundation of relationship results like trust and a general sense of wellbeing (Spurkeland, 2012). This will in turn require a focus on the process.

2.2.2 Process

Focusing on the process means having the ability to notice how people communicate, make decisions, manage conflict etc. (Hunt & Weintraub, 2007). It is about stepping out of a “survival mode”, which means not only pressing for results but to facilitate learning and growth (Hunt & Weintraub, 2002, p. 2). Managers who focus on the process are able to listen to more than just the content of a discussion; they will notice how people interact, approach situations, their motivation, attitudes, body language etc. (Hunt & Weintraub, 2007; Spurkeland, 2012). By stopping the action and reflecting on the process, managers will activate the employees by allowing individuals to think for themselves and take ownership of the problems. This way people can learn to teach themselves, and the organization will be more effective facing challenges in the future (Hunt & Weintraub, 2002, 2007). Investing in

the process can therefore be time saving in the long run. The participants in Bond and Seneque's (2013) research experienced coaching as a "here and now" situation where focus and reflection promotes efficiency and good decisions. This can be seen in relation to Fullan's (2001) illustration of ineffective and effective leaders; the hare and the tortoise. Leaders who are like the hare will have a tendency to rush into conclusions. The tortoise on the other hand accepts that change and development requires time. They move slower and that way manages to see the bigger picture before making decisions.

Reflecting on the process opens up for assessment and asking questions about governing values. This facilitates double-loop learning, which is defined as "learning that results in a change in the values of theory-in-use, as well as in its strategies and assumptions" (Argyris & Schön, 1996, p. 21). This is about questioning why one chooses to act like one does (Kvalsund & Meyer, 2005), which opens up to new visions and strategies and leads to change, growth, learning and development (Argyris & Schön, 1996; Kvalsund & Meyer, 2005). This can be seen in relation to Fullan's (2001) term reculturing, which is about transforming the culture by changing the way things are done through questioning and critically assessing ideas and practices (p. 44).

Bond and Seneque (2013) found that coaching was described by the participants as "an intervention that is intended to assess and improve individual and team performance, thus enhancing organizational efficiency and effectiveness" (p. 67). This way coaching is seen as a connecting link between a focus on process and product, where the former is a precursor to the latter. Kvalsund and Meyer (2005) emphasize the importance of discovering how an orientation towards product *and* process is necessary to work well in teams.

2.3 Relation dimensions

Persons in relation

According to Macmurray (1961/1999) we, as persons, are constituted by our relation to one another. There is no "I" without "you", the self is formed through exchange and interaction with the surroundings (Kvalsund & Meyer, 2005; Macmurray, 1961/1999). "I" and "you" both constitute the individual as equal wholes but are dependent on the other to constitute the person (Kvalsund & Meyer, 2005). "You" is "the Other", that can be another individual, family or society, and "I" become a person in dynamic relation to "you" (Macmurray, 1961/1999, p. 17). This means that to define our own existence we need to consider the characters of our relationships. Martin Buber (1878-1965, as cited in Buber & Smith, 2004) thought, like Macmurray (1961/1999), that we have to see ourselves in relation to "the Other".

According to Buber (Buber & Smith, 2004) there are two ways of relating to “you”; as an object or subject. When we relate to the other as an object we consider it as *it*, as something separated from and alien to us, hence an “I-it” relation. We describe it the same way we describe things and therefore objectify it. We can also relate to “you” as a subject, which Buber (1965) calls an “I-thou” relation (as cited in Kvalsund & Allgood, 2008). “I” see “you” as a human being with similar needs, and we meet as persons (Kvalsund & Allgood).

Distribution of power

Power will always be present in relations, and an egalitarian relationship is pursued in coaching. The coachee should have the power to influence the relationship to the same extent as the coach (Gjerde, 2010). Gjerde (2010) and Stelter (2002) points out that factors like position, role and competence/expertise will affect the distribution of power in relationships. These three factors might particularly be evident in the relationship between a manager and employees. They have a higher position in the organization, a role as a coach in addition to manager and might be perceived as an expert because of his or her position. Stelter emphasizes the importance of being aware of the distribution of power, especially when the coach is a leader and the coachee an employee. This can be explored through dividing the interpersonal relationships in to three dimensions: Dependency, independency and interdependency. These dimensions are in a dynamic relationship with each other and we alternate between them throughout our life span (Kvalsund & Meyer, 2005; Macmurray, 1961/1999).

2.3.1 Dependency

It is natural for people in groups to search for answers in people around them, partly because they are driven towards getting things done and partly a belief in other people’s knowledge (Cameron & Green, 2012). This creates a dependent relationship which is characterized by asymmetry where one part is dependent on the other. Kvalsund and Meyer (2005) illustrate dependency with the relationship between mother and child. The child depends on the mother’s supervision and guidance to survive. This relationship is positive as long as both parties mutually acknowledge the relationship as necessary and desirable (Kvalsund, 2005). If one part no longer has the need for dependency or develops the need for a new type of relationship, the dependency turns negative. This negative dependency can also occur if the other person, in this example the mother, is unable or struggling to disentangling from her position in relation to the child (Kvalsund & Meyer, 2005).

Initially there is equality between the parts in a coaching relationship (Kvalsund, 2005), but this might not always be the case. The coachee might assume that the coach has more knowledge about what the coachee is in need of, and/or the coach might even have this perception him/herself. In such relationships the coach becomes the subject and the coachee object (I-it), where the coach is the active part with expert knowledge and the coachee is passive and dependent on this knowledge (Allgood & Kvalsund, 2005). In terms of coaching management this asymmetrical relationship might even be amplified as the manager initially is in a superior position of power in relation to the employee. The coaching manager can, for various reasons, take on too much responsibility and thus put the coachee in a dependent position where he or she might eventually disclaim responsibility (Gjerde, 2010). The relationship will be perceived as negative if the coachee receives more help than needed. But the recognition of independence must occur simultaneously between the two parts. According to Kvalsund (2005) it may be unfortunate to allocate power to beginners who do not have the competence to handle the situation. The coachee does not necessarily always have the answer, and sometimes it is necessary with more direct guidance or advice (Gjerde, 2010). A coaching manager can also be dependent on others. This might be evident in that the coach is dependent on verification by the employees as a prerequisite to apply coaching.

2.3.2 Independency

Independence occurs when dependence is exceeded, and symmetry can find its way into the relationship (Kvalsund & Meyer, 2005). The child develops a need to detach from the parents and manage life on their own. Independence is a relationship where individuals use their own emotions and intentions as a basis for action, and where resources are triggered and released (Kvalsund & Meyer). If both parties acknowledge the need for independence a positive relationship will emerge where each other's individuality and competence is experienced as mutually enriching (Kvalsund, 2005), and equality characterize the relationship (Kvalsund & Meyer, 2005). But as with dependency the independent relationship can also turn negative. The symmetry of mutual independence can be threatened if one part experiences greater independence than the other and the other part try to regain independence by the use of power. This will break the symmetry and create a negative dependent relationship (Kvalsund & Meyer).

One of the coach's tasks is to bring out coachees' independence by helping them to experience their own resources (Kvalsund, 2005). This means that a coaching manager needs to resist being the expert with all the answers, let go of the control and trust the process

(Fullan, 2001). As Hunt and Weintraub (2002) put it; “The coaching manager must be willing to let his or her employees struggle with what they don’t know” (p. 3). This will potentially activate the employees and give them room to share thoughts and ideas (Fullan, 2001), and challenge them to take responsibility (Cameron & Green, 2012). I say potentially, because the need for independence has to be mutual; the employee has to be ready and willing to take responsibility. As with dependency the independence can also prove itself in that the manager does not acknowledge the importance of feedback. This way the presence in the relationship will be absent (Kvalsund, 2005).

2.3.3 Interdependency

The exceeding of negative dependency occurs through a mutual and genuine need to understand the other person and to meet on the basis of each other’s needs (Kvalsund & Meyer, 2005). Interdependence creates a symmetrical relationship where both parts acknowledge the need for each other in order to confirm their independence (Kvalsund & Meyer, 2005; Macmurray, 1961/1999). In other words; interdependence involves both dependence and independence. It also includes recognizing both the positive and negative aspects of the dimensions as necessary aspects of development. Where learning and development takes place there will be an ongoing exchange between dependency, independency and interdependency (Kvalsund & Meyer, 2005).

There is a mutual responsibility in the coaching relation where both parties promotes or inhibits cooperation. The coach is responsible for facilitating a learning environment and the coachee is responsible for contributing with his or her thoughts, feelings and actions in the conversation (Gjerde, 2010). A mutual coaching relationship requires that both parties voluntarily enter into partnership (Kvalsund, 2005). This can be challenging when the manager is coaching, as the employees not necessarily have chosen to be coached. Also, as mentioned above, the manager’s position, role and competence relative to the employee might potentially cause asymmetry in the relationship. One solution could be that managers refrain from applying coaching. Another solution could be raising awareness through reflection. The relational consciousness is central according to Kvalsund (1998); to be aware of the possibility of dependency and to look for the opportunity of independence and interdependence. Gjerde (2010) also points out the importance of reflecting on the relationship in order to address a possible imbalance in the distribution of power. As organizations increasingly seek to be a place for learning and development it will be relevant

to consider the relational dimensions, particularly in a coaching relationship between manager and employee.

2.4 Summary

The experience of managerial coaching is in this study believed to be an effect of the relational dimensions dependency, independency and interdependency, a focus on product and/or process, and whether coaching is perceived as a distinct role or integrated as a style of management. The assumption of an association between these elements forms the basis for the design chosen for the study. The methodological approach and procedure will be presented in the following chapter.

3 METHODOLOGY

The aim of this study is to gain a greater understanding of how managers' experience using a coaching approach at work. The study thus seeks to capture subjectivity, and method was chosen based on this. The Q method is suitable for research that aims at measuring and evaluating the subjective, i.e., experiences and behaviors. Subjectivity is not isolated from the environment or the real world, but is a point of view or "an activity that is best understood relative to its impact upon the immediate environment" (Watts & Stenner, 2012, p. 26). The subjective viewpoint is of social interest and value (McKeown & Thomas, 1988). To gain a greater understanding of coaching management I therefore find it relevant to explore managers' subjective experience of the phenomenon. The Q method provides a systematic examination of human experience and is therefore a suitable method for exploring subjectivity (McKeown & Thomas). Given the topic of the study, research question and intention I have chosen a Q methodological approach. As Q method is not widely known I will give a short presentation of the method before I present the research process and discuss the quality of the research.

3.1 Q methodology

William Stephenson originated and developed Q methodology in 1935 as an evolution of Spearman's (1927) traditional factor analysis (as cited in Watts & Stenner, 2012). Stephenson saw the need for a method that looked at people's thoughts, feelings and behavior without reducing it to objective measurements (McKeown & Thomas, 1988). He wanted to capture nuances in preferences through studying people's experiences, thoughts, values etc. (Thorsen & Allgood, 2010). The function of Q methodology is, as already mentioned, to study subjectivity. Stephenson (1986) describes subjectivity as behavior that can be reduced into communication, and therefore as something that can be studied and measured (as cited in Wolf, 2010). By sorting statements in a pattern prepared by the researcher the research participants are given the opportunity to communicate their experience of a phenomenon. This way subjectivity is made operant and enables the researcher to measure subjective responses in an objective way (Watts & Stenner, 2012). By systematically examining subjectivity the different views can be identified and compared. The method combines components within the quantitative field by using factor analysis and the qualitative field by examining and identifying subjective behavior in a thoroughly naturalistic manner (Brown, 1980). Q methodology is based on abductory principles, meaning that it seeks to study a phenomenon in an attempt to explain and find new insights. Hypotheses is not needed to be developed from

existing theory, as abduction rather is a logic designed for discovery and theory generation, not for verification of existing theory (Watts & Stenner, 2012). This study aims to uncover patterns that might explain the subjective experience of being a coaching manager. The research technique for data collection will be further described in the next section.

3.2 Research process

The research process in Q method is relatively structured, and this section is divided into following steps inspired by Van Exel and de Graaf (2005); 1) definition of the concourse, 2) development of Q set and research design, 3) selection of participants, 4) the Q sort process and 5) the analysis and 6) interpretation of the Q sort. The steps are seen in relation to the process and the choices made in this study.

3.2.1 Definition of the concourse

The Q methods task is to get hold of the basic structure of the concourse (Brown, 1993). The concourse represents the different ways we talk about or express a phenomenon (Kvalsund & Allgood, 2010), a common knowledge occasionally expressed through contextual statements (Stephenson, 1986, as cited in Watts & Stenner, 2012). Discourse is another word that describes the term concourse. There are infinite concourses for each culture and situation, but is delimited by the researcher's hypothesis or research question. By making representative statements based on relevant theory, experience and/or observations the researcher can identify patterns or factors that are to be found in the concourse (Brown, 1980).

The process of identifying and understanding the concourse in this study consisted of reading literature about coaching and management and relevant empirical research done in the field, in addition to conversing with people working with Human Resources, leadership and coaching. Conversations with my supervisor, who has first-hand experience with coaching and management, also led me to a deeper understanding of the subjective expression that manifests itself in the concourse of this study. The delimitation of the concourse included therefore relevant theory and literature as well as my own and others' experience.

3.2.2 Q set development and research design

Q set is a set of stimulus items, usually composed of statements that the participants rank in a prearranged distribution (Watts & Stenner, 2012). The statements should represent the phenomenon being examined (Allgood, 1999) i.e. the concourse and will, as we have seen, be drawn from theory and/or observation and experience. The statements must be balanced in relation to positive and negative statements and the different viewpoints and perspectives

within the same theme (Kvalsund & Allgood, 2010). Watts and Stenner (2012) illustrate a representative and balanced Q set with a floor covered with carpet tiles, leaving no gaps or overlaps. The participants should not feel restricted or limited by the Q set (Watts & Stenner) and so the statements should be open, allowing for the subjective and the formation of meaning to emerge (Kvalsund & Allgood, 2010).

The Q set in this study is primarily drawn from relevant theories and research findings done in the field. It was structurally developed using an experimental design called Fisher's balanced block design, which is a way to ensure that the Q set is balanced and representative of the concourse (Watts & Stenner, 2012). The Q set consists of 36 statements. Because I chose a relatively small number of items (according to Watts & Stenner the standard range from 40 to 80 items) I phrased the statements in a more general way; making the tiles big enough to cover the floor. The research design that has been developed in this study is presented below.

EFFECTS	LEVELS			CELLS
Relationship	Dependent (a)	Independent (b)	Interdependent (c)	3
Focus	Process (d)	Product (e)		2
Perception of role	Role (f)	Integrated (g)		2

Table 1: Research design, based on Fisher's balanced block design

I have chosen to look at relationship dimensions, focus and role perception as effects of the subjective experience of being a coaching manager. To develop knowledge and understanding of the topic I consider these effects relevant. The effects are divided into different levels to capture the complexity of the subjective experience. As I wrote in chapter 2 there are different perceptions of coaching management; whether it is an additional tool or a separate role, or an integrated leadership style. The assumption is that how you perceive your role or leadership style will affect your behavior. I also believe that how you relate to other people in the workplace and whether you have a focus on the process or product will affect the experience of being a coaching manager. Thus, the three effects with associated levels are expected to vary based on the subjective experience of being a coaching manager. An underlying theme in the design is learning and growth as a prerequisite for change. This was not included directly in the design as I recognized that it served as a backdrop for the study, possibly a result of coaching management. Whether a manager facilitates learning and growth in the workplace will presumably be influenced by his or her perception of the role, how he or

she relates to others and what he or she focuses on. It was therefore natural to more or less include this in the statements as part of the overall picture. The design shows $3 \times 2 \times 2 = 12$ cell combinations (adf, aef, adg, aeg, bdf, bdg, bef, beg, cdf, cdg, cef, ceg). The Q sort consists of three statements per combination, giving $12 \times 3 = 36$ statements (appendix 1).

Based on the lack of first-hand experience and direct observations I found it challenging to prepare a design and statements that reflected the concourse. For this reason the design was changed several times as I became more familiar with the literature and research done in the area. I alternated between developing the statements based on the design and adjusting the design based on what came up in conversations with people. I also alternated between two approaches when preparing the Q set; the first was to create statements based on the cell combinations, the other was to free myself from the design and write down statements that came to mind, sort these statements and see if any categories emerged. The last approach shapes the Q set along with the literature review (Watts & Stenner, 2012). Both approaches led to the same perception of what are relevant topics related to the experience of being a coaching manager. Trying different approaches and ending up with the same result increases the possibility of capturing key aspects. That way the Q set will more likely represent the concourse in a balanced way (Watts & Stenner). The alternation between procedures demonstrates a dynamic research process. I immersed myself in the field by two different procedures in order to interpret what would be the best statements to reflect the concourse, which indicates a hermeneutic approach.

It is important to emphasize that the research was conducted with statements in Norwegian. I chose to do it this way so that participants would better identify themselves with the statements, and because inequalities in language can be a differentiating factor. The statements have been translated to English in this thesis (appendix 2), but the transfer of meaning is not necessarily exactly the same³.

3.2.3 P set

In Q method the Q set constitutes the sample and each participant the variable. It is therefore important to think carefully through the selection of participants. On this basis a strategic approach to participant recruitment is preferred over opportunity sampling. Most importantly in selecting participants is that they have a viewpoint on the researched subject, and that this viewpoint matters. They should have some common ground, yet there should be variation to

³ In the translation of statements from Norwegian to English, the word *lederstil* has been translated into leadership style. This is because the word *leder* in Norwegian includes both leader and manager.

avoid excessive homogeneity (Watts & Stenner, 2012). A prerequisite for participation in this study was a position as a manager and knowledge of and experience with coaching through a course, workshop or similar. It can also be said that the P set was pragmatically chosen because the participants were selected based on whether they met the requirements or not (McKeown & Thomas, 1988). The variation in the P set was maintained through differences in working position and years of experience as both a manager and coach. In addition the participants work in different companies. The participants were recruited mainly through my supervisor's network and partly my own.

Generalization in the sense of estimating population statistics is not a goal in Q method, and therefore it is not required to have a large number of participants. In fact, according to Watts and Stenner (2012) the number should not exceed the number of items in the Q set. Q method distinguishes between intensive and extensive P set. An intensive selection concerns how individuals experience a phenomenon, and is examined through individuals sorting multiple times with different conditions of instruction (explained in section 3.2.4). In an extensive selection one is interested in patterns of subjectivity in groups, and will therefore want to examine the experience of multiple participants (McKeown & Thomas, 1988). This study intends to investigate whether there are patterns in the experience of being a coaching manager, and I have therefore chosen an extensive selection. The P set consists of 18 participants including 7 women and 11 men, with work experience as a manager varying from 1 to 16 years. Each participant completed the Q sort once with the same condition of instruction (appendix 3).

3.2.4 The Q sort process

The term Q sort is used on both the process by which data is collected and the final configuration (Thorsen & Allgood, 2010). Conducting a Q sort involves sorting items in a forced-choice, normal distribution (Watts & Stenner, 2012) (appendix 4). A fixed normal distribution is, according to Watts and Stenner (2012) "the most convenient and pragmatic means of facilitating the item ranking process" (p. 78). The pattern allows for nuanced and systematic evaluation and comparison of the sample (Kvalsund & Allgood, 2010). The Q method differs from other methods as it requires that the items are ranked relative to one another (Watts & Stenner, 2012). The sorting process in this study involved participants physically sorting pieces of paper with statements on a scale of -5 to +5, where the negative end represents "different from me" and the positive "similar to me". The location of

statements can identify the psychological significance⁴ the statements have for the participants. Statements located at the outermost points of the pattern can indicate a greater psychological significance than those located towards the center (Kvalsund, 1998). The statements were randomly numbered, and these numbers were written into the pattern by the participants. Q sorting is a communication process where the participants communicate their thoughts through assessing and rating the statements. Based on their experience they will communicate with a virtual person by reading and reacting to the statements and give meaning to them (Allgood, 1999). This way there is a communication between “I” and “Thou” where the person who sorts communicates with a sample of statements that represent the virtual other (Allgood & Kvalsund, 2010).

The participants followed a written procedure that can be viewed in appendix 3. They were given a condition of instruction for the sorting that is intended to direct their attention to a point of view (Allgood, 1999). The condition of instruction for this study was the following; *sort the following statements given the subjective experience of being a coaching manager.* On this basis, we can assume that the participants sorted based on the same criteria (Kvalsund, 1998).

The completed Q sort form an overall picture of the person operant subjectivity, and this *whole* is what Q methodology seeks to capture (Thorsen & Allgood, 2010; Watts & Stenner, 2012). Through positioning the statements the participants create a quantifiable representation of their subjectivity. Subjectivity is thus made operant through the Q sort and is further systematized through factor analysis (Allgood, 1999; Wolf, 2010).

3.2.5 Factor analysis

As previously mentioned the variables in Q method consist of the subjective sorts of the participants, and these are of interest for further interpretation and analysis. All measured variables, that is, each persons expressed subjectivity, are compared by running a *by-person* factor analysis (Watts & Stenner, 2012). The factor analysis seeks to disclose patterns through calculating correlation between the variables, and these patterns or factors are described by Watts and Stenner (2012) as follows: “Each revealed factor in Q methodology will potentially identify a group of persons who share a similar perspective, viewpoint or attitude about a particular topic, or who seem to be, in this context at least, of a similar type” (p. 18). In practical terms, this means that people representing or defining a factor has ranked the items in a similar fashion (Watts & Stenner). Each factor potentially captures a common subjective

⁴ Psychological significance involves emotional meaning for the individual (Brown, 1980).

view or experience that occurs in the P set, and these are objects of further interpretation by the researcher.

The program of analysis used in this thesis is PQMethod, version 2.33 (Schmolck, 2012). A total of 18 Q sorts were plotted into the program and a principal component factor analysis was conducted. Principal components analysis was chosen over centroid components analysis as the former was perceived more user-friendly. The result at this point is eight non-rotated factors with information about eigenvalue (EV) and variance. EV is a statistical criterion for the number of factors that exist. A factor with an EV greater than 1.0 is considered significant and therefore kept. Together with variance it indicates “the strength and potential explanatory power of an extracted factor” (Watts & Stenner, 2012, p. 105). The unrotated factor matrix in this study showed that four out of eight factors had an EV over 1, which indicates that it may be appropriate to choose a four factor solution. The eight factors are further rotated to map the positions or viewpoints, so that the vantage point of the factors becomes meaningful (Watts & Stenner). This can be done analytically (Varimax) or judgmentally (Schmolck, 2012). Varimax was applied in this study, which means that the computer program rotates the factors as opposed to doing it manually. It is common to combine Varimax with Principal component analysis as it provides an objective and clear mathematical result (Svenningsen, 2011).

The factor analysis was conducted twice in this study with respectively three and four factors. After careful consideration a four-factor solution was chosen. Together with an attempt to understand the factors through both factor solutions, the statistical criteria were decisive aspects. The choice of factor solution depends partly on how many that defines each factor (Watts & Stenner, 2012). Each Q sort gets a factor loading that shows how much each research participant correlates with the factor. Participants who have sorted the sample approximately equally will correlate highly with each other and thus belong to the same factor. 16 out of 18 participants in total defined a factor in a three-factor solution compared to 14 in a four-factor solution (appendix 5). Yet, the results shows that two out of three participants defining the fourth factor had low, non-significant correlation with all the factors in a three-factor solution. This indicates that a fourth viewpoint existing in the P set is not captured by a three-factor solution. The correlation between the factors should also be considered; low correlation is desirable as it indicates distinct points of view within the relevant concourse (Kvalsund & Allgood, 2010). A four-factor solution shows lower correlation between the factors, hence 0.4960 and lower (table 3, chapter 4.1), than a three-factor solution in this study, hence 0.5668 and lower. The explained variance is higher with a

four-factor solution; 69% vs. 63% (appendix 5). Although the difference is not remarkable it is in favor of a four-factor solution. I also looked at distinguishing statements to see if the viewpoints captured by the Q sort were represented in the final factor solution. Distinguishing statements show how the factor differs from each other as these statements are sorted significantly different in the various factors (Kvalsund & Allgood, 2010). The fourth factor did not appear in a three-factor solution. I consider these to be good statistical and theoretical arguments for choosing a solution with four factors.

3.2.6 Factor interpretation

Factor interpretation is about understanding the detected shared viewpoints through qualitative principles (Watts & Stenner, 2012). The researcher seeks to discover patterns in a phenomenon and raise new questions after gathering data, hence abductory principle (Wolf, 2010). The factor array, which is the average of all the sorts within a factor (Thorsen & Allgood, 2010) is the basis of interpretation and represents the theoretical average pattern for each factor (Kvalsund & Allgood, 2010) (appendix 6).

As previously mentioned the primary concern of Q methodology is to discover and comprehend the *whole viewpoint* (Kvalsund & Allgood, 2010; Watts & Stenner, 2012). Based on this Watts and Stenner emphasizes the importance of interpreting the entire item configuration, and not only statements located in the outermost points of the factor array. I have included the whole of the factor by looking at the locations of each item in light of the totality of the factor arrays. This approach is oriented towards a phenomenological-hermeneutic interpretation process where one can discover different meanings by looking at the factor image as a whole and as parts (Kvalsund & Allgood, 2010). I applied self-designed posters with the factor array of each factor as an aid throughout the interpretation process. This made the process more clearly and visual. While it is important to include the whole, it is, based on the principle of psychological significance, statements placed in the outermost points of the factor array that have the greatest psychological significance for the participants, and statements placed in the middle the least. I will therefore put more emphasis on statements rated plus and minus 3, 4 and 5 and the middle (0) area. To examine the differences between the factors I consider distinguishing statements (appendix 7). I also consider consensus statements to examine the similarities between the factors (table 8, chapter 4.6).

3.2.7 Post interview

Conducting a post interview can potentially provide a better understanding of the factors in the study (Watts & Stenner, 2012). The interview is an informal conversation that allows the participants to elaborate on their perspective on the phenomenon (Brown, 1980, 1993). It is nevertheless important that the main focus is on the Q sort data when interpreting the factors. The information provided by the interview is for confirmatory purposes, and not the basis for the interpretation of the Q sort data (Watts & Stenner, 2012). In this study four interviews were conducted with the four participants that correlated highest with each factor. The interviews were carried out after the factor analysis was conducted, and provided explanatory and elaborated information that I will refer to in the presentation of results in chapter 4.

3.3 Research quality

3.3.1 Pilot sort

I conducted a pilot sort with four people including two fellow students and two middle managers with experience from coaching. The response was somewhat different between the students and the managers. I decided to put more emphasis on the feedback from the managers as they meet the criteria for participation in this study. The pilot sorting resulted in some changes in wording and structure to make the statements clear and concise. It also confirmed that the statements were understandable and relevant to practice.

3.3.2 Reliability

Reliability is about dependability of the results and whether several measurements with the same measuring instrument will reproduce and repeat the same result (Ringdal, 2013). The average reliability coefficient in Q methodological studies is, according to Brown (1980), 0.80. This means that there is 80% probability that one person will yield the same sort at a different time based on the same Q set and with the same condition of instruction. A Q sort can thus potentially capture subjective viewpoints drawn from emotions which are relatively stable over time, assuming no dramatic incidents, emergencies or various transformations like significant learning and development takes place (Brown). The reliability is affected by the number of research participants; the more participants the higher reliability. It also increases if more participants correlate highly within one factor and low with the other factors (Kvalsund, 1998). The various factors in this study show a composite reliability of 0.923 and higher (table 2).

Factors	Factor 1	Factor 2	Factor 3	Factor 4
No. of defining variables	5	3	3	3
Average Rel. Coef.	0.800	0.800	0.800	0.800
Composite Reliability	0.952	0.923	0.923	0.923

Table 2: Factor characteristics

3.3.3 Validity

Validity is about whether you measure what you intend to measure (Ringdal, 2013). As Q methodology examines subjective perceptions about a phenomenon, it is problematic to measure validity in its usual form. It is, however, possible to say something about the process of collecting data and the framework for the sorting (Kvalsund, 1998). The Q sorting process was mainly conducted face to face, and some by e-mail for geographical reasons. In addition to a clear instruction paper with illustrations, the participants who sorted on their own were given the opportunity to contact me by phone if they had any questions during the process. Condition of instruction helps to ensure internal validity in that it directs the participant's attention in the same direction (Allgood, 1999). The post interviews conducted afterwards also contributes to increase validity as it opened up for the opportunity to examine the interpretation of the factor arrays.

3.3.4 Ethical considerations

The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) has developed ethical guidelines that apply to all research (NESH, 2006). It has in this study been pertinent to take into account the requirements of 1) obligation to report, 2) give participants adequately information, 3) informed consent and 4) confidentiality. As people are directly involved in the study it has been reported to and approved by the Norwegian Social Science Data Services (NSD) (appendix 8). The participants were given information about the aim of the study, research question, method, anonymity and confidentiality in written (and in most cases orally). They were also informed of their right to withdraw from the study at any time. To confirm that the participants had read this information I collected a signed consent form from each participant (appendix 9). Confidentiality was ensured by the fact that participants were made anonymous through fictitious names, and that no one but me and my supervisor had access to the data. In addition, all data material was annihilated after the study was completed.

4 FACTOR PRESENTATION

In this chapter the four-factor solution is interpreted and presented. A description of each factor is presented by the main themes that emerged from the interpretation process. The interpretation is based on the factor arrays, which is presented in appendix 6. Information derived from the follow-up interviews will be used to clarify and exemplify the interpretation. I will explain the characteristics and attributes of each factor with an emphasis on items placed on the outer edge and the center of the factor array, along with distinguishing statements. I have also included some statements ranked other places in the factor array if these strengthen a holistic⁵ understanding of the factor. Each statement is considered in light of the totality of the factor array. The statements are presented in a table beneath each factor. The ranking of items are shown in brackets in the text and distinguishing statements are marked in bold in the tables and the text. Finally, the similarities between the factors will be presented by looking at consensus statements. The factors do not represent a specific person's opinion but a point of view which the participants correlate with. In order to get a natural flow in the text the factors are nonetheless referred to as persons. The interpretation is based on statements in Norwegian, but is presented in English. It is also based on the average factor array and not each individual sorting. The interviewees were thus questioned based on the average sort of the factor they represented, which opens up a possibility that they do not recognize everything in the factor array. The interview does not ensure that the participants consider the statements relative to each other, and may also stimulate new ideas and thoughts. Some discrepancies from the factor array were therefore evident, but mostly the interviewees confirmed the interpretations I had made prior to the post-interview.

4.1 Correlation

Table 3 presents the statistical correlation between the factors, which indicates how much the factors have in common or differ from each other.

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1.0000	0.2930	0.4298	0.4960
Factor 2	0.2930	1.0000	0.1713	0.4321
Factor 3	0.4298	0.1713	1.0000	0.3489
Factor 4	0.4960	0.4321	0.3489	1.0000

Table 3: Correlations between factor scores

⁵ Holism is a philosophical theory stating that the whole is more than the sum of its parts (Hostrup, 1999).

The table shows that the factors correlate from 0.1713 to 0.4960, which is according to Cohen and Holliday (1982) a range from very low to moderate correlation (as cited in Johannessen, Tufte & Christoffersen, 2010). Factor 4 correlates the highest with the other factors, but none of the factors have a strong correlation. Factor 1 and 4 seems to have most in common. Factor 2 is the factor that stands out the most, especially from factor 3. The correlation varies from low to relatively high, which will for example make factor 2 easier to distinguish than factor 4. The correlation can serve as a guideline in the identification of different factors; however, the qualitative interpretation provides an understanding of the different viewpoints within each factor.

Out of 18 participants, 14 loaded significantly on the respective factors (appendix 5). The four remaining sorts are not included as they are so-called mixed loadings, meaning they load high on more than one factor. Participants defining the different factors vary in workplace and number of years of experience as managers, and factor 1 and 3 vary in gender. The results from the factor analysis shows four different views on how managers experience being a coaching manager, and can briefly be described with following key-words; 1) relational, 2) autonomy, 3) support and 4) cooperation.

4.2 Factor 1: Relational

Five participants loaded significantly in factor 1, with the respective correlation loadings of; Oskar (0.8162), Håkon (0.7674), Ada (0.6701), Finn (0.6691) and Elisabeth (0.5612). Oskar loads the highest and is therefore a good representative of the operant subjectivity in factor 1. Through an informal interview his subjective experience confirmed the interpretation of the factor array and elaborated on some aspects.

Factor 1 experiences coaching as a natural part of their role as managers. They find that learning and development takes place in reciprocal relations, and that coaching promotes growth and results through investing in resources that employees possess.

No	Statement	Ranking
2	Traditional management that only invests in financial capital and not human capital is outdated	5
8	When I coach my employees we get the opportunity to learn from each other	4
18	My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization	4
5	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	3

7	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	3
10	It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own	3
22	I have a need for feedback from employees whether they experience my coaching leadership style as productive or not	1
13	Through feedback from my colleagues, I have developed a leadership style where coaching infiltrates everything I do	0
14	I am comfortable with giving control to my staff, and trust that they will find good solutions on their own	0
17	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	0
20	I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style	0
29	As a coaching manager I am equally concerned about independence and good results as any other manager	0
31	I try to slip in some coaching here and there when I see the need for it and have the time	0
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1
15	I hesitate to use the coaching role if people show resistance towards being coached	-3
26	What others think about my coaching leadership style is irrelevant, as long as we deliver good results	-3
34	I am dedicated to be effective and achieve results, which do not always fit with the coaching role	-3
1	It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task	-4
3	I'm not so concerned with results, the important thing is that we have a safe and steady workplace	-4
33	I'm not comfortable with the coaching role, there is too much emotions that hinders efficiency	-5

Table 4: Significant statements for factor 1

Coaching as natural part of management

Factor 1 appears to be comfortable as coaching managers and seem to experience it as a natural part of their management style. This is indicated by the ranking of statement 33 (-5) and 15 (-3) in relation to statement 5 (3) and 10 (3). They seem convinced that coaching has contributed positively in the organization by the ranking of statement **18 (4)**. This can also be illustrated by the fact that occasionally applying coaching does not make sense or has low psychological significance to factor 1 (31 (0)).

Coaching promotes resources

Factor 1 has a strong belief in people and the resources they possess. Coaching management is about investing in these resources, in other words; promoting the employees knowledge and

experience through coaching. Not investing in human capital is perceived as outdated. This is evident in the ranking of statements 2 (5) and 1 (-4). Not only do they find this important, they also seem to experience that coaching management has a positive effect on how they relate to each other. This appears in the ranking of statement 8 (4) and **18 (4)**. Oskar confirmed this in the interview and elaborated that coaching can help preserve and promote individual's knowledge and resources. However, although factor 1 experience that coaching has a positive effect, they do not seem to recognize that the workplace is dependent on their role as coaching managers (**20 (0)**).

The location of statements 8 (4) and 5 (3) suggests that factor 1 experience reciprocity in relation to the employees. A belief in employees' knowledge and resources is seen in relation to a desire to learn from one another through reflection and interaction. At the same time, the location of statement 7 (3) indicates that they also find it necessary at times to be more instructive. This was evident in the interview with Oscar. The ranking of statement 13 (0) indicates that factor 1 does not recognize or identify themselves in a leadership style only characterized by coaching, but coaching is still the most prominent aspect.

Results through relations

Factor 1 emphasizes learning and development at work, and that this takes place through interacting with the employees. This is confirmed by the ranking of statements in the 0-area, which shows that statements about independence and autonomy operate more in the background (14, 17, 29). Growth through independence has lower psychological significance than growth through reciprocal relations (**27 (-1)**, **18 (4)**). The ranking towards the 0-area may indicate that they are less concerned about feedback on their style of leadership, but that does not necessarily mean that it is perceived as irrelevant (26 (-3)). Oscar expressed that he got confirmation through better results, and did not need personal confirmation through feedback (**22 (1)**).

Results and efficiency are operating in the foreground⁶ for factor 1. This is evident in the ranking of statement 3 (-4). But the focus on achieving results is not at the expense of reciprocity (26 (-3)), rather the opposite; results are obtained through relations (**18 (4)**). Factor 1 rejects a view of coaching as an obstacle to efficiency and achievement of results (33 (-5), 34 (-3)), which is also suggested from the ranking of statement 31 (0). This was instinctively confirmed by Oscar in the interview as he expressed that looking at coaching as time-

⁶ Foreground and background refers to the concepts of "figure and ground" from the Gestalt psychology paradigm which is about the emergence, prioritizing and satiation of needs. What is "figure" for a person is that which is most meaningful, and what is "ground" refers to what is less relevant (Clarkson, 2004, p. 5-6).

consuming, emotional talk is old-fashion. Seen in the context of statements on the plus-side it indicates that factor 1 experiences learning and development as a precursor for efficiency and results. This means that by setting aside time for reflection and collaboration it can bring out the individuals resources, create a learning environment and thus lead to the achievement of good results.

4.3 Factor 2: Autonomy

Three participants loaded significantly in factor 2; Ingvald (0.8058), Jacob (0.7451) and Ole Martin (0.7418). There is a high correlation within the factor, and low correlation between factor 2 and the other factors. This implies that it represents a distinct and clear point of view. Ingvald, who has the highest loading on factor 2 participated in an interview.

Factor 2 does not seem to recognize coaching as a central role or management style. The factor has great confidence in employees' competence and they emphasize independence and autonomy as important for efficiency and success.

No	Statement	Ranking
17	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	5
14	I am comfortable with giving control to my staff, and trust that they will find good solutions on their own	4
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	4
11	If we are under a time pressure to deliver results, I put away the coaching role to work more effectively	3
30	Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration	3
32	The employees do not need a controlling manager, but a coach that gives them freedom to figure things out on their own	3
9	I'm often unsure whether I should be authoritarian or have a more coaching style, but I look at it as a process that I have to figure out on my own	2
7	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	1
2	Traditional management that only invests in financial capital and not human capital is outdated	0
18	My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization	0
34	I am dedicated to be effective and achieve results, which do not always fit with the coaching role	0
36	Positive feedback from my co-workers encourage me to apply a coaching approach	0
5	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	-1

1	It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task	-3
13	Through feedback from my colleagues, I have developed a leadership style where coaching infiltrates everything I do	-3
16	I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals	-3
3	I'm not so concerned with results, the important thing is that we have a safe and steady workplace	-4
23	Since I'm in a superior position in relation to the employees it is not possible to have reciprocal relationships completely free of power	-4
20	I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style	-5

Table 5: Significant statements for factor 2

Development and results through autonomy

Factor 2 experiences independence and autonomy as essential as managers (**17 (5)**, **27 (4)**). The ranking of the statements express confidence in that the employees take responsibility for their own development. This is based on a belief that the employees possess sufficient knowledge and experience (1 (-3), 14 (4)), which was confirmed by Ingvald. This is also illustrated by the location of statement 30 (3) and 32 (3), which shows that factor 2 perceive autonomy and absence of control as essential for their management style. Together with statement 23 (-4) this may reflect an experience of a flat organizational structure where leadership is more about administration than coaching. This was confirmed by Ingvald in the interview. Factor 2 is concerned with results and efficiency (3 (-4), 11 (3)), and trust that employees have the resources to take responsibility for achieving these results. It appears that independent responsibility is experienced as salient for factor 2 in terms of effectiveness and results.

Independence above cooperation

Independence is also evident in statement **20 (-5)** which shows that learning and development at work is not perceived as depending on their role as coaching managers. They experience that the employees can achieve good results regardless of their coaching role, which causes elements like cooperation to operate more in the background (**7 (1)**, 18 (0)). The ranking of statement **16 (-3)** suggests that coaching is not prominent in factor 2's relation to employees, and is therefore not something that can be valued or devalued by the employees. This was confirmed and elaborated by Ingvald, who said that as the coaching role is not yet that evident in his style of leadership it is not so clear whether the employees appreciate it or not. As coaching is not prominent to factor 1, statement 36 (0) has low psychological significance.

Cooperation and interaction thus operates in the background for factor 2 and independence and autonomy in the foreground.

Coaching in the background

Factor 2 does not perceive coaching as an integrated leadership style 13 (-3). This can explain why statement **5** (-1) is not psychologically significant to factor 2. Statement 9 (2) has less psychological significance, but may indicate a perceived uncertainty regarding the leadership role. This uncertainty was confirmed by Ingvald; he is relatively new in his position as manager and has not found his style of leadership yet. The ranking of statement **2** (0) and 34 (0) indicates that differences in roles and leadership styles operates in the background. As factor 2 does not seem to identify with the coaching role or leadership style, it does not provide much sense to alternate between conflicting roles or distinguish between traditional and coaching management.

4.4 Factor 3: Support

Three participants loaded significantly in factor 3; Turid (0.8822), Lily (0.7397) and Gudmund (0.6263). As Turid loaded the highest she participated in an interview. Through the conversation it emerged that Turid identified with some statements to a greater extent than the factor array would suggest.

Factor 3 experiences that coaching management first and foremost is about being supportive. They also find that the position as manager brings with it a certain authority, and they seem to experience a distinction between the roles of manager and coach. The factor show a slightly mixed view, which may indicate that there are aspects within the role perceived as conflicting.

No	Statement	Ranking
10	It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own	5
7	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	4
28	I've found that the times I have availed myself of coaching we have better utilized each other's strengths, and it increases the quality of the outcome	4
5	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	3
8	When I coach my employees we get the opportunity to learn from each other	3
23	Since I'm in a superior position in relation to the employees it is not possible to have reciprocal relationships completely free of power	3
9	I'm often unsure whether I should be authoritarian or have a more coaching	2

	style, but I look at it as a process that I have to figure out on my own	
15	I hesitate to use the coaching role if people show resistance towards being coached	1
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	1
31	I try to slip in some coaching here and there when I see the need for it and have the time	1
16	I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals	0
17	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	0
18	My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization	0
32	The employees do not need a controlling manager, but a coach that gives them freedom to figure things out on their own	0
30	Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration	-2
3	I'm not so concerned with results, the important thing is that we have a safe and steady workplace	-3
12	It is challenging to switch between the roles of coach and manager to meet the needs of both the employees and the organization	-3
19	I think my employees are able to cooperate well regardless of whether I have a coaching role or not	-3
2	Traditional management that only invests in financial capital and not human capital is outdated	-4
6	I feel independent with my coaching leadership style and trust only my own ability to reflect	-4
33	I'm not comfortable with the coaching role, there is too much emotions that hinders efficiency	-5

Table 6: Significant statements for factor 3

Support and relations

The average sorting together with the interview with Turid shows that support is a key word to understand factor 3's experience of being a coaching manager. This is evident in the ranking of statement 10 (5) and 7 (4). Support can help employees find their strength to deal with challenges they face **28 (4)**. The supportive role seems to come natural to factor 3 (10 (5), 33 (-5)). The second part of statement 12 (-3) might suggest that factor 3 experiences that their role is about meeting the needs of others. This strengthens the interpretation that support is central to factor 3. The second part of statement 33 (-5) shows that coaching is not perceived as "sentimentalism". It appears that factor 3 makes a distinction between being supportive and being sentimental. Turid expressed in the interview that coaching was about making thoughts more concrete and less emotional.

According to factor 3, coaching management is also about reflecting and learning from each other to improve the outcome and promote good results (5 (3), 8 (3), 3 (-3)). Together with statement 6 (-4) this indicates that factor 3 recognizes that they need each other's strengths to succeed. It also seems like factor 3 experiences that the employees need a coaching manager to achieve good cooperation (19 (-3)). The ranking of statement **27 (1)** together with 17 (0) indicates that independence operates more in the background and support and cooperation in the foreground. Factor 3 experiences that coaching helps improve performance by utilizing each other's strengths (**28 (4)**). At the same time the location of statement **2 (-4)** indicates that they do not see it as outdated to have a leadership style that do not invest in human capital. This could mean that factor 3 looks at coaching as occasionally useful, however, it can also be an expression of a perceived conflict between "traditional" management and coaching.

Position and authority

It appears that factor 3 perceives a certain difference in power which is caused by the position they have as managers (23 (3)). In relation to statement 7 (4) this suggests that they experience coaching management to involve an instructive role in addition to supportive. Factor 3 finds it natural to cooperate with employees, but they also find themselves in a superior position that makes it challenging to have reciprocal relationships. Control and authority is to some extent seen as a part of their role as managers, and is not necessarily a hindrance to good cooperation (**30 (-2)**). Statement 32 (0) therefore has small psychological significance to factor 3. They do not seem to view traditional management as outdated, which can confirm that the authoritarian, result-oriented role is perceived as part of being a coaching manager. It also does not appear that factor 3 finds it challenging to alternate between traditional management and coaching (12 (-3)). At the same time the ranking of statement 9 (2) indicates that they experience a certain degree of uncertainty. This uncertainty was confirmed in the interview with Turid.

Lack of clarity in the role

Coaching seems to be perceived as a role or a tool that can be used to promote people's strengths (**28 (4)**). Given that factor 3 experiences an imbalance in power caused by the position they encounter as managers they might not find coaching suitable to all situations. The ranking of statement **31 (1)** might indicate that factor 3 uses coaching naturally in situations where it is needed, and not consciously and strategically. This might explain why it is not perceived as challenging to alternate between the roles (12 (-3)).

It does not appear that factor 3 make sense out of statement 16 (0) and 18 (0). Together with information from the interview with Turid this could mean that factor 3 does not have a conscious awareness of what coaching has contributed to or whether the coaching is appreciated or not by the employees. It also does not make much sense to factor 3 that resistance from employees affect them adversely (**15 (1)**), which suggests that they do not get much feedback on their coaching role. With a lack of awareness of what coaching has contributed with and whether it is valued by the employees or not, this could indicate that factor 3 has not yet decided on their management style.

4.5 Factor 4: Cooperation

Three participants loaded significantly on factor 4; Magnus (0.8453), Andreas (0.6294) and Erik (0.6091). An interview was carried out with Magnus.

Factor 4 has a results oriented focus and experiences that results are achieved through cooperation. They trust the competencies of the employees and consider shared control as central to promote good cooperation.

No	Statement	Ranking
14	I am comfortable with giving control to my staff, and trust that they will find good solutions on their own	5
5	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	4
7	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	4
2	Traditional management that only invests in financial capital and not human capital is outdated	3
10	It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own	3
30	Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration	3
1	It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task	0
11	If we are under a time pressure to deliver results, I put away the coaching role to work more effectively	0
17	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	0
34	I am dedicated to be effective and achieve results, which do not always fit with the coaching role	0
9	I'm often unsure whether I should be authoritarian or have a more coaching style, but I look at it as a process that I have to figure out on my own	-3
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-3
15	I hesitate to use the coaching role if people show resistance towards being	-3

coached		
6	I feel independent with my coaching leadership style and trust only my own ability to reflect	-4
22	I have a need for feedback from employees whether they experience my coaching leadership style as productive or not	-4
3	I'm not so concerned with results, the important thing is that we have a safe and steady workplace	-5

Table 7: Significant statements for factor 4

Results through cooperation

Achieving results through cooperation is essential to factor 4's experience of being a coaching manager. The focus on results is clear from the location of statement 3 (-5), and is strengthened by the location of statement 7 (4) and 5 (4) that both express a result-oriented focus. Overall, it appears that results and solutions are more in the foreground than learning and development. These statements also indicate that factor 4 considers cooperation as key to successful results. Factor 4 experiences a trust in employees' competence (14 (5), 6 (-4)). Seen in relation with statement 2 (3) they find it important to invest in this knowledge. This is done through exchange of ideas and delegating responsibility and control, and not through "top down" management (30 (3)). Statement 1 (0) might not give much sense to factor 4 as they have faith in employees competence. This was confirmed in the interview with Magnus. He considered it as an irrelevant issue as the employees had sufficient skills and knowledge.

Contextual support and autonomy

While factor 4 has confidence in the employees knowledge and resources, statement 10 (3) and 27 (-3) indicates that they experience support as central when employees lack the expertise to handle a challenge. This was confirmed in the interview with Magnus, where he emphasized that the level of support was dependent on the individual's needs. Seen in relation to the trust they have in employees' independence this indicates that factor 4 adapts the degree of support and autonomy based on the context and individual needs. Statement 17 (0) may not make sense because they experience that the level of autonomy depends on the individual.

Confident in management style

Factor 4 seems to experience a confidence in their role as coaching managers. This is seen in the ranking of statement 15 (-3) and 9 (-3). However, the overall impression from the factor array is that the term coaching is not central to factor 4. The ranking of statement 22 (-4) indicates that factor 4 experiences an independence in relation to their leadership style. They are confident in their role and do not need to get external confirmation on how they manage.

Magnus interpreted statement 22 (-4) as feeling uncertain regarding his leadership role, which he did not identify with.

Statements ranked in the 0-area (11, 34) indicate that alternation between roles is not psychologically significant to factor 4, and neither is a distinction between efficiency and focus on results and coaching. The ranking of statement 9 (-3) in relation to statement 30 (3) suggests that factor 4 experiences a difference between authoritarian management and coaching management, and that they are confident in a management style where control and authority is absent. This indicates that factor 4 do not experience coaching management as alternation between roles but as a style of management that is characterized by less control and authority and more cooperation.

4.6 Consensus statements

The analysis shows a total of five consensus statements that are presented in table 8. The relatively small number of consensus statements confirms the existence of differences in the experience of being a coaching manager. A short presentation of these statements may nevertheless display a common subjective expression that appears in all four factors and thus illuminate the experience of being a coaching manager.

No	Statement	F1	F2	F3	F4
4	I don't experience any contradictions in being a coaching manager, and that is thanks to supportive colleagues	-1	-1	-1	-1
6	I feel independent with my coaching leadership style and trust only my own ability to reflect	-2	-1	-4	-4
21	It is painful to discover new aspects of myself through feedback from colleagues, but that's how I develop my coaching leadership style	-1	0	0	-2
25	In order to achieve good results in the workplace, it is essential that I can switch between the roles of coach and manager	1	0	0	0
35	I get demotivated if my employees are not happy with my coaching leadership style	-1	-2	-2	0

Table 8: Consensus statements

Statement 4 is ranked identical in all four factors, which expresses neutrality or slight disagreement to the statement. There are two aspects of this statement; the experience of contradictions and the experience of supportive colleagues. The participants may have agreed with one part and disagreed with the other, and thus ranked the statement towards the middle of the distribution. Although there is a difference in the average ranking of statement 6 it indicates that all the factors disagree to a varying extent with the experience of trusting only your own ability to reflect as a coaching manager. Statement 25 implies that the factors do not

recognize themselves in that success is dependent on how they play their roles as coaching managers. The ranking of these statements suggests a shared view that they need each other at the workplace in order to perform. Statement 21 has relatively low psychological significance to all four factors, and this may be caused by the double meaning; the pain of receiving feedback, and feedback as a precursor for development. Separately it might be more psychologically significant to the participants, but together the statement is more unclear and can explain the ranking. Statement 35 has low psychological significance or a slight disagreement to all four factors. This might indicate that they are not greatly affected in a negative sense of the employees' reaction to coaching, or that it operates more in the background of their experience. It can also indicate that they do not perceive it as a goal to satisfy employees through coaching.

4.7 Summary

I have now presented the characteristics of the various factors. Factor 2 differ the most in that independence and autonomy operates in the foreground and interaction in the background. Factors 1, 3 and 4 have in common that they all experience interaction as central to success, but emphasize different aspects of this interaction. Reciprocal relations operates in the foreground to factor 1, factor 3 emphasizes support and factor 4 experiences collaboration as essential. Factors 1 and 4 share a confidence in their role as coaching managers but differ in the degree to which they see coaching as part of their management style. Factors 2 and 3 view control and authority differently, where factor 2 has an approach characterized by the absence of control and authority, and factor 3 perceives it as part of their position as coaching managers. Common to all the factors is that they recognize the employees' competence and skills (in varying degrees), and that feedback operates more in the background.

5. DISCUSSION

This chapter will discuss the experience of being a coaching manager in light of the results from the study. Through data analysis and interpretation of the factors, some aspects of the participants' experience have become more prominent than others. The exploratory research conducted has made some new frames emerge into the foreground, while other parts are now operating in the background. Due to the size of the thesis in addition to a desire to delve into these emerging frames in the discussion, the focus will be on what has become most prominent to me throughout the factor interpretation. I have chosen to restrict the discussion to deal with how the factors experience the polarities within the role as coaching managers, and the different ways to understand the development of integrating the coaching role. This will be discussed in light of previously presented theory as well as new theory that I consider relevant, cf. principle of abduction.

The discussion focuses on the experience of being both coach and manager, and further how managers develop a coaching management style. This is discussed based on two models that illustrate the experience and development of a coaching management style in different ways. The first model has been developed by Ellinger and Bostrom (2002). The second model I have developed as an alternative way of viewing the concept of coaching management in light of the results from this study. The chapter also includes a discussion on how coaching managers can develop their role to integrate a more holistic style of management.

As previously mentioned the factors represent a point of view or an experience that the participants more or less correlate with, and not a specific person's opinion. Nevertheless, the factors are reviewed as a person to maintain a flow in the text and make it more orderly for the reader.

5.1 From manager to coach

The results from this study show four different ways of viewing or experiencing coaching management. My starting point for writing this thesis was an assumption that having a coaching approach to management involved moving away from the traditional management role and into a coaching role. This was true in Ellinger and Bostrom's (2002) research on managers' beliefs about their role as facilitators of learning. The model presented in figure 1 shows the transition from a role identity as manager to coach as a mental model continuum. Moving from a traditional control model to a learning facilitator model entails a transformation where mental models or beliefs are changed.

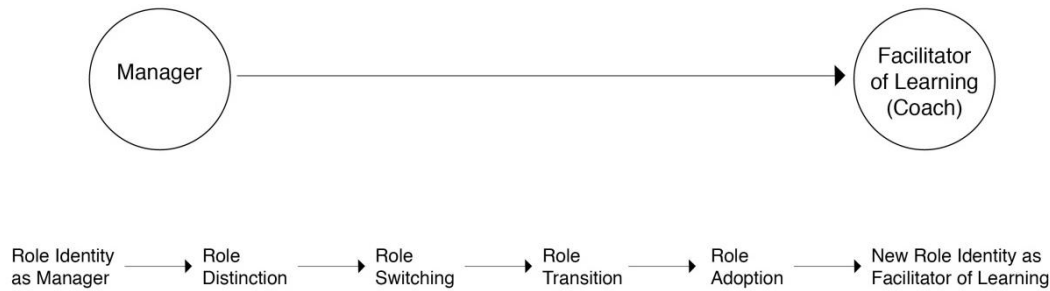


Figure 1: Mental model continuum in the transition to become more learning focused (Ellinger & Bostrom, 2002).

One of the statements (No. 2) in this research illustrates the perceived role distinction that was evident in Ellinger and Bostrom’s (2002) study: *Traditional management that only invests in financial capital and not human capital is outdated*. The factors ranked this statement significantly different (appendix 10). For factor 2 the statement does not seem to be psychologically significant, which indicates that a role distinction is not recognized. Factor 4 identifies with the statement, but not to the same extent as factor 1. What is interesting about this statement is that it differentiates factor 1 and 3 the most; the statement has high psychological significance for both factors but is ranked in opposite outer edges in the respective factor arrays. This indicates that they both separate traditional management from coaching; however, they differ in that factor 1 perceives an exclusive focus on financial capital as outdated and factor 3 does not. This makes a difference in where I perceive the factors in relation to the continuum in Ellinger and Bostrom’s model, as will be further discussed below.

The four factors identified in this research can be seen in relation to this model. Factor 2 does not seem to identify with the coaching role, nor does the factor recognize an alternation between coaching and management. Not perceiving it as a role distinction can mean that they haven’t started the process of integrating the coaching role. This is based on Ellinger and Bostrom (2002) who say that recognizing the role distinction is the first step towards integrating the coaching role. However, factor 2 discards the controlling and authoritative part of management, which means that they experience a certain distinction between roles in terms of perceiving controlling and authoritarian management as an obstacle to development and performance. This was also evident in Ellinger and Bostrom’s study. Seen in relation to the model, this means that factor 2 has moved away from a role identity as manager, but not yet started a role switching.

Evered and Selman (1989) draws a line between a management culture characterized by controlling behavior and a management culture characterized by empowerment. Giving control to employees can empower individuals to take responsibility and gain ownership to the organization. Evered and Selman further state that the key to develop a management culture characterized by empowerment is to create a context for coaching and not controlling. This seems to be evident in factor 4. They prefer, like factor 2, a management style where controlling and authoritative behavior is absent. But delegating tasks and working “side by side” requires high competence of the individual and a mutual understanding of and adherence to the result (Kvalsund & Meyer, 2005). Therefore, empowerment is also about support, encouragement and challenging the employees (Block, 1987). The difference between factors 2 and 4 is that factor 4 emphasizes cooperation and support as central to performance and development, which implies that factor 4 has access to abilities associated with coaching. However, it is more uncertain whether factor 4 perceives coaching as the heart of management, as the empowered culture is characterized by according to Evered and Selman (1989). This might be explained through Hunt & Weintraub’s (2002) findings showing that many coaching managers not necessarily label what they do as coaching.

Learning is not perceived as central to factor 4’s experience; they seem more concerned about exchange of ideas and further delegation of tasks. This suggests that factor 4 is moving towards a role adoption, but has not yet developed an identity as facilitator of learning. This is also supported by the fact that switching between roles operates more in the background for factor 4 which implies that they have developed passed role switching towards transitioning into a new identity as coach. This is also evident for factor 1. If managers experience a role conflict *but* at the same are comfortable about the role, they might be on their way towards integrating the role. At this point they will prefer the coaching role over the manager role (Ellinger and Bostrom, 2002). What distinguishes factor 1 from factor 4 is that factor 1 seems to identify with being a facilitator of learning to a larger extent. At the same time they do not recognize themselves distinctly in that coaching infiltrates everything they do as managers. This could imply that factor 1 is closer to adopting a role identity as facilitator of learning than factor 4.

Factor 3 has a more mixed experience of being a coaching manager and seems to encompass two polarities. They identify with being supportive and that coaching can lead to better utilization of resources, but at the same time they seem to experience that the controlling and authoritative aspect is part of their role. Unlike the results from Ellinger and Bostrom’s (2002) study this factor does not seem to find this part of management as outdated,

however, factor 3 expresses some confusion regarding the role as coaching manager. Seen in the context of the continuum, factor 3 has discovered a role distinction, but has not developed into role switching.

5.2 Limitations and implications

Ellinger and Bostrom's (2002) model can partially illuminate the experience of having a coaching approach to management. However, there are some limitations in this model seen in relation to the results from the current study. In Ellinger and Bostrom's research the participants experienced that the role as manager was not consistent with the role as coach. This seems to be more nuanced in my results, as will be further discussed. Some of the limitations can be demonstrated by factor 1 which probably is closest to the adoption of a new identity as coach, but still recognizes the need for a more instructive approach if the situation or individual needs require it. According to Hersey, Blanchard and Johnson (2001) a manager or leader needs "the ability to direct, change, and control behavior" (p. 17). This is also supported by Keddy and Johnson (2011) who state that individuals not necessarily always have the answers "within themselves", and can therefore sometimes benefit from other peoples knowledge (p. 41). Whether the appropriate approach is delegating, participating, selling or telling depends on the employees' competence and motivation (Hersey, Blanchard & Johnson, 2001). The concept of situational leadership was evident in factor 4 in the way that they seemingly find it necessary to customize the approach to employees need for support and/or autonomy. This suggests that the approach of leadership or management is conditioned by the situation, and is therefore inconsistent with Ellinger and Bostrom's (2002) findings. Instead of moving away from what might be perceived as traditional management, managers should have access to different approaches depending on contextual factors. To gain access to the different approaches or management styles requires that these strategies are perceived differently.

Control and authority seems to be perceived as conflicting with the coaching role to varying degrees for all the factors, except from factor 3. This was also evident in Ellinger & Bostrom's (2002) study, where the participants perceived control in a negative fashion. However, the results show that control might be perceived as being instructive by factors 1 and 4, which is an ability that seems to be experienced as appropriate in some situations. Hersey, Blanchard & Johnson (2001) propose the words training and facilitating as alternatives to the word controlling. Basically it is about understanding, predicting, and influencing behavior as a prerequisite for efficiency, and is therefore abilities that a manager

needs to adopt. If the identity of manager is perceived as manipulating, judging and controlling in a negative sense (cf. Ellinger and Bostrom's, 2002, findings) it is logical that managers want to move away from that role. A change in mental models may, however, alter the way these words are perceived. If control is perceived in a positive way, as Hersey, Blanchard and Johnson (2001) suggest, the process of adopting a role as coach might look differently.

5.3 Polarity management

As mentioned above, factors 1 and 3 represents two distinct views on whether traditional management that exclusively focuses on financial capital is outdated or not. Seen in relation to the continuum model this will thus mean that factor 1 is closer to integrating a coaching role than factor 3. Kvalsund (2005) also distinguishes between a focus on capital and people, but points out that it is appropriate to have a constructive interaction between these values rather than putting them in contrast to each other. This means that instead of moving from one value to another, managers should have access to both. Johnson (1996) would suggest that this is true not only for this particular polarity but for all polarities existing in the role as coaching managers.

According to Johnson (1996) the polarities within management are unavoidable and unsolvable. Seen in relation to the continuum presented by Ellinger and Bostrom (2002) Johnson (1996) might view this as an attempt to “fix” the issue raised by polarities. According to him this is not an issue to be fixed, nor an issue to ignore, but a question of how well we can manage the polarities. An alternative way of understanding the experience and process of becoming a coaching manager is thus through polarity management. To illustrate this I have developed a model that can be viewed in figure 2.

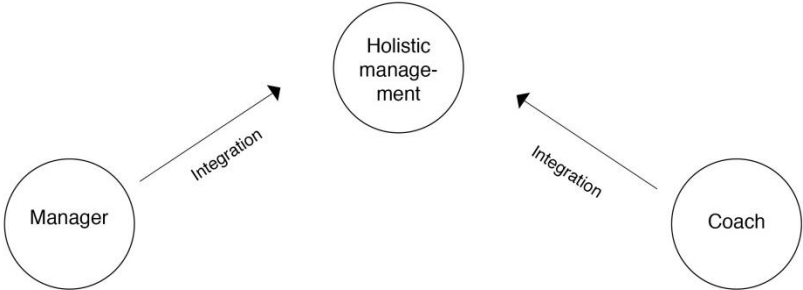


Figure 2: Holistic management through integration of the polarities manager and coach.

This model illustrates that integrating polarities can lead to the attainment of a holistic approach to management. Compared to a continuum where you move from one pole to

another, integration of perceived contradictions can expand possibilities of action and available tools. I will argue for this assertion by looking at polarity management in relation to the findings of this study, and how managers can move towards holistic management through self-transcendence and transformational learning.

What the two models have in common is that coaching and managing are seen as two distinct roles, where discovering these poles is the first step towards integrating a new identity or management style. The difference, however, is what managers do with this new insight or how they develop further. Johnson (1996) suggests that to manage polarities you have to identify both positive and negative aspects, or upsides and downsides of each pole. What Ellinger and Bostrom's (2002) research show is that the participants seem familiar with the downsides of traditional management and upsides of coaching. When these polarities are discovered they develop along a continuum where they move away from the managing role towards a new identity as coach. Johnson (1996) would suggest that instead of moving away from what is perceived as traditional management, the positive aspects should be explored, as well as negative aspects of coaching.

The relationship between polarities is paradoxical in the way that one pole cannot exist without the other. This means that "in order to gain and maintain the benefits of one pole, you must also pursue the benefits of the other" (Johnson, 1996, p. 23). This can be illustrated by the relational dimensions introduced in chapter 2; dependency cannot exist without independency (Kvalsund & Meyer, 2005) and acknowledging the positive and negative aspects of these dimensions can lead to the development of interdependency. When polarities are interdependent there cannot be one "problem" and one "solution", but rather two poles with upsides that should be utilized and downsides that should be avoided. When the polarities are identified and the upsides and downsides of each pole are examined the manager needs to diagnose how they position themselves in relation to the polarities (Johnson, 1996).

The polarities manager and coach used in figure 2 are relatively overarching; there seems to be polarities operating within coaching management that are more specific. It is important to emphasize that the polarities might be perceived differently from person to person. The polarities that need further exploration by the factors will therefore be difficult to predict and must be determined by the individual. However, the results indicate that a polarity existing for factor 2 is autonomy vs. control. They seem to be in an initial phase of discovering polarities, where autonomy and independence operates at one end and control and authority at the other. They seem to have identified the upsides of autonomy, but may not have begun to explore the negative aspects of autonomy or the positive aspects of control.

This indicates that factor 2 mainly identifies with a management style characterized by autonomy. This can be seen in relation to subpersonalities in psychosynthesis, which says that over-identification with a subpersonality limits one's freedom (Brown, 2009) in that we exclude other aspects of our personality. By giving a subpersonality too much power it becomes dysfunctional as we are dominated by what we over-identify with (Whitmore, 2004). The same can be said about polarities in coaching management. For example, if factor 2 over-identifies with an approach characterized by autonomy it might become dysfunctional as the factor might be dominated by this approach. The question is whether factor 2 has access to a more instructive approach if the context requires it. The factor might therefore benefit from exploring the positive and negative sides of both polarities to take a step closer to manage the polarities. By getting access to these poles the factor will be better able to appropriately adjust strategies to fit the situational requirements, hence situational leadership.

Support is central to factor 3's experience of being a coaching manager. As mentioned initially support is part of empowering employees (Block, 1987), and is a central aspect in coaching (Gjerde, 2010). It can also be a hindrance of development if the support is rooted in dependency. Schein (2009) states that "It is a loss of independence to have someone else advise you, heal you, minister to you, help you up, support you, even serve you" (p. 32). Help and support must therefore be recognized as a mutual need, or the person in need of help must be at a level of development that corresponds with dependency for the dependent relation to be positive (Kvalsund & Meyer, 2005). A possible pole to support can therefore be independence. Factor 3 seems to acknowledge the upsides of support, but might not be fully aware of the downsides in addition to both positive and negative aspects of independence. The factor might benefit from exploring this further as a step closer to integrating the polarities. As mentioned above, factor 3 acknowledges that the role as coaching managers contains both traditional management and coaching. Seen in relation to Ellinger and Bostrom's (2002) model this would imply that the factor has not yet realized how these are in conflict, as a first step towards moving away from the identity as manager. In relation to the model in figure 2 it can, however, imply that the factor has started to discover that coaching managers needs access to both polarities in order to have the ability to customize their approach to the situation.

Factor 4 also recognizes the need for support and seems to perceive autonomy as a polarity. What differentiates factor 4 from factors 2 and 3 is that factor 4 seems to have access to both poles. They are concerned about giving employees responsibility and control, but disagree with letting employees struggle with issues independently. In circumstances where

employees lack the ability or competence to deal with an issue it might be necessary to take on a more instructive role; “sometimes the coachee needs more than good questions” (my translation; Gjerde, 2010, p. 32). This is also supported by Hersey, Blanchard and Johnson (2001) who states that;

Authoritative decision making applies in situations where the manager has the necessary experience and information to reach a conclusion, and followers do not possess the ability, willingness, or confidence to help. In this case, the manager should make the decision without seeking assistance. (p. 359)

Seen in relation to polarity management factor 4 seems to have identified upsides and downsides of each pole, and have access to both polarities depending on the situation.

Factor 1 seems to have a balanced relationship between polarities identified in the role as coaching managers. It appears that they distinguish between traditional management and coaching, but still accept that some situations require a more instructive approach. This implies that they have identified the positive aspects of control and authority. The factor also seems to have found a balance between a focus on results and the process. Instead of viewing these as conflicting polarities factor 1 views learning and development as a prerequisite for performance. Oscar used a metaphor to illustrate this in the interview. He compared productivity and performance with a journey by boat, where the employees represents the engine. By filling the tank with petrol the boat will take you to the destination, however, the quality of the journey is dependent on whether the engine is maintained in a good condition. This is in line with Blanchard and Johnson (1983) who state that productivity is not only about quantity but also quality, and that both can be achieved through people.

The polarities that are prominent for each factor can also say something about the situation they are in. For example, factor 1 might see the positive aspects of autonomy, but the context (for example the employees’ needs) might require more emphasis on development through interaction. Seeing the positive and negative aspects of both polarities is to see “the whole picture”, and is according to Johnson (1996), a prerequisite for effectively managing polarities. This is supported by Hunt and Weintraub (2007) who state that “the coaching manager must be able to successfully manage the role conflicts” (p. 184). The following quote by Keddy and Johnson (2011) can also illustrate this:

Managers shouldn’t need to struggle over which style to use at every turn, but rather be able to move naturally from one to another, even when they may be less practiced or prefer some less than others. Encouraging this ‘portfolio’ ability is perhaps one key objective for much coaching training offered to managers. (p. 18)

When managers move from the downside to the upside of the poles they are able to mediate between the polarities (Johnson, 1996). It appears that there is a continuum from polarities being far apart where you identify with one pole to gradually move towards a more balanced relationship between the poles. As previously mentioned, it appears that factor 1 experiences a balance between the polarities process and product, while factor 2 identifies with autonomy to a greater extent than what is assumed to be the polarity control. The polarities evident in this research are probably only a few of many polarities that exist in the role of coaching manager. The aim of the model is not to position or rank the different factors in relation to whether they have integrated the polarities manager and coach, but to illustrate an alternative way to understand how manager's experience having a coaching approach. In addition, the model suggests how managers can further develop a more holistic management style. This can be seen as a process of transformational learning and self-transcendence, as will be further discussed.

5.4 The move towards holistic management

The process of discovering polarities is a process of raising awareness, which can be seen in relation to the subject-object principle used by Kegan (1994). Discovering how we view the world is a process of movement from subject to object. What we are subject to are unquestioned lenses through which we see the world and therefore hidden from us. What is object to our awareness, however, can be reflected upon and considered, and eventually acted upon (Berger & Fitzgerald, 2002). The movement from subject to object is, according to Kegan (2000), the most important way of transformational learning. It is about taking a step back from what we are subject to and reflecting upon it, asking questions about how we see the world and make a choice. Change and development occurs as we discover our lenses, in this case polarities in the role as coaching managers. This is a movement of self-transcendence, which involves moving out of self-embeddedness (Carey, 1992, 1999). Being self-embedded means seeing the world from a limited perspective and to take this perspective to be the truth. Self-transcendence involves developing self-consciousness, which is to recognize that our perspectives are different ways of looking at the reality. By opening up a broader perspective one also gets the power to change perspective. "We can choose to control what we are conscious of, but what is in our unconsciousness controls us" (my translation; Gjerde, 2010, p. 44).

To make things object to our awareness or move out of self-embeddedness is to increase the ability to effectively lead under conditions of rapid change and complex issues,

which is an ability termed *leadership agility* by Joiner and Josephs (2007). The developmental move from expert, through achiever to catalyst stage can illustrate self-transcendence and integration of polarities. Managers at an expert level would for example find it difficult to be both a manager and a coach and find a balance between conflicting roles. At later stages, however, managers are not embedded in one polarity or role and have developed an ability to reflect on their role. They can move more fluidly between what was previously perceived as conflicting interests, cf. Keddy and Johnson (2011).

Integrating the concept of coaching management will require more than the acquisition of knowledge about coaching and techniques; it makes demands on *how* we know, “on the complexity of our consciousness” (Kegan, 1994, p. 5). The movement from subject to object is a movement from constructing meaning at third order to fourth order⁷. The first step is to discover how you view the world; your relationships, values, feelings etc., the next step is to change the way you relate to this insight. For example, managers detect polarities and how they relate to them, and further change the way they relate to the poles. This is a movement where managers construct a new relationship to their role as coaching managers. They develop an ability to balance the roles of coach and manager without feeling conflicted, and are able to choose between roles and approaches. A manager who is subject to or perceives his or her role at third order is *had* by the role, and do not have the ability to see alternative ways to deal with the role of coaching manager. A manager at fourth order, however, *has* the role, meaning that the role as coaching manager is object to his or her awareness, and can be identified, examined, accepted or rejected (Kegan, 1994).

There has to be a change of perspective or mindset for the insight to have a transformational effect. This opens up for a whole set of possibilities (Kegan, 1994). A change of perspective can be seen in the context of disidentification of sub-personalities in the psychosynthesis, which is explained by Brown (2009) as to rise out of a box and observe the sub-personalities, where we realize that we do not need to be or act in only one way. By being an observer we will become aware our thoughts, feelings and the world around us. We are free to choose the perspective and behavior of a wider range of possibilities, and will have greater opportunity to choose what we want to identify with (Ferrucci, 2002). Through

⁷⁷ Kegan (1994) identifies five orders of consciousness where each represents a shift in perception. For each stage there is a transformation from being *had* by to *having* your worldview. A shift from third to fourth order consciousness is going from being had by the socialized mind, the sense of identity and views governed by external authorities, to a self-authoring mind that chooses among inputs from outside authorities to generate one's own views and identity.

transformational change and self-transcendence coaching managers are thus able to see “the bigger picture”.

In psychosynthesis this is about being centered, meaning to have an inner sense of balance and integration. Positioned in the center we are able to mediate or negotiate between polarities (Brown, 2009). This is seen in the model (in figure 2) by that the middle circle is placed above the other circles to illustrate a place where your “management options” are object to your awareness. Holistic management is thus understood as being in contact with different polarities and having access to these. When managers change the way they view the different roles or resources that the poles can offer they will gain access to a larger tool kit, hence become more flexible as managers. This is not to say that coaching is viewed as an extra tool; I perceive coaching as a role that should be integrated together with the manager role through self-transcendence. This, I believe is a movement that will give managers access to more tools or opportunities for action. It is therefore assumed that situational leadership can be feasible when the polarities are integrated; in order for managers to apply the most suitable strategy that best fits different situations they need access to both poles.

The journey of self-transcendence is a life-long continuum where the frames we are embedded in expand (Carey, 1999). Like sub-personalities that change throughout life (Ferrucci, 2002), coaching managers will face new challenges that require transformational learning. Developing a holistic management style is therefore not a one-time event but a continuous process that can increase the frame of reference. That way we can say that developing a coaching style of management is about having a learning attitude that requires managers to actively choose to explore themselves.

6 CONCLUSION

The purpose of this study has been to explore how managers experience being coaching managers and hence contribute to the discussion about coaching management. The results from this study show four different ways of viewing or experiencing coaching management. This has been discussed in light of previous research and theory about polarity management, situational leadership, transformational learning and self-transcendence.

The experience of managerial coaching was first discussed in light of a model developed by Ellinger and Bostrom (2002). This model illustrates how managers move from an identity as managers to a new identity as facilitators of learning. This was seen as a continuum characterized by a shift in mental models. It appeared that the results from the current study could partially be explained through this model. Similar to Ellinger and Bostrom's results, this study shows that managers experience that coaching management involves aspects that can be perceived as contradictory. It also appears that the first step towards integrating a coaching approach to management is to discover these role distinctions. The difference between the findings, however, is how managers relate to these contradictions, and possibly how the integration of a new identity as a coaching manager can be explained. The results suggest that being a coaching manager does not necessarily mean moving away from an identity as manager, but rather an integration of perceived contradictions or polarities. The factors seem to identify different polarities operating in the role as coaching managers, and differ in how they relate to these polarities. Some of the polarities that became evident were control vs. autonomy, support vs. independence and focus on product vs. process. The factors varied in terms of whether the polarities were perceived as contradictory or combinable, and whether they seemingly have access to the different polarities. A model was developed based on these results to illustrate an alternative way of understanding the experience of and development of a coaching approach to management. This model shows that instead of moving away from an identity as a manager, the development of a new identity as coach might be seen as a process of integrating the polarities.

Based on these findings I have further discussed how integration of polarities is a process of transformational learning where managers identify, examine, accept or reject the polarities existing in the role as coaching managers. As mentioned in the introduction of this thesis there are thousands of recipes to successful management where coaching can be viewed as one of those. However, this study indicates that different situations require different approaches, and a set formula will therefore not be appropriate. I agree with Evered and

Selman (1989) who state that “coaching should not be seen as another “new” answer for managing, but rather as a reminder of what really counts in management, organization, and work” (p. 31). What are required of today’s managers are flexibility and the ability to manage different roles. This can be achieved through questioning how they perceive the role as coaching managers, reflect upon this perception and choose how they want to relate to it.

6.1 Further research

This study has illuminated some aspects of the experience of coaching management while also brought up new questions and topics that might be interesting to further explore. First of all it could be interesting to more specifically examine how the development of managerial coaching takes place through a more focused design and Q sample in addition to a greater P set.

With an increasing self-awareness comes greater ability to like and use feedback (Joiner & Josephs, 2007). Results from current research shows that feedback operates in the background for factors 1 and 3 and is experienced as less important to factors 2 and 4. This may indicate that a possible area for further development towards a holistic style of management is to seek out feedback to a greater extent. It could therefore be interesting to explore the role feedback plays in the development of a coaching management style.

A question that emerged indirectly through this study was whether coaching in the workplace should take place behind “closed doors” or through everyday conversations. This might be an effect of whether managers experience coaching as time consuming or not. The manner in which managers apply coaching in the workplace could therefore be interesting for further research.

Apart from the relational dimensions this study did not report on how the context affects the experience of being a coaching manager. The development of a coaching culture is believed to be an important factor in terms of whether coaching is accepted and preferred (Hunt & Weintraub, 2007). The effect of coaching does not rely on the coach only, it is also dependent on the coachees commitment, motivation, goals etc. (Flaherty, 2005). How the contextual factors influence how managers experience being coaching managers could therefore be of interest for further research. Not least it could also be interesting to explore how employees experience being coached by their manager.

The results from this study can provide an indication of how coaching programs for managers should be carried out. It might for example be expedient to focus on challenging managers’ assumptions and beliefs to facilitate transformational learning. A proposal for

further research is therefore to examine how the training of coaching managers should be organized to help managers manage the conflicting roles and tasks that the role might entail.

7 REFLECTIONS

7.1 Researcher role

The same way that coaching managers can be subject to their role, a researcher can be subject to their own study. In this section I attempt to make the research process an object of my awareness by reflecting on how my subjectivity affected the research, and the decisions I have made throughout the process.

The researcher is involved and affects the research process. It is therefore important to reflect on your own role as a researcher and how your subjectivity can affect the process to ensure the study's quality (Allgood & Kvalsund, 2010). Subjectivity comes into play already in the choice of topic. My interest in coaching and leadership emerged through the subject *Counseling in Organizations: Process and Development in Coaching, Consulting and Leadership*, which is part of the master program in counseling. As I searched through and read literature and research on coaching, I became aware on my own biases. I came across articles and past master theses that questioned coaching and whether it has an effect or not. There was especially one concept that seemed contentious, namely coaching as an approach to management. This moved me; I was initially provoked by the fact that these people were skeptical of coaching, that I believed in so strongly. This evolved into curiosity and a desire to explore the phenomenon of coaching management that on one hand seemed full of contrasts but on the other hand seemed to belong so naturally together.

The researcher's subjectivity further affects the process as the researcher develops a research question, confines the concourse and makes the statements constituting the Q sample (Allgood & Kvalsund, 2010). The choices I made in this regard were characterized by the assumption that coaching management involves roles and tasks that might be experienced as conflicting. The researcher's subjectivity not only affects the results but can also be a compounding factor in the creation of results, which I attempted to be aware of when interpreting the results. In addition, my supervisors and my presence during most of the sorts might have affected the results, as some might have sorted on the basis of what is ideal and not real. My experience is, however, that the factors represent sincere sorts.

I discovered during the interpretation of the results that I identified with some factors more than others. I therefore had to constantly remind myself to disidentify from the factors to be able to observe and reflect upon the results. To situate myself I discussed the process with my supervisor and fellow students. The fact that I chose to study a phenomenon that was relatively unknown to me and that I had little direct experience with has been challenging in

terms of developing a design and Q sample that represents the concourse. This has made it essential to discuss the theme with my supervisor and other people with experience to the phenomenon coaching management.

The aspects that became prominent to me throughout the interpretation of the results and the choices I made regarding the discussion is also affected by my subjectivity. It can be said that the researcher and participants' subjectivity is in a dynamic relationship with one another and both are essential parts of the study (Allgood & Kvalsund, 2010). This means that what became true to me in the process of writing this thesis is contextual, and needs to be understood thereafter. Nevertheless, I believe that this thesis can contribute with some new ideas and ways of understanding the concept of coaching management.

7.2 What could have been done differently?

I have learned a lot through the process of writing a master thesis, which I find important to reflect on. In retrospection I see that there are some things that could have been done differently.

As mentioned in chapter 3 the selection of participants must be carefully done (Watts & Stenner, 2012). I encountered some challenges in the recruitment process, which resulted in a sample that varied somewhat more than desirable in terms of experience with coaching and working position. For example, the fact that some participants had very little experience with coaching might have affected the results. The participants could therefore have been chosen more thoroughly. I also see in retrospection that I attempted to cover a fairly wide concourse, despite the fact that I spent a lot of time reading literature before the research was conducted. I believe this is a natural consequence of conducting research, where I have gained a greater understanding of what is operating within the concourse.

There are only certain aspects of the experience of coaching management covered by the research design and Q sample. Some of the statements could have been worded differently or more clearly. However, it is neither expected nor desirable that all statements evoke strong reactions; some statements must also be naturally ranked towards the middle of the sorting pattern. How I conducted the first interview with Turid is also something I would have done differently as I did not prepare any specific questions. This was to maintain an open and informal conversation. It resulted in many derailments, and might be part of the reason why Turid positioned herself differently to some of the statements compared to what the factor array shown. I chose to guide the next interviews to a greater extent, where I also presented some of my interpretations to check if it matched with the participants' experience.

There are many aspects I have omitted to address due to limitations in space and time, but making choices is part of the research process. I have attempted to be conscious of these choices throughout the process.

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Appendices

1. Research design and statements according to cells
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Appendix 1: Research design and statements according to cells

EFFECTS	LEVELS			CELLS
Relationship	Dependent (a)	Independent (b)	Interdependent (c)	3
Focus	Process (d)	Product (e)		2
Perception of role	Role (f)	Integrated (g)		2

<p>ADF</p> <p>36. Positive feedback from my co-workers encourage me to apply a coaching approach</p> <p>15. I hesitate to use the coaching role if people show resistance towards being coached</p> <p>12. It is challenging to switch between the roles of coach and manager to meet the needs of both the employees and the organization</p>	<p>BDF</p> <p>32. The employees do not need a controlling manager, but a coach that gives them freedom to figure things out on their own</p> <p>9. I'm often unsure whether I should be authoritarian or have a more coaching style, but I look at it as a process that I have to figure out on my own</p> <p>19. I think my employees are able to cooperate well regardless of whether I have a coaching role or not</p>	<p>CDF</p> <p>2. Traditional management that only invests in financial capital and not human capital is outdated</p> <p>30. Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration</p> <p>8. When I coach my employees we get the opportunity to learn from each other</p>
<p>ADG</p> <p>20. I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style</p> <p>10. It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own</p> <p>13. Through feedback from my colleagues, I have developed a leadership style where coaching infiltrates everything I do</p>	<p>BDG</p> <p>17. I trust that my employees are independent and take responsibility for their own learning and development in the workplace</p> <p>27. I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow</p> <p>6. I feel independent with my coaching leadership style and trust only my own ability to reflect</p>	<p>CDG</p> <p>18. My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization</p> <p>24. Coaching has become an integral leadership style for me, and has caused me and my staff to learn from each other in an environment characterized by both security and challenges</p> <p>21. It is painful to discover new aspects of myself through feedback from colleagues, but that's how I develop my coaching leadership style</p>

<p>AEF 25. In order to achieve good performance in the workplace, it is essential that I can switch between the roles of coach and manager</p> <p>1. It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task</p> <p>11. If we are under a time pressure to deliver results, I put away the coaching role to work more effectively</p>	<p>BEF 33. I'm not comfortable with the coaching role, there is too much emotions that hinders efficiency</p> <p>34. I am dedicated to be effective and achieve results, which do not always fit with the coaching role</p> <p>31. I try to slip in some coaching here and there when I see the need for it and have the time</p>	<p>CEF 23. Since I'm in a superior position in relation to the employees it is not possible to have reciprocal relationships completely free of power</p> <p>28. I've found that the times I have availed myself of coaching we have better utilized each other's strengths, and it increases the quality of the outcome</p> <p>7. I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman</p>
<p>AEG 35. I get demotivated if my employees are not happy with my coaching leadership style</p> <p>22. I have a need for feedback from employees whether they experience my coaching leadership style as productive or not</p> <p>4. I don't experience any contradictions in being a coaching manager, and that is thanks to supportive colleagues</p>	<p>BEG 14. I am comfortable with giving control to my staff, and trust that they will find good solutions on their own</p> <p>26. What others think about my coaching leadership style is irrelevant, as long as we deliver good results</p> <p>29. As a coaching manager I am equally concerned about independence and good results as any other manager</p>	<p>CEG 16. I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals</p> <p>5. It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term</p> <p>3. I'm not so concerned with results, the important thing is that we have a safe and steady workplace</p>

Appendix 2: Randomized Q sample in Norwegian and English

1. Det hjelper ikke å lytte og stille spørsmål hvis de ansatte ikke har erfaring med eller kunnskap om hvordan de skal løse en oppgave
It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task
2. Tradisjonell management som kun investerer i finanskapital og ikke i humankapital er utdatert
Traditional management that only invests in financial capital and not human capital is outdated
3. Jeg er ikke så opptatt av resultater, det viktigste er at vi har det trygt og stabilt på arbeidsplassen
I'm not so concerned with results, the important thing is that we have a safe and steady workplace
4. Jeg opplever ingen motsetninger ved å være coachende manager, og det er takket være støttende medarbeidere
I don't experience any contradictions in being a coaching manager, and that is thanks to supportive colleagues
5. Det er naturlig for meg å reflektere og utveksle ideer og tanker sammen med medarbeiderne mine, og det tror jeg fører til at vi oppnår gode resultater på langsikt
It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term
6. Jeg føler meg uavhengig i min coachende lederstil og stoler kun på min egen evne til refleksjon
I feel independent with my coaching leadership style and trust only my own ability to reflect
7. Jeg spiller på lag med mine medarbeidere for å score flest mulig mål. Noen ganger er jeg treneren som instruerer, andre ganger en støttespiller
I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman
8. Når jeg coacher medarbeiderne mine får vi muligheten til å lære av hverandre
When I coach my employees we get the opportunity to learn from each other
9. Jeg er ofte usikker på om jeg skal være autoritær eller ha en mer coachende stil, men jeg ser på det som en prosess som jeg må finne ut av selv
I'm often unsure whether I should be authoritarian or have a more coaching style, but I look at it as a process that I have to figure out on my own
10. Det faller meg naturlig å støtte og hjelpe mine medarbeidere når de møter utfordringer de ikke kan takle på egenhånd
It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own
11. Dersom vi er under et tidspress legger jeg bort coaching-rollen for å jobbe mest mulig effektivt
If we are under a time pressure to deliver results, I put away the coaching role to work more effectively

12. Det er utfordrende å veksle mellom rollene coach og manager for å møte behovene til både de ansatte og organisasjonen
It is challenging to switch between the roles of coach and manager to meet the needs of both the employees and the organization
13. Gjennom tilbakemeldinger fra mine kollegaer har jeg utviklet en lederstil der coaching infiltrerer alt jeg gjør
Through feedback from my colleagues, I have developed a leadership style where coaching infiltrates everything I do
14. Jeg er komfortabel med å gi kontroll til mine medarbeidere, og stoler på at de finner gode løsninger på egenhånd
I am comfortable with giving control to my staff, and trust that they will find good solutions on their own
15. Jeg nøler med å bruke den coachende rollen dersom folk viser motstand mot å bli coachet
I hesitate to use the coaching role if people show resistance towards being coached
16. Jeg opplever at medarbeiderne verdsetter min coachende lederstil, og at vi jobber effektivt sammen mot målene vi har satt oss
I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals
17. Jeg stoler på at medarbeiderne mine er selvstendige og tar ansvar for egen læring og utvikling på arbeidsplassen
I trust that my employees are independent and take responsibility for their own learning and development in the workplace
18. Min coachende lederstil har bidratt til å danne gode relasjoner og god kommunikasjon, som jeg mener er helt avgjørende for at vi skal utvikle oss som organisasjon
My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization
19. Jeg tror medarbeiderne mine klarer å samarbeide godt uavhengig av om jeg har en coachende rolle eller ikke
I think my employees are able to cooperate well regardless of whether I have a coaching role or not
20. Jeg tror ikke det hadde vært så mye fokus på refleksjon og læring på arbeidsplassen hadde det ikke vært for min coachende lederstil
I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style
21. Det er smertefullt å oppdage nye sider ved meg selv gjennom tilbakemeldinger fra kollegaer, men det er slik jeg utvikler min coachende lederstil
It is painful to discover new aspects of myself through feedback from colleagues, but that's how I develop my coaching leadership style
22. Jeg har behov for å få tilbakemelding fra de ansatte på om de opplever min coachende lederstil som produktiv eller ikke
I have a need for feedback from employees whether they experience my coaching leadership style as productive or not

23. Etersom jeg er i en overordnet posisjon i forhold til de ansatte er det ikke mulig å ha helt maktfrie og gjensidige relasjoner
Since I'm in a superior position in relation to the employees it is not possible to have reciprocal relationships completely free of power
24. Coaching har blitt en integrert lederstil for meg, som har ført til at jeg og mine medarbeidere lærer av hverandre i omgivelser preget av både trygghet og utfordringer
Coaching has become an integral leadership style for me, and has caused me and my staff to learn from each other in an environment characterized by both security and challenges
25. For at vi skal oppnå gode resultater på arbeidsplassen er det avgjørende at jeg kan veksle mellom rollene coach og manager
In order to achieve good results in the workplace, it is essential that I can switch between the roles of coach and manager
26. Det er irrelevant hva andre synes om min coachende lederstil, så lenge vi leverer gode resultat
What others think about my coaching leadership style is irrelevant, as long as we deliver good results
27. Jeg opplever det som viktig at medarbeiderne mine får mulighet til å streve med utfordringer på egenhånd, det er slik vi utvikler oss
I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow
28. De gangene jeg har benyttet meg av coaching har vi bedre utnyttet hverandres styrker, og det øker kvaliteten på utfallet
I've found that the times I have availed myself of coaching we have better utilized each other's strengths, and it increases the quality of the outcome
29. Som coachende manager er jeg like opptatt av selvstendighet og gode resultater som en hvilken som helst annen manager
As a coaching manager I am equally concerned about independence and good results as any other manager
30. Kontrollerende og autoritært management skaper ikke gjensidige relasjoner, og fører ikke til godt samarbeid
Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration
31. Jeg prøver å smette inn litt coaching her og der når jeg ser behovet for det og har tid
I try to slip in some coaching here and there when I see the need for it and have the time
32. De ansatte trenger ikke en kontrollerende manager, men en coach som gir de frihet til å finne ut av ting på egenhånd
The employees do not need a controlling manager, but a coach that gives them freedom to figure things out on their own
33. Jeg er ikke komfortabel med den coachende rollen, det blir for mye ”føleri” som hindrer effektiviteten
I'm not comfortable with the coaching role, there is too much emotions that hinders efficiency

34. Jeg er opptatt av å være effektiv og oppnå resultater, og dette passer ikke alltid med den coachende rollen
I am dedicated to be effective and achieve results, which do not always fit with the coaching role
35. Jeg blir demotivert dersom medarbeiderne mine ikke er fornøyd med min coachende lederstil
I get demotivated if my employees are not happy with my coaching leadership style
36. Positive tilbakemeldinger fra medarbeidere oppmuntrer meg til å bruke en coachende tilnærming
Positive feedback from my co-workers encourage me to apply a coaching approach

Appendix 3: Instruction for the Q sort and conditions of instruction

Instruksjon for sortering

Utsagnene omhandler din opplevelse av å være en coachende manager.

Du skal sortere ut fra din subjektive opplevelse av å være en coachende manager.

Det er ingen svar som er mer riktige enn andre. Forsøk å være så åpen og ærlig som mulig.

1. Les igjennom alle utsagnene for å få en oversikt over innholdet.

2. Del utsagnene i omtrent **tre like store bunke** på følgende måte:

Bunke a) til høyre = de utsagnene du føler **beskriver deg** eller du er en **enig i**.

Bunke b) til venstre = de utsagnene du føler **ikke beskriver deg** eller du er **uenig i**.

Bunke c) i midten = de utsagnene som er mer nøytrale, som ikke gir mening for deg, eller som virker uklare eller motstridende.



3. Nå skal du gjøre en mer detaljert fordeling, hvor du skal plassere tallverdiene på utsagnene inn i mønsteret (sorteringsmatrisen).

4. Det kan være lurt å ta for seg **ytterpunktene** først, altså bunke a) eller b). Velger du for eksempel bunke a) først velger du ut det utsagnet i bunken du er mest enig i, og plasserer det lengst til høyre (+5) i tråd med skjemaets mønster.

5. Gå videre til neste (+4) og gjør det samme her, men denne gangen med to utsagn.
6. Når du er ferdig med bunke a) og b) tar du for deg utsagnene i bunke c) og plasserer dem på midten. Her er det små nyanser som ofte avgjør i hvilken kolonne du plasserer utsagnene.
7. Bruk skjønn og gjør det som passer deg best. Det er **ingen fasitsvar** på hvordan du skal gå frem med sorteringen, dette er kun et forslag. Selv om det kan være vanskelig å plassere alle utsagnene, må alle plasseres i samsvar med mønsteret, og hvert utsagn kan bare plasseres en plass.
8. Når du har fullført fordelingen og plasseringen så se over den på nytt og vurder hvorvidt du er enig med deg selv i de valgene du har gjort. Er du misfornøyd med noe justerer du plasseringene til du blir fornøyd. Husk at du skal sortere ut fra *din subjektive opplevelse av hva å være en coachende manager*.
9. Noter utsagnenes nummer på skjemaet og rapporter resultatet tilbake til meg.

ULIK MEG					LIK MEG					
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
9	16	26	30	21	6	28	36	24	7	13
	20	10	1	15	34	32	3	18	23	
		4	27	29	17	11	14	5		
			33	8	31	35	22			
				19	12	2				
					25					

Du kan gi meg resultatet på fire ulike måter:

- Fyll inn excel-dokumentet elektronisk og send til meg på e-post
- Scann eller ta bilde av mønsteret for sorteringen og send det til meg på e-post: XXXXXXXXXX eller mobil: XXXXXXXXXX
- Rapportert resultatet til meg via e-post på denne måten:

+5: 13
+4: 7, 23
+3: 24, 18, 5
+2: 36, 3, 14, 12
+1: 28, 32, 11, 35, 2
0: 6, 34, 17, 31, 12, 25
-1: 21, 15, 29, 8, 19
-2: 30, 1, 27, 33
-3: 26, 10, 4
-4: 16, 20
-5: 9

- Send mønsteret for sorteringen til meg i posten:

Marit G. Halvorsen



Lykke til! (Ring meg på mobil  om noe er uklart)

Appendix 4: Blank sorting distribution

Different from me

Similar to me

<p>Navn:</p> <p>E-postadresse:</p>	<p>Arbeidssted:</p> <p>Antall år som manager:</p>
------------------------------------	---

Appendix 5: Factor loadings

	F1	F2	F3	F4
Oskar	0.8162X	0.1961	0.0745	0.1614
Håkon	0.7674X	0.0298	0.1602	-0.0338
Ada	0.6701X	-0.1838	0.4898	0.2520
Finn	0.6691X	0.0626	0.0608	0.4824
Elisabeth	0.5612X	0.0590	0.3257	0.4186
Ingvald	0.4363	0.8058X	-0.0685	0.1247
Ole Martin	0.0029	0.7418X	0.3601	-0.0323
Jacob	-0.1238	0.7451X	-0.0743	0.3886
Turid	0.0381	0.0074	0.8822X	0.0421
Lily	0.2238	0.1302	0.7397X	0.2388
Gudmund	0.3420	0.1651	0.6263X	0.2325
Magnus	0.1661	0.1225	0.0972	0.8453X
Andreas	0.1370	0.1158	0.2114	0.6294X
Erik	0.2558	0.4121	0.2707	0.6091X
Sara	0.5553	0.1007	0.3953	0.3808
Henning	0.5428	0.0723	0.4383	0.4248
Ingrid	0.5461	0.1463	0.5217	0.1908
Ragnhild	0.4500	-0.0839	0.5745	0.5103
Participants defining	5	3	3	3
Explained variance	23 %	12 %	18 %	16 %

The table shows each Q sorts loadings and demonstrates the extent to which the Q sort associates with each factor. The Q sorts marked with X define the particular factor. The explained variance indicates the potential explanatory power of the extracted factors (Watts & Stenner, 2012).

Appendix 6: Factor arrays

Factor 1

-5	-4	-3	-2	-1	0	1	2	3	4	5
33	1	15	6	4	13	12	28	5	8	2
	3	26	9	19	14	16	30	7	18	
		34	11	21	17	22	32	10		
			23	27	20	24	36			
				35	29	25				
					31					

Factor 2

-5	-4	-3	-2	-1	0	1	2	3	4	5
20	3	1	22	4	2	7	8	11	14	17
	23	13	31	5	18	12	9	30	27	
		16	33	6	21	19	10	32		
			35	15	25	26	29			
				24	34	28				
					36					

Factor 3

-5	-4	-3	-2	-1	0	1	2	3	4	5
33	2	3	1	4	16	13	9	5	7	10
	6	12	11	20	17	15	14	8	28	
		19	30	22	18	24	29	23		
			35	26	21	27	36			
				34	25	31				
					32					

Factor 4

-5	-4	-3	-2	-1	0	1	2	3	4	5
3	6	9	13	4	1	16	8	2	5	14
	22	27	20	12	11	18	19	10	7	
		15	21	36	17	26	23	30		
			24	31	25	28	29			
				33	34	32				
					35					

Appendix 7: Distinguishing statements

Factor 1

Nr	Statement	F1	F2	F3	F4
18	My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization	4	0	0	1
22	I have a need for feedback from employees whether they experience my coaching leadership style as productive or not	1	-2	-1	-4
20	I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style	0	-5	-1	-2
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1	4	1	-3

Factor 2

Nr	Statement	F1	F2	F3	F4
17	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	0	5	0	0
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1	4	1	-3
11	If we are under a time pressure to deliver results, I put away the coaching role to work more effectively	-2	3	-2	0
7	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	3	1	4	4
2	Traditional management that only invests in financial capital and not human capital is outdated	5	0	-4	3
5	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	3	-1	3	4
16	I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals	1	-3	0	1
20	I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style	0	-5	-1	-2

Factor 3

Nr	Statement	F1	F2	F3	F4
28	I've found that the times I have availed myself of coaching we have better utilized each other's strengths, and it increases the quality of the outcome	2	1	4	1
31	I try to slip in some coaching here and there when I see the need for it and have the time	0	-2	1	-1
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1	4	1	-3
15	I hesitate to use the coaching role if people show resistance towards	-3	-1	1	-3

	being coached				
30	Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration	2	3	-2	3
2	Traditional management that only invests in financial capital and not human capital is outdated	5	0	-4	3

Factor 4

Nr	Statement	F1	F2	F3	F4
1	It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task	-4	-3	-2	0
11	If we are under a time pressure to deliver results, I put away the coaching role to work more effectively	-2	3	-2	0
27	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1	4	1	-3

Appendix 8: Approval from the Norwegian Social Science Data Services (NSD)

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfagres gate 29
N-5007 Bergen
Norway
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www.nsd.uib.no
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Jonathan Reams
Institutt for voksnes læring og rådgivningsvitenskap
NTNU
[REDACTED]

Vår dato: 22.01.2013

Vår ref:32737 / 3 / LMR

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 14.01.2013. Meldingen gjelder prosjektet:

32737	<i>Coaching Managers in Change Processes</i>
Behandlingsansvarlig	NTNU, ved institusjonens øverste leder
Daglig ansvarlig	Jonathan Reams
Student	Marit Gangås Halvorsen

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 25.05.2013, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen


Vigdis Namtvedt Kvalheim


Linn-Merethe Rød

Linn-Merethe Rød tlf: 55 58 89 11

Vedlegg: Prosjektvurdering

Kopi: Marit Gangås Halvorsen, [REDACTED]

Avdelingskontorer / District Offices

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Ifølge prosjektmeldingen skal det innhentes skriftlig samtykke basert på muntlig og skriftlig informasjon om prosjektet og behandling av personopplysninger. Personvernombudet finner informasjonsskrivet tilfredsstillende utformet i henhold til personopplysningslovens vilkår.

Innsamlede opplysninger registreres på privat pc. Personvernombudet legger til grunn at veileder og student setter seg inn i og etterfølger NTNU sine interne rutiner for datasikkerhet, spesielt med tanke på bruk av privat pc til oppbevaring av personidentifiserende data.

Prosjektet skal avsluttes 25.05.2013 og innsamlede opplysninger skal da anonymiseres. Anonymisering innebærer at direkte personidentifiserende opplysninger som navn/koblingsnøkkel slettes, og at indirekte personidentifiserende opplysninger (sammenstilling av bakgrunnsopplysninger som f.eks. yrke, alder, kjønn) fjernes eller grovkategoriseres slik at ingen enkeltpersoner kan gjenkjennes i materialet.

Appendix 9: Information paper and consent form

FORESPØRSEL OM DELTAGELSE I MASTERGRADSPROSJEKT

Studiens navn: Coaching managers

En Q-metodologisk studie av hvordan mellomledere opplever å være en coachende manager.

Bakgrunn for prosjektet

Som mastergradsstudent ved Institutt for voksnes læring og rådgivningsvitenskap ved NTNU, skal jeg våren 2012 skrive den avsluttende masteroppgaven. Temaet for oppgaven er mellomlederes opplevelse av å fungere som coachende manager. Det jeg er interessert i å få tak i er deltakeres subjektive opplevelse, holdning og erfaring knyttet til temaet. I denne forbindelse søker jeg 15-25 mellomledere som har kjennskap til og erfaring med coaching som lederstil/lederrolle som kan bidra til studien.

Hva deltagelsen innebærer for deg

Som forskningsdeltager vil du bli bedt om å sortere ulike utsagn etter hva du opplever som mest lik og minst lik deg. Utsagnene vil blant annet inneholde setninger om hvordan du opplever å være en coachende leder i ulike sammenhenger. Selve sorteringen tar mellom 30 og 60 minutter og vil foregå i februar/mars 2012. Du vil enten få tilsendt materiell via e-post, eller jeg vil oppsøke deg på din arbeidsplass når sorteringen skal gjennomføres. Det vil også gjennomføres et uformelt intervju med enkelte deltakere i etterkant av sorteringen for å få ytterligere informasjon om deltakernes opplevelse av temaet. Dette gjelder kun noen få deltakere, og det er helt frivillig å stille opp til intervju.

Konfidensialitet og personvern

I tillegg til å samle inn hver enkelts sortering av utsagnene, vil jeg registrere alder, kjønn, arbeidssted og arbeidsstilling. Dette fordi det vil kunne være nyttig informasjon i tolkningen av resultatene. Jeg vil også registrere e-postadresser for å kunne kontakte dere angående eventuelt intervju. I presentasjon av resultatene vil datamaterialet være anonymisert. All informasjon om forskningsdeltagerne, samt datamaterialet, vil behandles konfidensielt. Det er bare undertegnede og veileder som vil kunne identifisere hver enkelts sortering. Både veileder og undertegnede er underlagt taushetsplikt. Etter behandling av data og innlevering av masteroppgaven vil personopplysninger og øvrig datamateriale slettes.

Forskningsprosjektet er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste, for å sikre at forskningen utføres på en etisk forsvarlig måte. Deltagelse i denne studien er frivillig og du kan trekke deg fra prosjektet når du måtte ønske, uten å begrunne dette nærmere. Dersom du ønsker å delta i undersøkelsen ønsker jeg at du signerer vedlagt samtykkeerklæring og returnerer den til meg eller min veileder. Har du noen spørsmål, eller ønsker å bli informert om resultatene fra undersøkelsen når de foreligger, må du ikke nøle med å ta kontakt.

På forhånd mange takk for din deltagelse!

Med vennlig hilsen

Marit G. Halvorsen
Tlf.nr [REDACTED]

Mailadr: [REDACTED]

Veileder: Jonathan Reams

Tlf.nr [REDACTED]

Mailadr: [REDACTED]

SAMTYKKE FOR DELTAGELSE I MASTERGRADSPROSJEKT

Jeg har mottatt skriftlig informasjon om prosjektet ”Coaching managers” og er villig til å delta i studien.

Sted..... Dato.....

Signatur..... Mailadresse.....

Appendix 10: Factor Q sort values for each statement

	Statements	Factor			
		1	2	3	4
1.	It does not help to listen and ask questions to the staff if they have no experience or knowledge about how to solve a task	-4	-3	-2	0
2.	Traditional management that only invest in financial capital and not human capital is outdated	5	0	-4	3
3.	I'm not so concerned with results, the important thing is that we have a safe and steady workplace	-4	-4	-3	-5
4.	I don't experience any contradictions in being a coaching manager, and that is thanks to supportive colleagues	-1	-1	-1	-1
5.	It is natural for me to reflect and exchange ideas and thoughts with my employees, and I think that leads to the achievement of good results in the long term	3	-1	3	4
6.	I feel independent with my coaching leadership style and trust only my own ability to reflect	-2	-1	-4	-4
7.	I play on the same team as my colleagues to score as many goals possible. Sometimes I'm the trainer who instructs, other times a supportive wingman	3	1	4	4
8.	When I coach my employees we get the opportunity to learn from each other	4	2	3	2
9.	I'm often unsure whether I should be authoritarian or have a more coaching style, but I look at it as a process that I have to figure out on my own	-2	2	2	-3
10.	It occurs natural to me to support and help my colleagues when they encounter challenges they can't cope with on their own	3	2	5	3
11.	If we are under a time pressure to deliver results, I put away the coaching role to work more effectively	-2	3	-2	0
12.	It is challenging to switch between the roles of coach and manager to meet the needs of both the employees and the organization	1	1	-3	-1
13.	Through feedback from my colleagues, I have developed a leadership style where coaching infiltrates everything I do	0	-3	1	-2
14.	I am comfortable with giving control to my staff, and trust that they will find good solutions on their own	0	4	2	5
15.	I hesitate to use the coaching role if people show resistance towards being coached	-3	-1	1	-3
16.	I feel that my colleagues appreciate my coaching leadership style, and we are working effectively together towards our goals	1	-3	0	1
17.	I trust that my employees are independent and take responsibility for their own learning and development in the workplace	0	5	0	0
18.	My coaching style of leadership has contributed to good relationships and good communication, which I think is absolutely essential if we are to develop as an organization	4	0	0	1
19.	I think my employees are able to cooperate well regardless of whether I have a coaching role or not	-1	1	-3	2
20.	I don't believe there would have been much focus on reflection and learning if it wasn't for my coaching leadership style	0	-5	-1	-2

21.	It is painful to discover new aspects of myself through feedback from colleagues, but that's how I develop my coaching leadership style	-1	0	0	-2
22.	I have a need for feedback from employees whether they experience my coaching leadership style as productive or not	1	-2	-1	-4
23.	Since I'm in a superior position in relation to the employees it is not possible to have reciprocal relationships completely free of power	-2	-4	3	2
24.	Coaching has become an integral leadership style for me, and has caused me and my staff to learn from each other in an environment characterized by both security and challenges	1	-1	1	-2
25.	In order to achieve good results in the workplace, it is essential that I can switch between the roles of coach and manager	1	0	0	0
26.	What others think about my coaching leadership style is irrelevant, as long as we deliver good results	-3	1	-1	1
27.	I find it important that my employees get the opportunity to struggle with challenges on their own, that's how we grow	-1	4	1	-3
28.	I've found that the times I have availed myself of coaching we have better utilized each other's strengths, and it increases the quality of the outcome	2	1	4	1
29.	As a coaching manager I am equally concerned about independence and good results as any other manager	0	2	2	2
30.	Controlling and authoritarian management does not create reciprocal relationships, and does not lead to good collaboration	2	3	-2	3
31.	I try to slip in some coaching here and there when I see the need for it and have the time	0	-2	1	-1
32.	The employees do not need a controlling manager, but a coach that gives them freedom to figure things out on their own	2	3	0	1
33.	I'm not comfortable with the coaching role, there is too much emotions that hinders efficiency	-5	-2	-5	-1
34.	I am dedicated to be effective and achieve results, which do not always fit with the coaching role	-3	0	-1	0
35.	I get demotivated if my employees are not happy with my coaching leadership style	-1	-2	-2	0
36.	Positive feedback from my co-workers encourage me to apply a coaching approach	2	0	2	-1