

The Effectiveness of Workplace Coaching among Line Managers in the Irish Civil Service

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Abstract

Little is known about the effectiveness of workplace coaching from a Civil/Public Sector perspective. This study examined the effectiveness of workplace coaching among 111 Irish Civil Service line managers, of which 69 had received coaching skills training versus 42 line managers that have not, in terms of their intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment. Furthermore, it examined if organisational commitment was a predictor of those variables. The results from a quantitative cross-sectional design using a mix of one-way ANOVAs and multiple regression showed that organisational commitment was a significant predictor of job satisfaction. However, none of the other four hypotheses were supported. This study is the first of its kind within the Irish Civil Service, and is beneficial to HR practitioners in designing and developing new workplace coaching models in the future.

INTRODUCTION

1.1 Overview

The past twenty years have seen increasingly rapid advances in the field of workplace coaching. However, debate continues about the best strategies for measuring its effectiveness within the workplace. Currently, there are approximately 53,300 professional coach practitioners worldwide, with an estimated global total revenue from coaching in 2015 estimated at \$2.3 billion dollars, a 19% increase since 2011 (ICF, 2016). Despite this rapid growth, there is still a lack of understanding about how best to utilise coaching in the workplace, and in which specific situations it will be most effective (CIPD, 2017b).

The principal objective of this study was to investigate coaching effectiveness among line managers in the Irish Civil Service. Little is known about the effectiveness of workplace coaching from a civil/public sector perspective. This study provides an opportunity to advance our knowledge of workplace coaching in the public arena and understand more about those factors which have an impact, or influence on coaching effectiveness, in particular, motivation (intrinsic and extrinsic), job satisfaction and organisational commitment. Although organisations are increasingly investing resources in workplace coaching as part of their human resources (HR) strategies to enhance employee engagement and build leadership capacity, there is still little evidence about what contributes to an effective coaching experience (Smither, 2011).

1.2 Civil Service Background Rationale

The Civil Service Renewal Plan (2014), a major organisational development strategy, prioritised the need to embed a strong leadership culture within the Civil Service. The results of the Civil Service Employee Engagement Survey 2015(CSEES) highlighted concerns about leadership effectiveness and job satisfaction among employees. With up to a quarter of all civil servants eligible to retire over the next five years, it is imperative employee engagement strategies are implemented, to ensure the Civil Service acts as an employer of choice and to guarantee it attracts the highest calibre of recruits in today's competitive labour market.

The move to add coaching to a line manager's repertoire of responsibilities is an adaptive response that shows up as part of three major trends in the Civil Service. Firstly, continuous life-long learning and development is becoming a core function in organisations (McComb, 2012), and the recently published People Strategy for the Civil Service 2017-2020 clearly outlines this principle as a key driver within the Civil Service. Secondly, the shift of the locus of responsibility for people development from HR to line managers has seen the evolution of the line manager as coach (Ladyshevsky, 2010). The recent changes to the Civil Service performance management tool (PMDS) has placed a bigger focus on employee engagement between line managers and employees. Finally, encompassing these first two trends, is the intention to embed a leadership culture within the Civil Service, a key action plan within the Civil Service Renewal Plan.

1.3 Outline of Current Study

With no one professional body governing the effectiveness of workplace coaching, questions have been raised over the quality and value for money that workplace coaching provides for organisations. Subsequently, this has prompted the need for a more critical appraisal of workplace coaching outcomes and delivery, with closer scrutiny of the theoretical underpinnings of the models and techniques used in coaching practice (Linley, 2006). This study seeks to remedy the ambiguity surrounding the effectiveness of workplace coaching by understanding more about what influences coaching outcomes. Furthermore, this study provided an important opportunity to advance our knowledge of workplace coaching within a Civil Service context, as very little research to date has focused on this sector. The objectives of this research are to determine whether there is a significant difference in intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment among line managers who have received workplace coaching training versus those who have not. Finally, it will examine whether organisational commitment is a predictor of one or more of those four variables.

1.4 Overview of Workplace Coaching

In some organisations, workplace coaching is now used as a day-to-day management tool, embedded into one-to-one meetings and performance conversations. A comprehensive Leadership Evaluation Report of two new leadership programmes conducted in the Department of Public Expenditure and Reform, aimed at Civil Service middle and senior line managers in December 2017 found 70% of participants valued the workplace coaching skills module as the most important aspect of the programme. The Chartered Institute of Personnel and Development (CIPD), the

professional association for HR professionals recently reported that workplace coaching is growing in popularity, with many line managers using this development technique to enhance the skills, knowledge and performance of their employees. (CIPD, 2017a).

The question of what defines coaching is still unanswered with countless research debating the construct of workplace coaching, yet little agreement on its exact definition (Kilburg, 2001; Law, Ireland & Hussain, 2007; Stern, 2004; Zeus & Skiffington, 2005). Bachkirova, Cox and Clutterbuck's (2014) definition of workplace coaching is presented in this study where they describe workplace coaching as a "human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders" (pp. 1).

Workplace coaching generally uses a non-directive, questioning approach which assists the coachee to explore, learn more about themselves, and become more self-aware. Although workplace coaching can be in a group or team format, it is one-to-one workplace coaching that is the primary focus of this study. Workplace coaching is inherently goal-bound with goals generally forming the starting point of any coaching session, and where the goal setting gives the coaching focus and purpose (Clutterbuck & Megginson, 2014).

Despite the apparent potential advantages of coaching, research has not kept pace with its growth in practice, and the lack of conclusive evidence regarding the effectiveness of workplace coaching is one of the most frequently cited problems in the field (Grant, Passmore, Cavanagh & Parker, 2010). However, more scientifically rigorous research has recently emerged. A study by

Jones, Woods and Guillaume (2016) examined the effectiveness of coaching and focused exclusively on workplace coaching in organisations. This marked an important advance in the literature on workplace coaching. Their study concluded that businesses can expect positive performance and impact improvements from investment in workplace coaching. However, this study would appear over ambitious in its claims due to the incomplete reporting of workplace coaching variables, where a number of the coded variables were unspecified or estimated. Furthermore, the findings would have been more persuasive if they had included a larger number of studies in their meta-analysis and therefore, caution is warranted in interpreting and generalising these results.

An international organisational study by Shamsi, Dixon, Hossan and Papanastassiou (2015) examined the effectiveness of workplace coaching among line managers in an oil company in the United Arab Emirates (U.A.E.) and concluded that employees mirrored empowering leader behaviour within the organisation. Subsequently, they reported that this had a knock-on effect among employees who felt motivated and engaged, which indirectly lead to feelings of connection and collegiality to the organisation. This is among the first empirical research to explore and examine the influence and relationship of a workplace coaching framework on leadership development in the U.A.E. However, it should be noted that only a small number of line managers in one oil company took part in this study, thus, limiting the validity of the findings.

There are a number of positive practical implications that can be derived from these studies. Among them, it appears that providing line managers with leadership development learning and development programmes might promote employee satisfaction, engagement, self- confidence and

thereby affective commitment to the organisation (Ismail et al., 2010). It is clear that the stated objectives of workplace coaching are far from the reality of where workplace coaching currently stands. There is little consensus in research conducted over the past ten years regarding the most appropriate outcome criteria for evaluating workplace coaching, thus stalling the accumulation of much needed knowledge (Grant et al., 2010). Consequently, this discrepancy in findings across workplace coaching outcome studies is making it difficult to understand who, if anyone is best suited to workplace coaching. A likely explanation is that these inconsistencies are as a result of research design issues. One criticism of much of the literature on the effectiveness of workplace coaching has been the lack of rigorous design methodology included at the design stage. Theeboom, Beersma and van Vianen (2014) included 18 studies in their meta-analysis, examining the effectivity of workplace coaching. However, only 4 were identified as truly rigorous (i.e., utilising a between-subjects design, and collecting data other than self-reported).

Within a Civil/Public Sector environment, there is very little empirical research on workplace coaching effectiveness. Most studies in the field of workplace coaching within the public sector have only focused on the health sector (McAlearney, 2010; Gorringer, 2011; Gowan, 2011; Budhoo & Spurgeon, 2012). What is not yet clear is the impact of workplace coaching from an Irish Civil Service perspective. Such expositions are unsatisfactory for HR practitioners as not being able to draw upon structured workplace coaching research with clear evidence of its effectiveness, could potentially restrict investment in workplace coaching programmes in the future.

1.5 Goal Setting Theory of Coaching.

A goal is an object or outcome one is aiming for, a standard for judging satisfaction (Locke & Latham, 2002), and essentially anything an individual is striving to accomplish (Latham & Locke, 2007; Reeve, 2009). Goal-setting theory indicates that goals are more likely effective when they are achievable, specific, and challenging (Locke & Latham, 1990). In the workplace, goals play an important motivating role in many aspects such as performance management, job satisfaction and organisational commitment, where the setting of goals is often responsible for the perpetuation of these processes.

An influential body of literature has established that people perform better when goals are clearly evident (Locke, Shaw, Saari, & Latham, 1981; Reeve, 2009; Roberts & Reed, 1996). More specifically, research has substantiated that goal-setting repeatedly shows that people who try to reach specific and challenging goals generally perform better on a given task than people who attempt to attain moderate or easy goals, (Tubbs, 1986). Additionally, numerous studies have repeatedly confirmed that goal-setting positively affects job satisfaction, motivation and performance (Locke & Latham, 2002; Locke, et al., 1981; Roberts & Reed, 1996). However, like shoes, goals come in different sizes and should fit comfortably with the individual. Clutterbuck (2016) argues that having strong goal clarity and commitment at the beginning does not necessarily lead to either a better relationship experience or positive outcomes for the coachee. Moreover, he argues that an original goal can morph into something different as the coachee better understands their values and organisation.

1.5.1 GROW Coaching Model

This study incorporated Whitmore's (1992, 2002) GROW coaching model (Goal, Reality, Options, Will/Way forward), underpinned by the principles of Goal Setting Theory (Locke & Latham, 1990) with a solution focused approach to add structure, direction and momentum to workplace coaching conversations. The GROW coaching model is the most popular framework for structuring coaching sessions and utilises goal setting as the start point for all coaching. Rolfe (2010) supported the GROW model as a strategic workplace coaching approach between coach and client that sets specific goals and measures for developmental needs, with a realistic framework and actions for the client to achieve their expected outcomes. Whitmore (1992, 2002) articulates how the GROW acronym is based on a context of awareness and responsibility with key skills of effective questioning and active listening at the heart. The GROW model has wide appeal in leadership programmes worldwide (e.g. Dembkowski & Eldridge, 2003; Mackintosh, 2005; Grant, 2011) and is at the heart of the two leadership programmes used in this study.

GROW is not without criticism as a model, with Grant (2011) noting how it fails to consider where people are coming from before attempting to comprehend their coaching journey. Clutterbuck (2015b) is a prominent critic of the GROW model. He highlights a key limitation in Whitmore's GROW model (1992) in failing to differentiate between different types of goals. Furthermore, he argues that GROW is a relatively simplistic method that applies in only limited situations, where both the coach and coachee are focused on a straightforward, short-term, uncomplicated goal. He goes on to point out as soon as goals become difficult or ambiguous, GROW becomes laboured and may become a barrier in achieving its objectives. Finally, Clutterbuck (2015b) strongly argues that anyone serious about being an effective coach needs to

grow out of GROW and accept that people often need time and reflective space to work out what they want and why. Subsequently, addressing these criticisms of the model, Whitmore modified the model to I-GROW in 2002 (Issues, Goal, Reality, Options, Will/Way forward).

One of the biggest barriers identified by Osatuke, Yanovsky and Ramsel (2017) in workplace coaching models has been an overreliance on traditional, indirect outcome measures such as multisource feedback and job performance metrics. The findings in their study argue that workplace coaching is intended for personal and professional development of the individual. These arguments are further supported by CIPD, who questioned as to how effectively line managers can coach their own employees, given the power relationship and the obvious need for some distance and impartiality in the coaching relationship (CIPD, 2017b).

The lack of empirical studies in research to date is a key concern as highlighted by Grant (2005) who conducted a review of peer-reviewed behavioural science journal discussions on workplace coaching and identified that only 14% of these represented empirical research. Any proposal of a suitable workplace coaching model must face the reality of balancing the dynamic nature of coaching with the rigorous demands of objective programme evaluation. If contrasting outcomes are reported to measure the effectiveness of workplace coaching, then outcomes cannot be grouped to establish a theme upon which workplace coaching may impact. Without scientific rigour, confidence in the outcomes measured are questionable.

1.6 Predictors of Organisational Commitment – Job Satisfaction and Motivation

One of the goals of the current research is to examine if organisational commitment is a predictor of intrinsic motivation, extrinsic motivation and job satisfaction. It is proposed that those line managers that received workplace coaching are more likely to demonstrate higher organisational commitment as a consequence of one of the other three dependent variables. Where employees feel positive about their relationship with their line managers, they're more likely to have higher levels of commitment and loyalty to the organisation which correlates with their job satisfaction and motivation within the workplace. (CIPD, 2017b). Savery and Syme (1996) defined organisational commitment as a multidimensional framework consisting of three components. Firstly, an individual's willingness to exert considerable effort on behalf of the organisation. Secondly, an individual's strong belief in and acceptance of an organisation's goals and values and finally, a strong desire for an individual to maintain membership within an organisation. Many studies have supported the correlation between organisational commitment and job satisfaction (Saleem, 2017; Melinde, Jeremy & Benita, 2014; Luthans & Peterson, 2003).

Job satisfaction is defined as a combination of both what an employee feels and thinks about the various aspects of their role (Rayton & Yalabik, 2014). Cajnko, Treven and Tominc (2014) cross sectional study examined the potential positive effect on organisational commitment and job satisfaction when using a managerial coaching model among employees in Slovenia. A key strength of this study was the forensic testing of individual coaching construct components of employee's organisational commitment, job satisfaction and company performance. This has practical benefits, such as clearly defined learning outcomes for HR practitioners when designing

new leadership coaching programmes. However, more recent research by Woo (2017) examined the connection between workplace coaching and mentoring among 247 employees from 17 companies in South Korea and did not find a significant interplay between organisational commitment and job satisfaction. Interestingly enough, the sample was very male dominated (94.8% of participants) and historically entrenched male dominated Korean workplace cultural practices could have influenced the outcome of this study.

From a Public Sector perspective, Claude-Hélène, Lynette and Jeremy (2015) recently examined the relationship between managerial job satisfaction and organisational commitment in a public sector organisation in Eastern Cape Province, South Africa. Their findings confirmed the correlation between job satisfaction and organisational commitment among line managers and employees. Although this study is based on a relatively small sample (29 top and middle level line managers), their findings suggested that job satisfaction and organisational commitment was primarily influenced by the positive collegial relationships and positive working environment within the organisation.

Motivation is a key predictor of organisational commitment. Motivation can be defined as “a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration” (Pinder, 1998, p. 11). Expanding upon Locke and Latham’s (1990) Theory of Goal Setting, Meyer, Becker and Vandenberghe (2004) argues that motivation was the force that influenced goal-directed behaviour. Motivating professional civil/public servants requires careful consideration of the range of incentives available. Motivation is closely linked to the concept of employee

engagement, organisational commitment and job satisfaction, and is significantly correlated to improved organisational outcomes, including performance and innovation (OECD, 2014).

Lloyd, Bond and Flaxman's (2017) examination of the benefits of stress management coaching among UK civil servants, concluded in their findings the existence of a significant correlation between intrinsic motivation, job satisfaction and organisational commitment. While a key strength of this study was the use of a control group, participant attrition resulting from participants failure to attend one or more of the training workshops saw an average of 25% of participants being eliminated from the study. Difficulties in work scheduling appeared to be the primary reason for participant attrition and this should be considered when drawing conclusions from the findings of the study.

Surprisingly, CIPD (2017c) found that authentic, ethical leadership played a crucial role in the interplay between motivation, job satisfaction and organisational commitment. Interestingly, they found that line managers who behaved ethically, where their own values fit with that of the organisation, resulted in employees reporting higher levels of job satisfaction and were less likely to quit the organisation (CIPD, 2017c). This is consistent with similar findings in recent studies (Olaniyan & Hystad, 2016; Semedo, Coelho & Ribeiro, 2016) which highlighted higher job satisfaction and lower intentions to quit organisations by employees who perceived their leader as being authentic.

1.7 The Present Study

The aim of this study is to shine new light on these debates through an examination of the effectiveness of workplace coaching on line managers in the Civil Service. This study aims to contribute to this growing area by exploring the effectiveness of workplace coaching provided from two accredited Civil Service leadership programmes. This included a 2-day workplace coaching module utilising the GROW coaching model that is underpinned by Goal Setting Theory (Locke & Latham, 1990). Both leadership programmes focused on enhancing and developing leadership capability by developing participants' ability to manage change, to navigate ambiguity, and to foster productive relationships across the Civil Service. According to Anderson (2013), incorporating managerial coaching into the organisational DNA and attending to the developmental and cultural shifts required for its effectiveness, one is indirectly cultivating organisational leadership capacity.

Addressing some of the limitations of previous research in this field, this study will measure the effectiveness of workplace coaching, focusing on the four outcomes that was discussed earlier. Furthermore, this study will examine if organisational commitment is a predictor of one or more of those four variables. Whilst a qualitative approach can give rich insights into individuals' experiences, the rationale for the present study's design is that, to date, little is known from a quantitative perspective about the effects of workplace coaching on line managers.

1.8 Hypothesis Development

Based on the literature presented, a series of hypotheses are presented below that will be tested by this study. The aim of this research is to examine the effectiveness of workplace coaching among line managers in the Civil Service and the variables that influence its effectiveness, in particular intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment. Is there a significant difference in the effectiveness of workplace coaching among line managers that have received coaching skills training versus line managers that have not received coaching skills training.

1.8.1 Hypothesis Testing

The hypotheses examined will be:

Hypothesis 1: There will be a significant difference in intrinsic motivation between line managers who have received workplace coaching training versus those that have not.

Hypothesis 2: There will be a significant difference in extrinsic motivation between line managers who have received workplace coaching training versus those that have not.

Hypothesis 3: There will be a significant difference in job satisfaction between line managers who have received workplace coaching training versus those that have not.

Hypothesis 4: There will be a significant difference in organisational commitment between line managers who have received workplace coaching training versus those that have not.

Hypothesis 5: Organisational Commitment is a predictor of job satisfaction, intrinsic motivation and extrinsic motivation.

METHOD

2.1 Participants

A review of existing literature was conducted to identify and examine the effectiveness of workplace coaching among line managers and the variables that influence its effectiveness, in particular intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment. The aim of this study was to examine if there was a significant difference in the effectiveness of workplace coaching among line managers that have received coaching skills training versus line managers that have not, in terms of those four dependent variables. To achieve this, three self-reported quantitative questionnaires were used to gather the data and measure the results with data analysed using SPSS, and an alpha of .05 set for determining statistical significance.

Email notification was used to source participants from the Irish Civil Service, using a purposive sampling approach that included line managers that have participated in two Civil Service accredited leadership programmes. (Management Development Academy, N=32, 28.8%; Executive Leadership Programme, N=37, 33.3%). Furthermore, line managers that have not participated on either leadership programme were asked to join and acted as the control group (N=42, 37.8%).

A total of one hundred and eleven participants (N=111) completed the survey. The sample consisted of 68 Females and 43 Males. 108 completed the intrinsic motivation questionnaire, 105 completed the extrinsic motivation questionnaire, 98 completed the job satisfaction questionnaire and 102 completed the organisational commitment questionnaire. Inclusion factors for participants

necessitated that they were currently employed within the Irish Civil Service, serving as middle or senior grade line managers, and aged 18 years or older.

The largest cohort of line managers had over 20 years of Civil Service experience (N=43, 38.7%). Participants represented 12 Civil and Public Sector Departments/Agencies. (Department of Public Expenditure and Reform; Office of Government Procurement; National Shared Services Office; Department of Taoiseach; Department of Education & Skills; Department of Justice & Equality; Department of Housing, Planning & Local Government; Department of Defence; Department of Health; Central Statistics Office; Department of Finance; Office of the Revenue Commissioners) with the Department of Public Expenditure and Reform representing the largest cohort of line managers (N=68, 61.2%).

2.2 Design

A quantitative cross-sectional design was deployed for this study, representative of middle and senior grade line managers serving in the Irish Civil Service. This study contained three participant coaching groups, with one group acting as the control group. The Management Development Academy and Executive Leadership programmes both contained a similar two-day workplace coaching skills module, delivered by organisational psychologists. Both groups were provided with practical workplace coaching tools utilising the GROW model (Whitmore, 1992), underpinned by Goal Setting Theory (Locke & Latham, 1990). Furthermore, participants on the Executive Leadership programme availed of three one-on-one coaching sessions with a registered executive coach self-selected from a list of 8 executive coaches.

Each participant completed one demographic and three online self-reported questionnaires which were designed to identify their levels of intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment. The four dependent variables were tested using a one-way ANOVA for the first four hypotheses. The fifth hypothesis used a multiple regression to test if organisational commitment was a predictor of motivation and job satisfaction.

A time frame of approximately four weeks was allowed for surveys to be completed and submitted for data analysis. SPSS data analysis package, version 23, was used to analyse the data. Descriptive statistics (means, standard deviations) were used to analyse the results.

2.3 Materials

The materials used in this study included three self-administered online questionnaires created in SurveyMonkey, which included psychometric measures and demographic data. Demographic questions asked included; gender, length of Civil/Public service employment, current Department/Agency of employment and confirmation if they have participated on a Civil Service accredited leadership programme. All variables were measured along an ordinal scale and coded, such as; gender (female = 1, male = 2) and length of service (less than 5 years = 1, 5-10 years = 2, 10-20 years = 3, Over 20 years = 4).

The three self-developed questionnaires included the following psychometric measures;

Work Preference Inventory (WPI): The WPI (Amabile, Hill, Hennessey & Tighe, 1994) consists of 30 statements (e.g. Item 30: “I prefer having someone set clear goals for me in my work”) for which respondents indicate how true each statement is of them on a 4-point scale

ranging from 1 (never or almost never true of you) to 4 (always or almost always true of you). Higher scores indicate greater motivation. Each item is scored for its primary scale Intrinsic Motivation (15 items) or Extrinsic Motivation (15 items) and its secondary scale Enjoyment (IM, 10 items), Challenge (IM, 5 items), Outward (EM, 10 items), or Compensation (EM, 5 items). Total scores are calculated for each scale with 5 statements reverse coded. Internal consistency reliability has been reported as $\alpha = .70$ to $.75$ (Stuhlfaut, 2010).

Minnesota Satisfaction Questionnaire. (MSQ): The MSQ (Weiss, Dawis, England & Lofquist, 1967) used is the 20 items short form of the 100 items original questionnaire. The 20 items tap over a varied range of satisfaction features including security, advancement, recognition, supervision and salary to gain an index of general job satisfaction. The job satisfaction scale was divided into 3 separate sub-scales and new variables were computed as per the MSQ-short form scoring instructions. No re-coding was required for these scales. The 20 items survey seeks responses to the statement, “In my present job, this is how I feel about.....” followed by each item, for instance, “The chance to work alone on the job”. Participants are required to select one of the following options: Not Satisfied, Slightly Satisfied, Satisfied, Very Satisfied and Extremely Satisfied. The responses are measured on a 5-point scale, with 1 representing not satisfaction and 5 indicating extreme satisfaction. In terms of reliability and validity, for general satisfaction, test-retest validity was found to be 0.89 over one-week and 0.70 over one year (Weiss et al., 1967). These researchers stated that as the MSQ-short form is a subset of the long-form items, validity may be inferred from validity for the long-form. For reliability, Kinnoin (2005) reported that the MSQ-short form reliability coefficient alpha was 0.92.

Organisational Commitment Scale (OCS): An individual’s commitment to the organisation was measured using the OCS (Meyer, Allen & Smith, 1993). The scale is a 7-point

scale which asks participants to rate the degree to which they agree with 18 work related statements (e.g., “I would feel guilty if I left this organisation now”). The responses range from 1 (strongly disagree) to 7 (strongly agree). The scale is further divided into three types of commitment, namely, affective, continuance and normative where six items relate to each type. The affective component of organisational commitment refers to employees' emotional attachment and identification with the organisation (e.g., “This organisation has a great deal of personal meaning for me”). The continuance component captures commitment that is based on the cost to the employee of leaving the organisation (e.g., “Too much of my life would be disrupted if I decided to leave my organisation now”). Finally, the normative element of the scale points to the employees' feelings of obligation to stay with the organisation (e.g., “This organisation deserves my loyalty”). Scores for each subscale are averaged to yield a composite commitment score for each type with 4 statements reverse coded. The internal consistency of the three subscales of the OCS has been estimated using the Cronbach Alpha coefficient. Accordingly, Meyer et al. (1993) reported acceptable coefficients for affective commitment (0.82), continuance commitment (0.74) and normative commitment (0.83). The median reliabilities for the affective, continuance and normative scales are 0.85, 0.79 and 0.73 respectively. With a few exceptions, the reliability estimates exceed 0.70 (Meyer & Allen, 1997).

2.4 Procedure

The survey was designed using web-based SurveyMonkey and participants were recruited through email and social media (LinkedIn). An email (approved by the Head of HR in the Department of Public Expenditure and Reform) was circulated to potential participants inviting them to take part in the study and a post was published on LinkedIn to a selective group of line

managers within the Civil Service. The email outlined the rationale behind the study and what was expected from potential participants. For those participating, an online link was provided to a questionnaire booklet (3 self-administered questionnaires) created and administered through the website SurveyMonkey.com from a secure password protected SurveyMonkey account. This allowed for anonymity, but also for the survey to be completed at a personally convenient time.

Participants were informed of the title of the survey and that its purpose was for a final year psychology research project, therefore no deception was used. They were informed that the survey would take less than fifteen minutes to complete. Participants completed the survey online and provided implied consent by completing and submitting the survey. The proposal for this research was passed by an ethics board of Dublin Business School and was compliant with the Civil Service Code of Ethics. The online booklet included a cover letter, one demographic questionnaire, 3 questionnaires, followed by a thank you letter, debriefing sheet and contact information for professional organisations and contact details if participants had any further queries.

The three questionnaires contain personal questions about certain aspects of an individual's personal life which some people may find uncomfortable in answering regarding their motivation, job satisfaction and organisational commitment within their role. To address this, the covering note accompanying the questionnaires clearly indicated that if participants felt uncomfortable at any time they could withdraw from the survey. Furthermore, the cover letter clearly stated that participation in the study was completely confidential and voluntary. Participants were instructed to leave blank the questions that they did not wish to answer when completing the questionnaire. Following completion of the questionnaires, a debriefing sheet contained helpline numbers to certain volunteer groups and the Civil Service Employee Assistance Service along with a contact email address were provided if the participant wished to ask any further questions regarding the

study.

RESULTS

In this study, the data of N=111 Line Managers employed in the Civil Service was analysed. Before running tests to check for significant relationships, a number of descriptive statistics were calculated as well as testing the measures for internal reliability.

3.1 Descriptive Statistics

There were 68 female (61.2%) and 43 male (39.9%) participants from 12 Civil Service departments and agencies that participated in the study, with a majority employed in the Department of Public Expenditure and Reform (N=68, 61.2%). The length of service within the Civil Service profile indicated that the majority of respondents were in the “Over 20 years” service range (N=43, 38.7%) as seen in Figure 1 below.

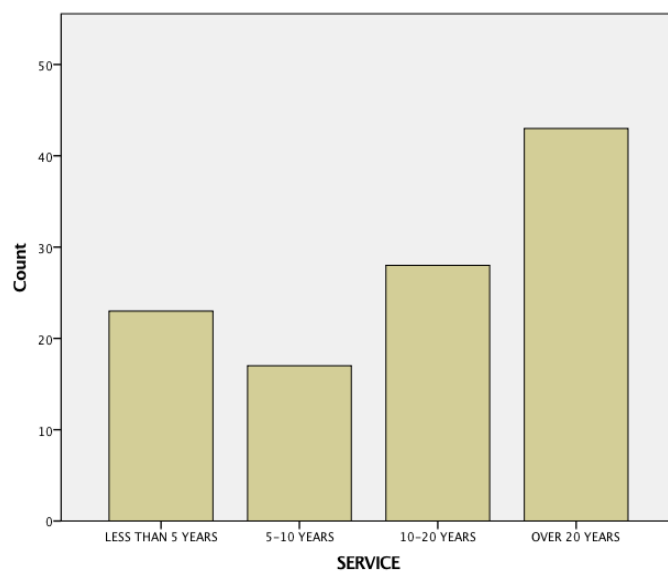


Figure 1 *Participants by Length of Service*

The 3 coaching groups profile indicated a relatively even spread through the three groups: Management Development Academy (N=32, 28.8%), Executive Leadership Programme (N=36, 32.4%) and those that acted as a control group (N=42, 37.8%) as outlined in Figure 2 below.

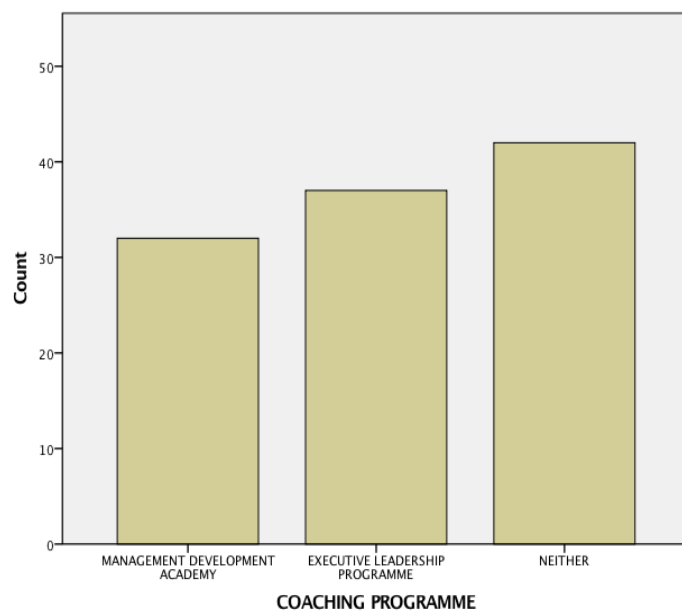


Figure 2 *Participants by Coaching Training Programme Groups*

Summary descriptive statistics can be seen in Table 1, showing the means and standard deviations of the WPI, MSQ and OCS for each coaching group, in addition to the Cronbach's alpha result for each measure.

Table 1 *Descriptive statistics of variables*

Variables	N	Mean			SD			Items	a
		MDA	ELP	CG	MDA	ELP	CG		
WPI -IM	106	46.03	46.13	44.88	4.79	5.30	5.47	15	0.76
WPI -EM	109	36.45	36.19	35.81	4.95	6.08	5.13	15	0.67
MSQ	99	68.38	66.12	70.00	10.09	12.92	11.54	20	0.91
OCS	103	70.07	71.63	69.07	14.47	18.97	12.64	18	0.81

Legend:**MDA:** Management Development Academy – Coaching Programme**ELP:** Executive Leadership Programme – Coaching Programme**CG:** Control Group – Line Managers that haven't participated on Coaching Programme**a:** Cronbach's Alpha Reliability Statistics**WPI – IM:** Work Preference Inventory – Intrinsic Motivation subscale**WPI – EM:** Work Preference Inventory – Extrinsic Motivation subscale**MSQ:** Minnesota Satisfaction Questionnaire measuring Job Satisfaction**OCS:** Organisational Commitment Scale measuring Organisational Commitment

3.2 Inferential Statistics

The primary focus of this research is to examine the effectiveness of workplace coaching and determine if a relationship exists between motivational types (intrinsic and extrinsic), job satisfaction and organisational commitment among line managers in the Irish Civil Service that participated on a coaching training programme versus those line managers that did not. An overview of these results by hypothesis is outlined below.

3.2.1 Hypothesis 1 – Results

Hypothesis 1: There will be a significant difference in intrinsic motivation between line managers who have received workplace coaching training versus those that have not.

A one-way ANOVA was used to test the difference between intrinsic motivation and the three coaching groups. This test reported no significant difference between the three groups ($F(2,106) = 0.68, p = 0.510$). There was very little difference between the mean value of the two coaching groups (Management Development Academy, $M=46.03$; Executive Leadership Programme, $M=46.13$) with the Control Group reporting a slightly lower mean score ($M=44.88$). This would suggest that intrinsic motivation among participants is at the very most, only very slightly influenced by participating on one of the two coaching programmes. Therefore, the null hypothesis is not rejected.

3.2.2 Hypothesis 2 – Results

Hypothesis 2: There will be a significant difference in extrinsic motivation between line managers who have received workplace coaching training versus those that have not.

A one-way ANOVA was used to test the difference between extrinsic motivation and the three coaching groups. This test reported no significant difference between the three groups ($F(2,109) = 0.13, p = 0.878$). There was very little difference between the mean value of all three coaching groups (Management Development Academy, $M=36.45$; Executive Leadership Programme, $M=36.19$; Control Group, $M=35.81$). This would suggest that extrinsic motivation among participants is not influenced by participating on one of the two coaching programmes. Therefore, the null hypothesis is not rejected.

3.2.3 Hypothesis 3 – Results

Hypothesis 3: There will be a significant difference in job satisfaction between line managers who have received workplace coaching training versus those that have not.

A one-way ANOVA was used to test the difference between job satisfaction and the three different Line Manager coaching groups reported no significant difference between them ($F(2,98) = 1.00$, $p = 0.372$). Surprisingly, the largest mean score was registered by the control group ($M=70.00$), which would indicate that the coaching programme had no effect in determining line manager's levels of job satisfaction. Therefore, the null hypothesis is not rejected.

3.2.4 Hypothesis 4 – Results

Hypothesis 4: There will be a significant difference in organisational commitment between line managers who have received workplace coaching training versus those that have not.

A one-way ANOVA was used to test the difference between organisational commitment and the three different Line Manager coaching groups reported no significant difference between them ($F(2,102) = 0.26$, $p = 0.774$). The Executive Leadership Programme ($M=71.63$) had a slightly higher mean value than the other two coaching groups. (Management Development Academy, $M=70.07$; Control Group, $M=69.07$). This would suggest that organisational commitment among participants is at the very most, slightly influenced by participating on the Executive Leadership Programme. Therefore, the null hypothesis is not rejected.

3.2.5 Hypothesis 5 – Results

Hypothesis 5: Organisational Commitment is a predictor of job satisfaction and motivation.

Multiple regression was used to test whether job satisfaction, intrinsic motivation and extrinsic motivation were predictors of organisational commitment. The results of the regression indicated that the three predictors explained 19% of the variance ($R^2 = .19$, $F(3,87) = 8.21$, $p < .001$). It was found that job satisfaction significantly predicted organisational commitment ($\beta = .47$, $p < .001$, 95% CI = .38, .90) as outlined in Table 2 below. Therefore, the null hypothesis can be rejected.

Table 2 *Multiple Regression – Organisational Commitment*

Item	Beta	Sig	95% CI Lower Bound	95% CI Upper Bound
Job Satisfaction	.47	.000	.38	.90
Intrinsic Motivation	-.12	.220	-.89	.21
Extrinsic Motivation	.01	.308	-.27	.83

DISCUSSION

The main aim of the current study was to investigate workplace coaching effectiveness among line managers in the Irish Civil Service. With no one professional body governing the effectiveness of workplace coaching, this study provided an exciting opportunity to advance our knowledge of workplace coaching and understand more about those factors which have an impact on, or influence, coaching effectiveness, in particular, intrinsic motivation, extrinsic motivation, job satisfaction and organisational commitment. Furthermore, this study provided an important opportunity to advance our knowledge of workplace coaching within a Civil Service context, as very little research to date has focused on this group, especially in Ireland.

While there have been many articles written about what workplace coaching is, advocating for its adoption, there is little empirical research has been published to date about the effectiveness of workplace coaching for either the individual or the organisations they work for (Joo, 2005; Leedham, 2005). Few coaching programs have been formally evaluated within organisations and, until recently, little academic research has examined business coaching (Passmore & Gibbes, 2007). There was a total of five hypotheses in this study which are discussed below in relation to the results. This chapter will discuss the research findings of the five hypotheses, followed by an examination of the strengths and limitations of this study with implications for future research.

4.1 Hypothesis 1 – Discussion

The purpose of researching the first hypothesis, was to determine if a significant relationship existed between the effectiveness of workplace coaching among line managers in the Civil Service that received coaching skills training and intrinsic motivation versus those that have not. This hypothesis was not supported and is in contrast to previous studies, such as Lloyd, Bond and Flaxman (2017) which identified workplace coaching as having a significant impact on an individual's intrinsic motivation. However, as highlighted earlier, the lack of consistency across studies in research design makes it difficult to compare results. Their study used a random selection process among all employees within the organisation, whereas participants on the current study were recruited using a purposive sampling approach targeting selective cohorts.

4.2 Hypothesis 2 – Discussion

The purpose of researching the second hypothesis, was to determine if a significant relationship existed between the effectiveness of workplace coaching among line managers in the Civil Service that received coaching skills training and extrinsic motivation versus those that have not. This hypothesis was not supported and these results are in line with previous findings, such as Ratiu, David and Baban (2016). While their findings suggested that workplace coaching had great potential to contribute to line manager behavioural development, including extrinsic motivation at subordinate level, their findings failed to pinpoint exactly which element of the coaching, such as extrinsic motivation of subordinates, was directly attributed to the coaching delivered. There is very little research that looks at extrinsic motivation's impact on workplace coaching and therefore it is difficult to compare the results against the current study.

4.3 Hypothesis 3 – Discussion

As previously reported, job satisfaction is influenced by different factors ranging from working conditions, autonomy, interpersonal relationships, flexibility, to leadership (Pierce & Newstrom, 1993; Chien-Hung, I-Shen & Jia-Chern, 2017). A challenge for line managers within the Civil Service is to adapt an effective leadership style to support inclusiveness and diversity among employees hired, making the Civil Service an employer of choice, a key pillar identified in the recent Civil Service People Strategy 2017-2020.

The third hypothesis sought to determine if a significant relationship existed between the effectiveness of workplace coaching among line managers in the Civil Service that received coaching skills training and job satisfaction versus those that have not. This hypothesis was not supported and these results are in contrast with previous findings, such as Cajnko et al. (2014). Their cross-sectional study examined the potential positive effect on job satisfaction using a managerial coaching model among employees in Slovenia. A key strength of their study in comparison to the current study is the forensic research design and clear measurable learning outcomes incorporated into both studies. The current study had a clear coaching framework (GROW model) underpinned by Goal Setting Theory built into both coaching programmes with clear learning outcomes for both groups which have practical benefits for HR practitioners when designing future leadership workplace coaching programmes.

4.4 Hypothesis 4 – Discussion

The fourth hypothesis sought to determine if a significant relationship existed between the effectiveness of workplace coaching among line managers in the Civil Service that received coaching skills training and organisational commitment versus those that have not. This hypothesis was not supported and is in line with similar studies, such as Woo (2017) who examined the connection between workplace coaching among employees from 17 companies in South Korea and its subsequent impact on their organisational commitment and didn't find a significant interplay between the variables. Interestingly enough, even though the Korean study was very male dominated (94.8% of participants), culturally and demographically different from the current study, both studies didn't find significance. With multiple measures of behaviour associated with organisational commitment, the lack of a consistent structure is a key weakness in the testing of the theorisation of organisational commitment and subsequently could act as a threat to the constructed validity of organisational commitment, where significant findings between studies become very difficult to measure.

4.5 Hypothesis 5 – Discussion

The fifth hypothesis sought to determine if organisational commitment was a predictor of intrinsic motivation, extrinsic motivation and job satisfaction. The study concluded that job satisfaction significantly predicted organisational commitment. This hypothesis was supported and was in line with similar studies, such as Saleem (2017) who has found that job satisfaction had a significant influence on organisational commitment among 50 private sector employees in the Aligarh district of Uttar Pradesh, India. Their findings highlighted that organisational commitment was found to account for 39.1% of the variation in job satisfaction, in contrast to the current study

which highlighted a lower significant variance of 19%. As highlighted earlier, there are multiple behaviours associated with organisational commitment and job satisfaction and subsequently a high percentage of the variation in job satisfaction in both studies cannot be explained by organisational commitment alone.

4.6 Strengths of Current Study

A key strength of this study was that both coaching programmes utilised the most commonly known coaching model (GROW model) underpinned by Goal Setting Theory. More than 400 correlational and experimental studies conducted have provided support for the validity of the Goal Setting Theory approach (Latham & Locke, 2007; Locke & Latham, 1990). Both coaching programmes were delivered by organisational psychologists and offered participants practical coaching toolkits that utilised the GROW model. Finally, this study can easily be replicated as all measures were valid and reliable. This study is the first to be completed using the Irish Civil Service as a sample group. It would be interesting to see if future studies produce similar findings found in this study.

4.7 Limitations of Current Study

One of the greatest challenges faced while carrying out this research was the lack of empirical research examining the relationship between workplace coaching and the four variables examined in this study. It should also be noted that this study was carried out on a relatively small sample size. Only 111 participants completed the survey which may not be considered a representative sample of an organisation with has approx. 20,000 line managers, of which, only approximately 0.5% received this training.

While both coaching groups received the same GROW model 2-day coaching training, delivered by the same organisational psychologist trainers, there were differences between the two groups. Firstly, the Executive Leadership participants availed of three, 90 minute one-on-one coaching sessions with an external coach. Secondly, participants on the Executive Leadership programme are representative of senior managers within the Civil Service, while in contrast, the Management Development Academy cohort represented middle management line managers.

Furthermore, there are no previous studies of this nature in the Irish Civil Service to compare these findings against. International studies within a Civil/Public sector context, such as the UK's Public Sector healthcare study by Budhoo and Spurgeon (2012) are the only studies available for comparison. It is not clear if their study, or other similar studies have the same approach to coaching training due to cultural differences that exist within different Civil/Public services in different geographical locations. A wider sample of respondents, perhaps a stronger comparison between private sector, not for profit organisations and government bodies could potentially provide a richer insight into the effectiveness of workplace coaching.

4.8 Practical Implications for Line Manager Coaching within the Civil Service

The findings from this study prove a deeper insight for Civil Service HR practitioners on the effectiveness of workplace coaching for line managers. A key practical step for HR practitioners in the design of workplace coaching programmes is to clearly define the learning outcomes most relevant within the Irish Civil Service, such as improved organisational commitment to ensure effective workplace coaching can be measured effectively to justify their return on investment. As the Civil Service faces a competitive labour market, having the ability to attract and retain top

talent is crucial for ensuring the successful evolution of the Civil Service into an organisation that leads the way worldwide in delivering excellent services.

By developing the capacity of internal HR teams to recognise and support effective workplace coaching, it provides a credible measure of improvements in workplace coaching competence. Clutterbuck (2015a) reported a number of international organisations are building internal coaching capability, through workplace coaching development centres. He highlighted that this has many potential benefits for organisations, in particular, he concluded that building a cadre of internally skilled coaches can be an exceptionally cost-effective model.

However, an interesting paradox on potential outcomes for organisations arises where the effectiveness of workplace coaching for the individual could have a negative consequence for the organisation. Blackman's (2006) study concluded that an effective coaching program could help coachees reach their personal goals which could encourage them to leave the organisation. However, it is possible that metrics used to measure workplace coaching effectiveness such as productivity improvements may not capture all of the beneficial outcomes for organisations, such as increased levels of innovation (Brennan & Hellbom, 2016), creativity (SangWoo, 2017) and enhanced ability to address workplace stress and conflict (Sulkowska et al., 2017).

4.9 Future Research

This study was cross-sectional so it only captures a snapshot of the variables at a given point in time. Investing in longitudinal research could provide a much richer analysis on the effectiveness of workplace coaching, allowing organisations to benchmark its impact over time using the same cohort. In September 2015, the Civil Service carried out its first ever Employee Engagement Survey, where civil servants were asked about their experiences working within the Civil Service. Over 15,500 Irish civil servants worldwide took part, providing their views on areas like employee engagement, well-being, commitment to the organisation, and job skills match.

Over 21,300 civil servants from 51 Departments/Offices took part in the follow up 2017 Civil Service Engagement Survey and the results of the survey will be published in mid 2018. It would be interesting to track the findings of this survey for organisations that participated on either of the coaching programmes used in this study and measure if either one had an impact on the findings of the Civil Service Engagement Survey. In the future, a longitudinal study could benchmark the findings of the Civil Service Engagement Survey, tracking employee engagement against the effectiveness of both workplace coaching programmes used in this study. This could provide much needed evidence for HR practitioners when deciding on appropriate coaching learning interventions for line managers, particularly when considering the high costs associated with delivering workplace coaching.

4.10 Conclusion

The variables measured in this study have never been examined among line managers in the Irish Civil Service and it constitutes an important contribution to the field of research. This study concluded that the participation by line managers on a coaching programme did not have a significant impact on their motivation (both intrinsic and extrinsic), job satisfaction and organisational commitment. However, in line with previous research, organisational commitment was found to be a significant predictor of job satisfaction. Further research examining clear learning outcomes from workplace coaching could have significant implications for organisations wanting to motivate and retain talented employees. Benefits such as increased organisational commitment, reduced turnover and lower absenteeism may be seen as a strong argument for justifying the high cost of implementing workplace coaching programmes in the future.

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APPENDICES

Appendix I: Cover Sheet

Effectiveness of Workplace Coaching

My name is Adrian Breen and I am conducting research under the Department of Psychology in Dublin Business School. My study is with regard to the effectiveness of workplace coaching on civil servants. This research is being conducted as part of my studies and will be submitted for examination.

The total anticipated time commitment will be **15 minutes**.

In order to take part in this survey you must be over 18 years old and currently employed as a line manager within the Irish Civil Service. Participation is completely voluntary and so you are not obliged to take part. No financial compensation is offered for participation in this study.

While the survey asks some questions that might cause some minor negative feelings, it has been used widely in research. If any of the questions do raise difficult feelings for you, contact information for support services are included. Participation is anonymous and confidential. Thus responses cannot be attributed to any one participant. For this reason, it will not be possible to withdraw from participation after the questionnaire has been collected. You may withdraw from the survey at any time without penalty, prior to submission, by exiting out of the survey link and thus not completing the questionnaire.

The data will be securely stored in electronic format on a password protected PC. All data will be treated confidentially and will be maintained in accordance with the Data Protection Act (2003). The anonymous data collected will be presented in paper form in the publication of my thesis and future HR Reports for the Department.

It is important that you understand that by completing and submitting the questionnaire that you are consenting to participate in the study.

Should you require any further information about the research, please contact Adrian Breen. My supervisor can be contacted at

Thank you for taking the time to complete this survey.

Appendix II: Demographic Questions**Gender:**

Male Female Other

What is the name of your Department/Organisation you are currently are employed in:

Number of years employed in the Civil Service:

Less than 5 5-10 10- 20 Over 20

Have you participated on one of the following leadership programmes in the last 3 years:

Executive Leadership Programme:

Management Development Academy:

Neither:

It is important that you understand that by completing and submitting the questionnaire that you are consenting to participate in the study. Please tick the box below to confirm you are happy to consent to participate:

Appendix III: Work Preference Inventory (WPI) – Intrinsic & Extrinsic Questionnaire

Please CIRCLE as appropriate:

Never or almost never true of you	Sometimes true of you	Often true of you	Always or almost always true of you
N	S	O	A

1	I am not that concerned about what other people think of my work.	N	S	O	A
2	I prefer having someone set clear goals for me in my work.	N	S	O	A
3	The more difficult the problem, the more I enjoy trying to solve it.	N	S	O	A
4	I am keenly aware of the income goals I have for myself.	N	S	O	A
5	I want my work to provide me with opportunities for increasing my knowledge and skills.	N	S	O	A
6	To me, success means doing better than other people.	N	S	O	A
7	I prefer to figure things out for myself.	N	S	O	A
8	No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.	N	S	O	A
9	I enjoy relatively simple, straightforward tasks.	N	S	O	A
10	I am keenly aware of the promotion goals I have set for myself.	N	S	O	A
11	Curiosity is the driving force behind much of what I do.	N	S	O	A
12	I'm less concerned with what work I do than what I get for it.	N	S	O	A
13	I enjoy tackling problems that are completely new to me.	N	S	O	A
14	I prefer work I know I can do well over work that stretches my abilities.	N	S	O	A
15	I'm concerned about how other people are going to react to my ideas.	N	S	O	A
16	I seldom think about salary and promotion.	N	S	O	A
17	I'm more comfortable when I can set my own goals.	N	S	O	A
18	I believe that there is no point in doing a good job if nobody else knows about it.	N	S	O	A
19	I am strongly motivated by the money I can earn.	N	S	O	A
20	It is important for me to be able to do what I most enjoy.	N	S	O	A
21	I prefer working on projects with clearly specified procedures.	N	S	O	A
22	As long as I can do what I enjoy, I'm not that concerned about exactly what grades or awards I earn.	N	S	O	A
23	I enjoy doing work that is so absorbing that I forget about everything else.	N	S	O	A
24	I am strongly motivated by the recognition I can earn from other people.	N	S	O	A
25	I have to feel that I'm earning something for what I do.	N	S	O	A
26	I enjoy trying to solve complex problems.	N	S	O	A
27	It is important for me to have an outlet for self-expression.	N	S	O	A
28	I want to find out how good I really can be at my work.	N	S	O	A
29	I want other people to find out how good I really can be at my work.	N	S	O	A
30	What matters most to me is enjoying what I do.	N	S	O	A

Appendix IV: Minnesota Satisfaction Questionnaire (MSQ) – Job Satisfaction

Ask yourself: How satisfied am I with this aspect of my job?

- 1 = Not Satisfied
- 2 = Somewhat Satisfied
- 3 = Satisfied
- 4 = Very Satisfied
- 5 = Extremely Satisfied

1	Being able to keep busy all the time	1	2	3	4	5
2	The chance to work alone on the job	1	2	3	4	5
3	The chance to do something different from time to time	1	2	3	4	5
4	The chance to be somebody in the community	1	2	3	4	5
5	The way my boss handles his/her workers	1	2	3	4	5
6	The competence of my supervisor in making decisions	1	2	3	4	5
7	Being able to do things that don't go against my conscience	1	2	3	4	5
8	The way my job provides for steady employment	1	2	3	4	5
9	The chance to do things for other people	1	2	3	4	5
10	The chance to tell people what to do	1	2	3	4	5
11	The chance to do something that makes use of my abilities	1	2	3	4	5
12	The way company policies are put into practice	1	2	3	4	5
13	My pay and the amount of work I do	1	2	3	4	5
14	The chances for advancement in this job	1	2	3	4	5
15	The freedom to use my own judgement	1	2	3	4	5
16	The chance to try my own methods of doing the job	1	2	3	4	5
17	The working conditions	1	2	3	4	5
18	The way co-workers get along with each other	1	2	3	4	5
19	The praise I get for doing a good job	1	2	3	4	5
20	The feeling of accomplishment I get from the job	1	2	3	4	5

Appendix V: Organisational Commitment Scale (OCS) – Organisational Commitment

This questionnaire contains items that are related to your experience within your company.

Please use the following scale in responding to the items and CIRCLE where appropriate.



AC1	I would be very happy to spend the rest of my career with this organisation.	1	2	3	4	5	6	7
AC2	I really feel as if this organisation's problems are my own.	1	2	3	4	5	6	7
AC3	I do not feel a strong sense of belonging to my organisation. (R)	1	2	3	4	5	6	7
AC4	I do not feel emotionally attached to this organisation. (R)	1	2	3	4	5	6	7
AC5	I do not feel like part of the family at my organisation. (R)	1	2	3	4	5	6	7
AC6	This organisation has a great deal of personal meaning for me.	1	2	3	4	5	6	7
CC1	Right now, staying with my organisation is a matter of necessity as much as desire.	1	2	3	4	5	6	7
CC2	It would be very hard for me to leave my organisation right now, even if I wanted to.	1	2	3	4	5	6	7
CC3	Too much of my life would be disrupted if I decided to leave my organisation now.	1	2	3	4	5	6	7
CC4	I feel that I have too few options to consider leaving this organisation.	1	2	3	4	5	6	7
CC5	If I had not already put so much of myself into this organisation, I might consider working elsewhere.	1	2	3	4	5	6	7
CC6	One of the few negative consequences of leaving this organisation would be the scarcity of available alternatives.	1	2	3	4	5	6	7
NC1	I do not feel any obligation to remain with my current employer. (R)	1	2	3	4	5	6	7
NC2	Even if it were to my advantage, I do not feel it would be right to leave my organisation now.	1	2	3	4	5	6	7
NC3	I would feel guilty if I left this organisation now.	1	2	3	4	5	6	7
NC4	This organisation deserves my loyalty.	1	2	3	4	5	6	7
NC5	I would not leave my organisation right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
NC6	I owe a great deal to my organisation.	1	2	3	4	5	6	7

Appendix VI: Debriefing Sheet

Many thanks for your participation in this research. All data will be treated confidentially and will be maintained in accordance with the Data Protection Act (2003).

If you feel you have been affected by any of the issues raised in this questionnaire please feel free to contact any of the following organisations for further support:

- **Civil Service Employee Assistance Service**
Tel: 0761 000030 (from Republic of Ireland)
Web: <http://www.cseas.per.gov.ie>
Email: cseas@per.gov.ie
- **Samaritans Ireland**
Tel: 116 123 (from Republic of Ireland)
Web: <https://www.samaritans.org>
Email: jo@samaritans.org
Social: Facebook – Samaritanscharity; Twitter - @samaritans
- **Aware**
Tel: 1800 80 48 48 (available Mon – Sun, 10am -10pm)
Web: <https://www.aware.ie>
Email: supportmail@aware.ie
Social: Facebook – AwareIreland; Twitter - @Aware

Alternatively, if you have any questions or need further information on this research, please contact me directly by email on [REDACTED] or [REDACTED]

Adrian Breen