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Critical Perspectives on Business Management considers all original manuscripts provided they have not been submitted simultaneously to another journal or published elsewhere in the same form.

Contributions to the journal must report original research.

Blind peer review process is adopted by the journal.

General guidelines for article submission:

Papers are accepted in English. Any consistent spelling style may be used.

All papers must use Arial font face, font size 12, the text left justified, single line spacing, and portrait page orientation.

A typical full research article will not exceed 7,000 words, inclusive of tables / references / figure captions / footnotes / endnotes.

A critical literature review or a debate paper will not exceed 4,000 words.

A position paper, research note, or case study should not exceed 3,000 words.

Authors should include a word count with their manuscript.

Manuscripts should be compiled in the following order: title page; abstract; keywords (up to 8 per paper); main text; appendices (as appropriate); references.

Abstracts of no more than 200 words are required for all papers submitted.

Section headings should be concise.

All the authors of a paper should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the cover page of the manuscript. One author should be identified as the corresponding author. The affiliations of all named coauthors should be the affiliation where the research was conducted. If any of the named co-authors moves affiliation during the peer review process, the new affiliation can be given as a footnote.

Submissions (in Word format) should be sent electronically to s.dupernex@derby.ac.uk

The author's/authors' details should be shown on the first page, separately from the rest of the article. **Citing and referencing**

All submissions should use the Harvard Style for citations and referencing and should be checked for completeness prior to submission. Please use single quotation marks, except where 'a quotation is "within" a quotation'.

When citing please use in-text citation instead of footnotes or endnotes. Please include the author's surname, year of publication and page number(s).

Example:

When discussing the nature of cross-cultural business development, it is noted that 'quote' (Jones, 1995: 85-7).

OR

When discussing the nature of cross-cultural business development, Jones (1995) notes that …

OR

When discussing the nature of cross-cultural business development, Jones (1995: 85-7) notes that… At the end of the paper, a list of references used in the article should be provided. The list should be alphabetized by the authors' surnames.

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The Development of a Best Practice Internal Coaching Framework

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Abstract

The aim of the research was to establish what the benefits are of internal coaching, how internal coaching practices can be improved, and to see if a best practice model for internal coaching could be developed.

Design / methodology / approach

In this three year longitudinal study of internal coaching within a large national multimedia organisation, the clients behaviour was assessed prior to the coaching using a bespoke 360 degree feedback instrument, with the coaching programme duration (including the collation of feedback) being approximately 9 months per client.

The data provided from the feedback instrument was discussed with the client at the initial coaching session and they were then encouraged to identify behaviours they wanted to improve, and to set objectives which they were to action between coaching sessions.

Further objectives were then set depending on the progress made, and priorities perceived by the client. This cycle of monitoring performance and being held accountable for progress was repeated throughout the coaching sessions.

After the last coaching session, clients were encouraged to approach their colleagues who had provided original data on their performance and provide a brief review of targeted behaviours, and provide evidence to substantiate improvements.

Findings

The research found that internal coaching had a positive impact on both performance and on achieving business outcomes.

Originality / Value

The research makes a valuable contribution to the recognition of the benefits of internal coaching as an effective means of developing an evidence based improvement in coaching clients, as well as the development of a best practice framework which considers the characteristics of the coach, the roles of the coach and the client, and the conditions conducive for the coaching to produce a positive impact.

Key words: coaching, internal coaching, best practice

Paper Type: Research Paper

Introduction

Coaching is a personal development tool which takes people on a journey from where they are now to where they want to be. This journey is facilitated by a coach whose purpose is to enable the client to find their own route using Socratic questioning. Over the last 20 years we have seen an increasing use of coaching, particularly for senior and middle management.

There are two types of coaching; performance coaching to assist the client to perform at the appropriate level and development coaching which is to raise the level of client performance to a more senior level.

Coaching is either delivered internally or externally. External coaching is undertaken by someone independent to the organisation and internal coaching is undertaken by someone who works for the organisation.

Coaching is widely acknowledged, although still mainly anecdotally, as an effective means of improving business results and increasing personal self-knowledge (CIPD, 2012, Gray, Ekinci and Goregaokar, 2011; De Haan, Bertie, Day and Sills, 2010; Perkins, 2009; Moen and Skaalvik, 2009). There are also descriptive reports from practitioners (Berglas, 2013; Newell, 2013; Nezaki, 2012; Nesbit, 2012; Marshall, 2011) that coaching provides the opportunity for recipients to feel better, be supported, remove stress through constructive dialogue, and have an objective and neutral sounding board to clarify thoughts and bounce ideas around (The Ridler Report, 2013; CIPD, 2012; Gray *et al.*, 2011; Kombarakaran, Baker, Yang and Fernandes, 2008; Sperry, 2008; Browne, Kelly and Sargent, 2008). Many recipients refer to the coaching as therapy or treatment (Maxwell, 2009; Kilburg and Levinson, 2008; Gray *et al.*, 2011; Kilburg and Levinson, 2008). Although there is a growing evidence-based information on coaching, a proportion of this remains weak and descriptive (CIPD, 2012).

The CIPD reported that coaching takes place in 86% of organisations from all different sectors within the United Kingdom, including small and medium sized enterprise (SME) organisations (CIPD, 2011). However, comparing the cost of coaching against the activity of coaching gives a false impression as more and more coaching is applied in organisations by internal HR Professionals and may not be specifically identified in training and development budgets. St John-Brooks (2014) reports a similar figure to that stated in CIPD's (2011) report, that 'around 80% of organisations use internal coaching in some form and this is expected to increase again' (St John-Brooks, 2014: xv).

Internal coaching can be provided by a dedicated coach employed by the organisation but sometimes it is provided by a HR generalist who integrates this activity into the daily routine of training and developing.

Internal coaching is a more recent form of coaching that has attracted some criticism from qualified or specialist coaches, some challenges for the internal coach, and some benefits for the managers and people being coached within the organisation (St John-Brooks, 2014). This form of coaching has evolved from the necessity to provide coaching to employees in the workplace but without the justification and

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expense of bringing in external coaches when training and development budgets are under scrutiny. Internal coaches are often part of the HR department and may lack the experience or qualifications that specialist coaches have (Frisch, 2005). This raises many challenges for the internal coach, including confidentiality, ethical issues, and confidence in themselves and confidence from the organisation (St John-Brooks, 2014; Rock and Donde, 2008).

There may also be a perception that providing a similar service at a lower cost might not provide the same level of positive results and outcomes as an expensive externally delivered service. However, internal coaching may address the concern of how to encourage people within the organisation to implement skills and knowledge acquired from training courses; transforming knowledge into action (Pfeffer and Sutton, 2000).

Coaching in business has evolved, is increasing, is becoming more available to all levels of management, and publications of both an empirical and descriptive nature are increasing rapidly in recent times. The empirical base of evidence for coaching is still regarded as low but continues to grow. Many of the empirical studies reported in the literature (Gray *et al.*, 2011; Grant, Green and Rynsaardt, 2010; Griffiths and Campbell, 2009; Grant, Curtayne and Burton, 2009; Kombarakaran *et al.*, 2008; Perkins, 2009; Moen and Skaalvik, 2009; Scriffignano, 2011) involve coaches from externally sourced coaching organisations that specialise in providing coaching, rather than internally sourced coaches (CIPD, 2012). In practice, internal coaches are sourced from innovative places, dependant on the budget and often the resources available.

Coaching activity in organisation is increasing and is becoming more available to all levels of management, not solely to the most senior managers and this widened application in coaching might explain the growing research interest as more people try to understanding coaching, how to apply it effectively and how it differs from other forms of training and development.

Internal coaches have been used effectively as change agents within organisations (Rock and Donde, 2008) and internal coaching provides a strong framework for deepening connections within an organisation, increasing the impact of coaching and subsequent improved performance. Coaching has had reported proven impact but Goldsmith (2004) showed that internal coaching could produce results as positive as those results using external coaching (Rock and Donde, 2008).

For internal coaches, managing the boundary between a coaching role 'and their 'day job' is one of the most common challenges encountered' according to St JohnBrooks (2014: 37). St John-Brooks (2014) continues that for internal coaches who work in departments that are central to the organisation, such as learning and development, role conflict could rise exponentially. This arises from the simple fact that internal coaches will know many people in the organisation that the client is talking about during their coaching session.

For internal coaches, the practical nature of ethical dilemmas can be challenging and different to those of external coaches. Consequently, it is important that processes

and support are put in place to minimise the risk of making poor decisions. Awareness of additional support and guidance from colleagues and professional bodies in areas such as ethical and conduct expectations should be shared and agreed.

Internal coaching can achieve positive results and has the advantage of coaches understanding the cultures and internal workings of organisations. It is unfortunate that the importance of external coaches is sometimes over-estimated (Rock and Donde, 2008) in preference to the benefits of internal ones.

Aim of the Reserach

The aim of the research was to establish what the benefits are of internal coaching, how coaching practices can be improved, and a best practice model developed.

The research was conducted over a period of two years within a large national multimedia organisation which had over 100 coaching clients serviced by five internal coaches in this period. Data was collected from 84 of the clients and all five internal coaches.

Literature Review

There are five issues to be discussed in the literature review. These are the role of the coach, qualifications of the coach, how the relationship with the clients should be managed, issues associated with coaching, and perceived differences between internal and external coaches..

The role of the coach

Although the coach is not necessarily the perceived technical expert in the partnership, he should have some experience in the field within which he operates. Drake (2011) also maintains that a coach should not be perceived as an expert. Stern (2004) thinks the coach should, as a minimum, have some idea of business and leadership skills. He outlines that a coach should have basic knowledge in psychology, business management, organisational dynamics and leadership development (Stern, 2004: 160).

The recent Organisational Coaching Study, which solicited views from people within organisations who make decisions about coaching, found that 'external coaches were felt to have a lack of understanding of the company culture' which internal coaches already held (ICF, 2013: 8). External coaches were felt to have experience with leadership, something that internal coaches were felt to be lacking. Stern warns:

> *Expecting coaches with little prior applicable knowledge or experience to be able to meet the complex demands of an executive and his or her organization is like expecting a person off the street to do eye surgery with a few days of discussion about vision and a few hours of lab work (Stern, 2004: 160).*

The role of the coach is critical to the success of the coaching venture to facilitate rather than advice on outcomes. Understanding the context of the environment is really important for the coach.

Qualifications

Smither, 2011, Cox *et al.* (2010) and Sherman and Freas (2004) all acknowledge that the coaching industry is littered with people professing to be coaches, some with hardly a qualification to support their claim. They recognise that poor coaching can be detrimental to all parties involved. In some situations even the most relevant qualifications may be inappropriate; if the coach is too naïve or inexperienced in business to win a client's trust, for example.

Stern makes a good point which is likely to be welcomed by those coaches who have spent valuable resources like time and money training, gaining qualifications in coaching and can combine this with applicable knowledge and experience. Stern (2004), Wasylyshyn (2003) and Kilburg (2004) have high expectations of the psychology qualifications and business experience coaches must have but research comparing the effectiveness of psychology trained coaches against non-psychology trained coaches by Bono, Purvanova, Towler, and Peterson's (2009) found little difference in client performance (average d=0.26).

Altman (2007) also challenges whether coaching can only be carried out by qualified professional coaches or whether independent internal coaches, like Human Resources (HR) and line managers, can execute the role equally. He claims that many coaches or line managers are often ill prepared and inadequately trained failing to meet the expectations of those they are coaching. The survey undertaken by ICF (2013) found that internal coaches in organisation had received a wide spectrum in the level and amount of training received to be a coach. Some had received training which was aligned to the ICF core competencies but some had received very little:

> …there were a few organizations with "internal coaches" as they were described, but who had received very minimal internal training, a couple of days or even less (ICF, 2013: 9).

A coaching study undertaken by the ICF reported that 43% of the respondents felt 'untrained individuals who call themselves coaches were viewed as the main future obstacle for coaching over the next 12 months' (ICF, 2012: 12), The report does not clarify whether the respondents considered internal coaches to be included in this challenge or whether the conclusion was directed mainly at external coaches who might be perceived as competition for their services. Approximately two thirds of the 12,133 respondents to this survey were ICF members; the remaining 4,400 were non-members. Although a further breakdown of responses was not available, one wonders if the challenge of untrained coaches could be perceived more accurately as resentment by those active coaches who have spent resources on training.

Even when empirical research looks at successful coaching, people participating have varied qualifications. Empirical research supporting the conclusion that coaching has a beneficial impact on clients was undertaken by sixty eight external

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coaches (Bozer and Sarros, 2012). 47% of them were not members of a professional association, 55% had no training in learning and development, 38% had no background in psychology, and 10% had no background in management. However, 54% said that executive coaching was their major current profession and 82% were independent or self-employed coaches.

The research shows that there are a number of people who call themselves coaches who don't have formally recognised qualification yet still practice and are employed as external coaches by organisations and are presumably producing good results with their clients. The same picture appears to be true for internal coaches.

Relationship

Coaching is described as results or performance driven, accomplished through action.   The coach provides an environment where the client feels at ease and can discuss events without feeling that the coach will judge them for their thoughts or actions. The 2011 Ridler Report found that 'person chemistry' in the relationship between the coach and client was, 'by a significant margin, the highest rated characteristic which sponsors seek in an external coach' (The Ridler Report, 2013: 4). Witherspoon and White (1996) explain that in their experience the coach's role is as a partner, rather than a teacher, who introduces the client to new challenges, options and behaviours. Pak Tee Ng (2012) and Passmore (2013) recognise that the investment required to develop the relationship into a partnership is the most constructive investment.

The relationship or 'chemistry' between the client and the coach is critical (The Ridler Report, 2013; Nezaki, 2012). The research undertaken by Wasylyshyn (2003) demonstrated that the top personal characteristic required to be an effective coach is the ability to form a strong connection with the client. If the coach is someone the client knows well, they may already have trust and therefore a relationship that is conducive to coaching. If the coach is unknown to the client they will need to build a relationship before the client feels he can trust the coach and subsequently explore some of the more personal areas and thoughts involved. Creating a sense of partnership between the coach and client is crucial to achieving the successful exploration of self and providing support and shared courage, according to Kilburg (2004).

This partnership arrangement between coach and client should develop trust and safety to allow creative and exploratory discussion without punitive consequences. The coach is more a catalyst who facilitates the process of self-discovery and sense making (Reissner and Du Toit, 2011). Snyder (1995), Kilburg (2004) and Wasylyshyn (2003) all refrain from exploring how that noteworthy relationship of trust is fundamentally built and developed but it is recognised that 'chemistry' or rapport is a critical element (The Ridler Report, 2013; Nezaki, 2012; Passmore, 2013). Primarily the strength of the relationship depends on initial credibility of the coach, originating either from a professional track record or testimonial (The Ridler Report, 2013; ICF, 2013). The Ridler Report found that although an impressive track record

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was important initially when matching the coach and client it was less important once the coaching started:

> However, sponsors rated the coach's business experience (15%) and the coach's suggestions deriving from their prior career (13%) as the least important qualities they look for once a coach is working in their organisation (The Ridler Report, 2013: 5).

Shuit (2005), Evered and Selman (1989) and Whitmore (2003) all advocate that no one can be coached in the absence of a demand for it. The relationship therefore must be a partnership rather than one based on a superiority. This neutral partnership does not reflect the coaching relationship if done by a line manager (St John-Brooks, 2014).

It seems that Du Toit (2007), Shuit (2005) and Evered and Selman (1989) all advocate coaching to be done by a coach who is perceived as objective, neutral and essentially not in the direct management line to the client. The coach has a committed partnership with the client to not only empower them but to exceed previous levels of accomplishment. Evered and Selman (1989) argue that coaching creates a new context for management, one that fosters a genuine partnership between clients and employers so that both can accomplish more than currently can be imagined or is being performed.

The partnership relationship between the client and coach has to ensure that the client feels safe and supported to challenge and explore beyond compliance or what is right and expected (Reissner and Du Toit, 2011; Browne, 2006; Whitmore, 2003):

> If there was only the right way to do something, Fosbury would never have flopped and Bjorn Borg would never have won Wimbledon (Whitmore, 2003: 34).

Du Toit (2007) recognises that one of the attractions of the coaching process is the rare opportunity to discuss situations, think out loud, and receive constructive feedback and an impartial perspective on events:

> As an objective outsider and "talking partner", a coach is free to question the executive on major issues, an option less open to corporate insiders (Witherspoon and White, 1996: 14).

It is also important to consider that the potential of the client is not limited by the beliefs or the skillset of the coach. The coach should remain supportive and objective, challenging yet mindful not to influence the limitations of the client.

The key issues for a good relationship between the coach and the client are:

- The client feels at ease

- The coach is not judgmental

- The coach is objective

- There is good interpersonal chemistry

- The coach is a partner

- The coach introduces the client to new challenges, options and behaviours

- The client must trust the coach

- The client must feel safe and supported to challenge the organisational norms

- The coach must provide support

- The coach must have credibility

- The coach provides constructive feedback

Issues

The coach should also recognise that good coaching may take the client beyond the limitations of the coach's own knowledge or expertise in a specific area or skill so it's important that the coaches recognise their own limitations.

On the subject of style, Parsloe and Leedham (2009) distinguish between 'purists and the pragmatists' when they write that a coach needs 'considerable flexibility to choose an appropriate style of intervention to suit the context in which the conversations take place' (11). They suggest the style of coaching might vary on a spectrum from a non-directive to a highly directive style, or even a combination of styles depending on the conversation.

Megginson and Clutterbuck (2010) identify four styles of coaching, which could simply be described as 'tell, show, suggest and stimulate' (5); the latter behaving similar to a mentor. They too, view style to be a flexible approach; frequently changing between several developmental areas (i.e. mentoring, coaching, counselling) or dimensions. Style is therefore considered to be the manner or approach a coach conducts the conversation with the client. This might be a flexible combination or blend of styles or approaches, such as mentoring, instruction and /or coaching.

A coach therefore needs to recognise their limitations, be flexible in style and be aware of the context in which the coaching takes place.

Internal versus external coaching

As an external coach, being objective enables the discussion to progress without preconceived assumptions but can have the added disadvantage of not appreciating the intricate details of the culture or organisation. The Ridler Report (2013) also recognised this in their findings when observing that 85% of senior clients prefer external coaches to internal coaches. Internal coaches are recognised for the depth of 'understanding of their organisation's business context and political environment' (8), but:

> *76% agreed that external coaching is a safer space than internal coaching for senior executives to discuss sensitive personal or organisational issues (The Ridler Report, 2013:8).*

Line managers acting as coaches may not be able to detach themselves from their work situation and role or act objectively but arguably external coaches also have disadvantages. If a coach is to remain neutral or independent a line manager may not be best placed to take such a role. This point is also supported by St JohnBrooks (2014), Matthews (2010), Whitmore (2003) and Fournies (2000). Equally, internal employees coaching senior people may experience a power struggle (Reissner and Du Toit, 2011) or conflict of interest if they perceive personal progress as a benefit in kind for coaching the client.

In contrast, the external coach may not be familiar with the culture of the business and may not understand the political influences and pressure brought to bear in the organisation. The external coaches will undoubtedly come at a financial cost too. Matthews (2010) also acknowledges that external coaches have their limitations although he argues these might be perceived as advantages, pushing the boundaries of self-imposed authorities, perceived cultures or assumptions. External coaches do not always appreciate the position they hold of not knowing, and encouraging ownership of the action developed by the client, Matthews (2010) writes. When discussing the advantages and disadvantages of involving an external coach, he says:

> *An external 'executive' coach, brought from the outside into an organisation can enjoy the 'luxury' of independent detachment (Matthews, 2010: 4).*

Independent detachment, as Matthews (2010) puts it, or not having a direct connection with the organisation or client like a manager might have, could also indicate a lack of knowledge and appreciation of the culture and operations of an organisation. As the position of the line manager is generally one who holds an authoritative position or 'paternal status' (Beardwell, Holden and Claydon, 2004: 431) to the client it can be more difficult for them to provide a detached and objective perspective. Once the coach starts to convey their preference to a particular direction, it can have limiting or even destructive implications on the commitment of the client on the action transfer.

However, finding a line manager who can approach an issue disinterestedly with an open mind is quite a challenge. Coaching can also be a timely process when compared to other management styles. Matthews explores why managers struggle to implement this 'time consuming and long winded process' (2010: 2), more frequently dropped in favour of the preferred instructional management style. He agrees with Whitmore (2003), however, that being over directed causes people being coached not to take responsibility. Coaching is supposed to encourage selfdependency rather than manager-dependency.

To summarise, the external coach benefits are:
- No preconceived assumptions

- Safer for senior executives
- Independence

The external coach disadvanatges are:
- Knowledge of culture
- Knowledge of organisation
- Not understand the politics
- Cost

The internal coach benefits are:
- Knowledge of culture
- Knowledge of organisation
- Understand the politics
- Cost

The Internal coach disadvantages are:
- Unable to act objectively
- May experience a power struggle with senior people
- May experience a conflict of interest

Methodology

In this study of Internal Coaching, clients' behaviour was assessed prior to the coaching using a 360 degree feedback tool, customised for the organisation. It provided a qualitative report on the activities perceived by colleagues at various (360°) levels around them. In this case the 360^0 instrument was specifically designed for the audience and the series of coaching sessions were tailored to the business; it was not an off-the-shelf product.

The 360° feedback instrument provided some initial information for the clients to build on during the sessions. The duration of the Coaching Programme (including the collation of feedback) was approximately 9 months per client, with 6 coaching sessions scheduled approximately every 3 weeks.

The data provided from the feedback tool was collated in a report for the client and discussed at the initial coaching session. Clients were then encouraged to identify areas they wanted to improve, either using information from the report or using their own perceptions and ideas brought to the coaching sessions.

Clients were encouraged at each subsequent coaching session to set objectives which they were to action between coaching sessions. These objectives would be performance based and consequently they were coached to improve their performance, targeted by the objectives. At the subsequent coaching session, their actions were reviewed by the coach and changes were discussed. Further objectives were set depending on the progress made and priorities perceived by the client. This cycle of monitoring performance and being held accountable for progress was repeated throughout the coaching sessions.

After the last coaching session, clients were again encouraged to approach their colleagues who had provided original data on their performance and provide a brief review of targeted activities. Colleagues were asked to focus on specific activities

that had been identified in the feedback report and asked to provide additional information on them after the period of coaching. They were asked to provide examples to substantiate their observations when evaluating the 'new' performance.

Results

Clients felt they had successfully achieved their objectives set in the coaching. It was also established that clients felt that performance had changed in a positive manner due to contributable activities affected and influenced through the coaching interventions. Internal coaching had contributed to a positive impact on business outcomes.

In this research, business outcomes were recognised as either quantitative (sales, profit, wastage, turnover) or qualitative business measures or observations in activities that contributed towards a change in performance.

It is also evident that the participants benefited from the attention and focus on their personal development. Some participants admit the coaching sessions increased motivation at work and provided them supplementary support at a time when the recession attracted new challenges to the business. For example, many managers who received coaching said that it was good to feel their commitment to the organisation was being recognised and rewarded with some personal development at a time when the business was cutting resources, freezing pay awards and when morale was low. Senior management were not the only focus for the coaching. Clients from all levels of management benefitted from the coaching.

The internal coaching within this organisation was perceived as very effective and successful. It was initially developed as a solution to a genuine business problem presented by a department director. Six years after its initial introduction, it remains in operation with only minor amendments and improvements, despite many changes being experienced within the organisation; including being sold. Internal coaching was introduced to provide additional development for managers and aspiring managers. It was recognised by line managers that many senior staff had attended the management training courses provided internally by the company but few applied their learning consistently across the business.

Internal coaching had contributed to a positive impact on business outcomes. The internal coach was important to the success of the coaching and some aspects of the coaches' style and role were strongly attributed to the success. A blend of coaching and mentoring were found to be favourable with the clients achieving successful outcomes.

Other aspects which supported a positive impact as a result of the internal coaching were holding the client accountable for agreed actions, encouraging the client to lead or dictate the direction of the session, challenging the client and making them think differently, allowing them time to reflect and have realisation moments.

It was inconclusive as to whether specific qualifications were conditional to achieving the results but it was advocated that the coach should provide an objective viewpoint. The coach should have credibility by understanding the culture and operations within

the organisation. It was also evident that a coach who is independent of the client's department and does not line manage the client was preferred.

The research found that clients perceived that the internal coaching did support them in achieving business outcomes and had a positive impact on performance. Discussing progress and achievements at sessions was encouraged by the clients, who found the session had therapeutic value. The clients also felt the experience was positive and their confidence increased.

Best Practice Framework for Internal Coaching

Following the research, a best practice framework has been developed as follows;
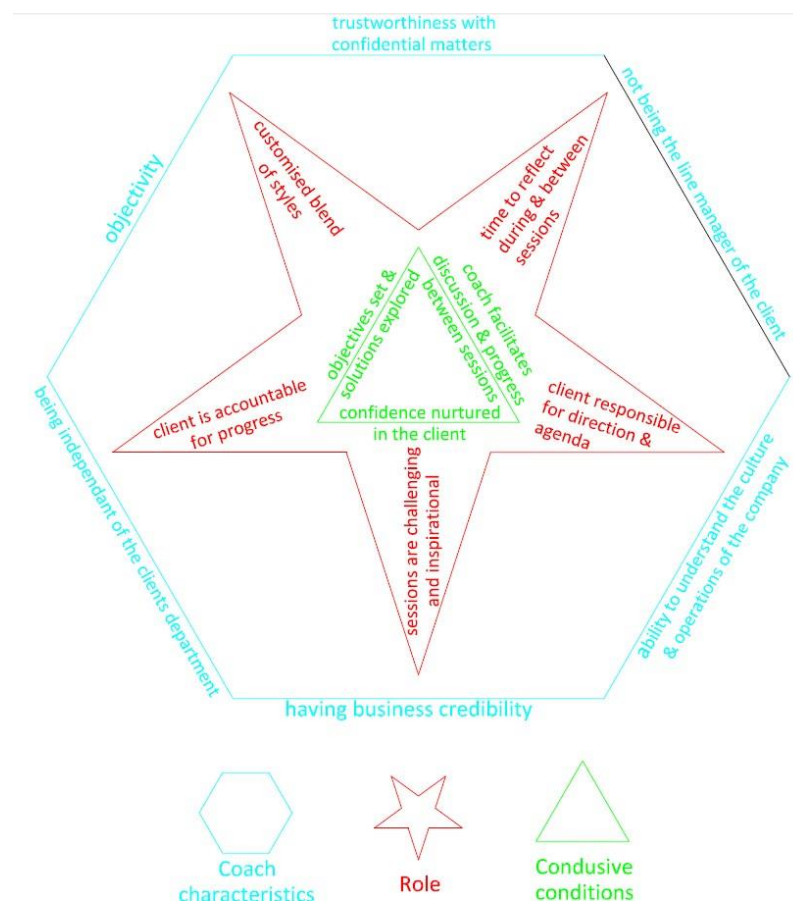
Best Practice Coaching Framework

The research found that internal coaching can have a positive impact on both performance and on achieving business outcomes. The following guidelines should be considered in order to create conducive conditions for coaching:

- Objectives should be set and solutions then explored in the session

- The coach facilitates the discussion on the progress made between the sessions

- Confidence is nurtured in the client

Internal coaches should include a blend of appropriate styles to obtain positive results in internal coaching. The role of the internal coach is important to create conditions listed below to obtain positive results in internal coaching.

- A customised blend of styles within the coaching sessions, including mentoring and coaching is effective in achieving coaching objectives.

- The client is responsible for the direction and agenda of the session.

- The sessions are challenging and inspire the client to think differently.

- The client has time to reflect during and between the sessions so that realisation moments are experienced.

- The client is held accountable for progress.

The internal coach is a critical element to the success of the coaching. Important coach characteristics that promote success are;

- Trustworthiness with confidential matters

- Objectivity

- Ability to understand the culture and operations of the company

- Not being the line manager of the client

- Having business credibility

- Being independent of the client's department

Although having qualifications and training is not conditional to positive outcomes in coaching, the internal coach should satisfy the six criteria listed above.

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Derby Business School Research *Centre*

for Supply Chain Improvement

The Centre focuses on technology innovation, system improvement, and process reengineering. We look vertically within the organisation and horizontally across the supply chains. An example is the Centre's work with Radio-Frequency Identification (RFID) technology, which is increasingly used for unique object tagging and identification, ensuring accurate stock location and elimination of inventory count (vertical) and enhanced supply chain visibility of goods (horizontal).

Other illustrations of the Centre's research includes lean and agile manufacturing, quality management, responsive and reconfigurable manufacturing/supply chain, green/sustainable supply chain, cost and system optimisation, system modelling and simulation, and multiagent systems.

Leadership Transitions

Our current research in the area of leadership development looks at patterns in transitions and how people, teams and organisation can manage and move through transitions. Such transition points will often arise when a new role requires an individual to think in significantly new ways and presents them with tough new challenges. In such settings old and familiar ways of doing things are unlikely to be good enough, many existing skills and talents may now be irrelevant, and activities which have been held dear and highly valued in the past may now be unimportant or even unhelpful. The degree of personal transition associated with progression into any one leadership role will vary according to personality and setting, although there are some development points which seem to be particularly significant for many people.

Enterprise Development

A multi-disciplinary area that centres on applied research on business enterprise activities. Research areas vary from enterprise education to the development of enterprise networks. The cluster acts as a vehicle to disseminate knowledge via publications in academic journals; attendance at conferences; and engagement with professional bodies, externally funded projects and policymakers, and is committed to engaging with businesses, especially those within the D2N2 area. Members of the cluster are actively engaged in their specialism and the supervision of research students at Masters' and Doctoral level. The research is *for* enterprises and enterprising people not *about* them, and has a strong theme of evaluation.

Consumer Behaviour and Market Sensing

Market sensing (or the ability to sense the market) has emerged in recent years as a key theme in marketing. Traditional market research methods such as surveys; focus groups; interviews; have tended to reveal only 'surface level data' about consumers and markets and that as a consequence fail to achieve the depth and meaning that marketers need to inform strategy and planning. Alternative ways of 'sensing the market' or understanding the customer include the use of business intelligence or 'big data'; emotional and metaphorical analysis; emersion in customer activities through the use of ethnography, discourse analysis and systems thinking; and the deep understanding of customer decision making and choice. Of particular interest is the area of services marketing and the principle of co-creation (where consumers and workers interact to exchange ideas and develop services).