



**NAVIGATING MANAGERIAL COACHING:
CHALLENGES AND STRATEGIES IN
HONG KONG'S CORPORATE SECTOR**

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ABSTRACT

This doctoral thesis investigates managerial coaching within Hong Kong's corporate sector, emphasising the challenges and strategic methodologies necessary for effective implementation. The study utilises a grounded theory approach to explore the significance of a proactive mindset and distributed leadership principles in enhancing coaching efficacy.

The research addresses three core objectives: identifying prevalent coaching challenges, analysing the impact of coaching training methods, and developing a conceptual framework tailored to Hong Kong's unique business environment. Data were collected through semi-structured interviews with twenty-one management professionals across various industries, providing a comprehensive empirical basis for the study.

A major contribution of this thesis is the Proactive Coaching Integration Framework (PCIF), which synthesises the empirical findings into a practical model designed to address four key categories of challenges: organisational, coaching practice, managerial role, and training and development. The framework offers strategic recommendations, including fostering a coaching-centric organisational culture, enhancing comprehensive training programmes, and integrating coaching with managerial duties to align with proactive leadership principles.

The findings underscore the importance of adaptive leadership and proactive strategies in navigating the complexities of Hong Kong's corporate landscape. The PCIF serves as a guiding tool for organisations seeking to cultivate a resilient and forward-thinking workforce. This research not only advances academic understanding of managerial coaching but also provides actionable insights for practitioners aiming to implement effective coaching strategies within a culturally diverse and dynamic environment.

Keywords: *Managerial Coaching (MC), Proactive Coaching Integration Framework (PCIF), Proactive Leadership Principles, Distributed Leadership Theory, Hong Kong Corporate Sector, Grounded Theory Methodology.*

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: Peter J. Chum

Date: June 29, 2024

STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used the extent and nature of the corrections is clearly marked in a footnote(s). Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed: Peter J. Chum

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STATEMENT 2

I hereby give consent for my thesis, if accepted, to be available for deposit in the University's digital repository.

Signed: Peter J. Chum

Date: June 29, 2024

DEDICATION

I dedicate my dissertation work to Iris, my wife, for her constant source of love, support, and faith. She has never doubted my dreams and abilities, and I feel blessed to have her in my life.

This work is also dedicated to my parents, Philip and Agnes Chum, who provided me with the best education and instilled in me the value of hard work and determination.

I would like to extend this dedication to my son, Nicholas, and his wife, Nicole, for their valuable inspirations and unwavering support.

Additionally, I dedicate this paper to the millions of HongKongers, particularly the Millennials, who passionately expressed their love and hope for their city at the end of the last decade. They crossed the line to have their voices heard around the globe, exposing the reality unknown to many who share the same universal values.

Finally, in loving memory of my late grandmother, Anna W.F. Wong Lee, who spent her life rearing, teaching, and caring for me. She loved me unconditionally and made me believe in myself. Her pride in having me as her grandson will always be cherished.

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LIST OF ABBREVIATIONS

ALT	Adult Learning Theory
CBC	Cognitive-Behavioural Coaching
CIC	Credentialed Internal Coaches
CPD	Continuous Professional Development
DLT	Distributed Leadership Theory
ELT	Experiential Learning Theory
GROW	G oal R eality O bstacle W ay-forward
GT	Grounded Theory
ICM	Integrative Coaching Model
MAC	Manager-as-Coach
MC	Managerial coaching
PCA	Person-Centred Approach
PCIF	Proactive Coaching Integration Framework
PLPs	Proactive Leadership Principles
RQ1	Research Question #1
RQ2	Research Question #2
RQ3	Research Question #3
SBA	Strengths-Based Approach
SDL	Self-Directed Learning
SFC	Solution-Focused Coaching

CHAPTER 1 – INTRODUCTION

In the evolving landscape of Hong Kong's corporate sector, managerial coaching (MC) stands out as a critical element for enhancing leadership effectiveness and organisational resilience. This thesis embarks on a comprehensive exploration of MC, delving into the unique challenges faced by managers and the strategies that can be employed to overcome them. Central to this study are Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), which provide the foundational perspectives guiding the investigation.

PLPs encourage a forward-thinking approach, prompting managers to anticipate challenges and devise strategic responses, rather than merely reacting to issues as they arise. This proactive stance is increasingly vital in a business environment characterised by rapid technological advancements and constant change. DLT complements this by emphasising the importance of shared leadership and collaborative decision-making, fostering a culture where managers and their teams work together to navigate complex challenges.

The research employs a grounded theory methodology, enabling a nuanced understanding of the intricacies of managerial coaching within Hong Kong's dynamic corporate landscape. Initially aimed at exploring the challenges managers face when coaching their Millennial employees, the study's focus broadened as empirical data revealed a wider array of significant challenges affecting managers across different demographics. This methodological approach, supported by a larger sample size and iterative data collection, ensures a robust and comprehensive analysis of these broader challenges.

Through rich empirical research, including in-depth interviews with management professionals across various industries, the study identifies the core challenges and opportunities in MC. These insights form the basis for creating a strategic framework designed to improve coaching methodologies.

The thesis begins with a thorough review of existing literature on managerial coaching and its theoretical foundations, providing a context for understanding the current landscape and identifying gaps that this research aims to address. The methodological approach is subsequently outlined, describing the qualitative methods employed for data collection and analysis, thereby preparing the groundwork for an in-depth examination of the results.

As the study unfolds, it reveals a detailed analysis of the empirical data, shedding light on the specific challenges that managers face in their coaching roles. This analysis paves the way for the introduction of a novel framework designed to integrate proactive and distributed leadership principles into practical coaching solutions. The framework is conceived as a conceptual standard that, when observed, motivates managers and their organisations to harness their proactive mindset, fostering the development of innovative solutions to current challenges and proactive changes to business operations to prevent future issues.

This thesis aims to connect theory with practice by providing a strategic approach to managerial coaching that is grounded in theory and applicable in practical settings. By integrating the insights gained from PLPs and DLT, the study provides a fresh perspective on how managers can proactively and collaboratively address coaching challenges, ultimately driving greater organisational success and resilience.

In summary, this research not only tackles the current challenges in managerial coaching but also enhances the comprehension of effective implementation of proactive and collaborative leadership strategies. Readers will find a journey through the intricacies of managerial coaching, culminating in a robust framework that promises to enhance leadership practices and organisational adaptability in Hong Kong's corporate sector.

1.1 Overview of the chapter structure

1. Overview
2. Background of the Study

3. Aim, Objective, and Research Questions
4. Rationale of the Study
5. The Thesis Structure
6. Chapter Summary

1.2 Background of the Study

In the rapidly evolving corporate world, the importance of managerial coaching has become increasingly apparent, particularly in Hong Kong, where Eastern and Western business ideologies intersect. The ongoing shift towards digitalisation and the adoption of advanced technologies have profoundly transformed traditional business practices, making a coaching-oriented management style not only beneficial but essential. This study examines the Manager-as-Coach (MAC) approach, a model that symbolises a significant transition from conventional, directive management to development-focused interactions, within the unique socio-cultural and economic landscape of Hong Kong.

Hong Kong's corporate sector is distinguished by its blend of traditional Chinese values and contemporary Western business practices. This cultural hybridity necessitates a nuanced approach to managerial coaching, recognising the influence of both collectivist and individualist traditions on coaching practices. For instance, traditional Chinese values emphasise hierarchy and respect for authority, which can sometimes conflict with the more egalitarian and participative coaching styles commonly advocated in Western management theories. However, the city's role as a global financial hub underscores the necessity for managerial coaching to effectively navigate the complexities of a diverse and dynamic business environment, where understanding and integrating these cultural nuances is critical (Lam, 2016).

Several key studies have underscored the significance of managerial coaching in enhancing organisational performance and leadership development. Passmore and Lai (2019) define managerial coaching as a structured effort by managers to enhance employee development and optimise performance. Their research emphasises the importance of aligning coaching practices with organisational objectives, thereby

promoting a supportive and growth-focused environment that is essential for sustaining competitive advantage in today's market.

Similarly, Hagen (2012) stresses that managerial coaching plays a pivotal role in fostering continuous learning and skill development, distinguishing it from traditional directive management styles. Beattie et al. (2014b) expand on this view by positioning managerial coaching as a facilitative process that cultivates employee growth and empowerment within the organisational context. These perspectives collectively illustrate that managerial coaching is a dynamic and evolving practice, tailored to the unique needs of modern organisations.

In the context of Hong Kong, cultural influences on leadership and coaching are particularly pronounced. Hofstede's cultural dimensions theory highlights the impact of high power distance on leadership dynamics, suggesting a potential challenge in implementing coaching practices that require more egalitarian interactions (Hofstede, 2011). Nonetheless, Hong Kong's colonial history and its status as an international business centre have also fostered a participative leadership approach that blends traditional respect for authority with modern expectations for collaborative leadership and decision-making (Lam, 2016). This dual influence creates a unique setting where managerial coaching must be adaptable to both hierarchical and participative styles.

Recent socio-economic changes, such as the increasing prevalence of the gig economy, the ageing population, and the ongoing digital transformation in Hong Kong (Chan & Au-Yeung, 2024; Chong, 2020), have further underscored the need for effective managerial coaching. The gig economy, characterised by short-term contracts and freelance work, has challenged traditional employment relationships and highlighted the importance of coaching in fostering engagement and loyalty among a more transient workforce. Moreover, the digital transformation has demanded new skills and adaptability from employees, making coaching a vital tool for continuous learning and development. Studies have shown that managerial coaching can significantly improve employee engagement, job satisfaction, and organisational resilience—benefits that are critical in a competitive business landscape where the ability to adapt to rapid changes is a key determinant of success (Ellinger, Beattie & Hamlin, 2003; Grant, 2012).

Hong Kong's corporate sector is also marked by its high level of global integration. As of 2023, the city hosts over 1,219 multinational corporations with regional headquarters or offices, reflecting its importance as a gateway between East and West (Census and Statistics Department, HKSAR, 2023). This global presence necessitates leadership practices that can bridge cultural differences, promote effective communication, and foster collaboration across diverse teams. Moreover, the city's workforce is highly educated, with a tertiary education attainment rate of 34.5% among those aged 25-64 (Hong Kong Annual Digest of Statistics 2023). This demographic profile indicates a significant potential for leveraging managerial coaching to enhance professional development, drive innovation, and improve organisational performance.

Grounded in the literature on proactive leadership and managerial coaching, this study examines the dynamics and challenges of the MAC approach within the specific cultural and organisational context of Hong Kong. The research aims to contribute to both academic understanding and practical applications by exploring how managerial coaching can be effectively implemented to address the particular challenges encountered by managers in this setting. By doing so, the study seeks to develop a strategic framework that not only enhances leadership effectiveness but also strengthens organisational resilience, ensuring that companies in Hong Kong can thrive in an increasingly complex and competitive global market.

1.3 Aim and Objectives

In the context of an evolving corporate landscape, this thesis delves into the intricacies of managerial coaching within Hong Kong's business sector, emphasising the need for proactive leadership. It seeks to uncover the specific challenges faced by managers in adopting coaching practices and aims to develop a strategic framework that not only addresses these challenges but also enhances the overall coaching effectiveness. This study integrates empirical data with theoretical foundations to offer practical solutions and frameworks that can be applied to foster a culture of continuous improvement and effective leadership within organisations. The upcoming subsections outline the

primary aim and specific objectives guiding this research, alongside the research questions that shape the investigation.

1.3.1 Aim

This research aims to explore the challenges managers face in implementing coaching practices within Hong Kong's corporate sector and to develop a conceptual framework that addresses these challenges. This framework, grounded in PLPs and DLT, seeks to provide a strategic approach for overcoming these challenges and enhancing coaching effectiveness. The goal is to support managers in navigating their roles more effectively and fostering a culture of continuous improvement within their organisations.

1.3.2 Objectives

The primary objectives of this study are to comprehensively identify the challenges that managers encounter when integrating coaching into their leadership roles within Hong Kong's corporate sector. This includes an in-depth analysis of the various barriers and complexities that hinder effective coaching practices. Additionally, the study aims to examine the implications of different coaching training methods on both managerial effectiveness and broader organisational dynamics. This analysis seeks to uncover how various training approaches can influence the development of coaching skills and the overall performance of managers.

Furthermore, the research intends to synthesise empirical data with insights from proactive leadership literature. The goal is to develop a robust conceptual framework that addresses the identified challenges and provides practical strategies for enhancing coaching practices. This framework will serve as a strategic tool to support managers in overcoming obstacles and fostering a proactive coaching culture within their organisations. The study aspires to contribute to the field by offering actionable solutions that are both theoretically grounded and empirically validated, ensuring relevance and applicability in real-world settings.

1.3.3 Research Questions

To understand the challenges facing managers in their coaching roles within Hong Kong's corporate sector, the research seeks to answer:

RQ1: What challenges do managers face in balancing coaching with other responsibilities?

RQ2: How do coaching training methods impact managerial effectiveness?

RQ3: What new frameworks or theories can help address these challenges?

1.4 Rationale of the Study

Investigating the MAC model in Hong Kong's corporate landscape is essential due to global business shifts and local cultural nuances. This study addresses a significant gap in understanding managerial coaching in Hong Kong.

Global Business Trends and Coaching-Oriented Leadership

In an evolving global corporate landscape, leadership is shifting towards inclusive, developmental models (Lawrence, 2017). The digital revolution, gig economy, and sustainable growth emphasise a leadership style beyond traditional management (Kuhn, 2021). Managerial coaching, focusing on individual and organisational flexibility, aligns with these modern needs. This study's innovative frameworks highlight the importance of proactive and adaptive strategies for navigating today's complex business environment.

Hong Kong's Unique Business Environment

Hong Kong blends Eastern and Western business practices, creating a rich context for assessing the MAC approach's impact (Ma & Tsui, 2015). Its history and status as a global finance centre make it a vibrant environment where traditional and modern management intersect (Lam, 2016). This research shows how managerial coaching reconciles cultural and operational differences, fostering a culture that enhances leadership and organisational resilience.

Addressing Managerial Coaching Challenges

Implementing the MAC approach comes with challenges, including cultural sensitivities and organisational support (McCarthy & Milner, 2013). This grounded theory study explores these challenges, offering insights into successful managerial coaching in Hong Kong.

Contributions to Academic and Practical Knowledge

By focusing on the MAC approach, this study enriches academic understanding and provides strategies for organisations to use managerial coaching for leadership and competitive advantage.

Ultimately, this research dissects the MAC approach's nuances in Hong Kong's corporate environment. It merges theory and practice to enhance coaching strategies that support managerial skill, team dynamics, and organisational development. The research aims to promote an agile corporate culture that meets international business demands.

1.5 The Thesis Structure

This thesis examines managerial coaching in Hong Kong's corporate environment. Each chapter builds on the last, culminating in a framework that integrates coaching practices effectively (see [Table 1](#)).

Table 1: Thesis Structure

Chapter	Components
1. Introduction	Chapter One establishes the research's context, significance, aims, and objectives.
2. Literature Review	Chapter Two reviews managerial coaching and the manager-as-coach approach, preparing the groundwork for empirical investigation.
3. Methodology	Chapter Three describes the research design and methodology, including grounded theory and data collection methods. It provides a rationale for the approach, covering participant selection, data collection, and analysis.
4. Presentation of Findings	Chapter Four presents the data obtained from field research.
5. Integration Framework	Chapter Five combines empirical data and proactive leadership principles to form the Proactive Coaching Integration Framework (PCIF), evaluating its research alignment and practical significance.
6. Discussion	Chapter Six reflects on findings, outlines limitations, and discusses future directions. Consolidates theoretical and practical contributions to support strategic managerial coaching in Hong Kong.
7. Conclusion & Recommendations	Chapter Seven summarises findings and implications, offering reflections on the PCIF and managerial coaching in Hong Kong's corporate sector.

Disclaimer: Academic Integrity, Inclusivity and Authenticity - This thesis is committed to academic integrity, inclusivity, and the authentic presentation of data. It adheres to institutional writing standards, employing gender-neutral pronouns and maintaining the original speech patterns, including colloquialisms, in interview transcriptions to preserve data integrity. Translations from Cantonese are executed with utmost care to retain original meanings, with clarifications added only for coherence. Direct quotations are kept in their original English to authentically reflect participants' expressions, ensuring the nuanced voices of all contributors are accessible and resonate with a diverse readership.

1.6 Chapter Summary

Chapter One lays the thematic foundation, emphasising the potential of managerial coaching in Hong Kong's corporate landscape. It establishes the need for a proactive approach, preparing the ground for a strategic framework that addresses modern challenges.

Within this chapter, we have:

1. Explored the study's background, focusing on the MAC approach in Hong Kong's socio-economic and cultural environment.
2. Outlined the research aims and objectives, identifying managerial challenges and proposing a framework.
3. Presented the rationale, emphasising proactive managerial strategies to meet global demands.
4. Described the thesis structure, guiding readers through the literature review and conceptual framework.

As the introductory chapter, this segment meticulously walks through the essential considerations that inform the research's direction, establishing an anticipatory tone for an exhaustive examination into the proactive aspects of managerial coaching. The narrative culminates in preparing the reader for a deep dive into subsequent chapters that further explore the empirical research, findings, and the strategic formulation of a novel framework grounded in the study's insights.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

This chapter builds upon the groundwork established in Chapter One by delving into the intricacies of managerial coaching within Hong Kong's corporate sector. The review adheres to grounded theory principles, offering an open exploration of managerial coaching free from predefined theoretical limitations. This ensures a responsive, data-driven analysis.

The literature review remains exploratory, immersing the reader in current discussions around managerial coaching. It examines its definitions, practices, and challenges, particularly focusing on the evolving role of managers as coaches. The goal is to lay the groundwork for empirical research that aligns with the collected data, paving the way for new insights or frameworks that enhance managerial coaching within Hong Kong's unique corporate environment.

2.1.1 Overview of the Chapter Structure

1. Introduction
2. Coaching Defined
3. Manager-as-Coach Paradigm
4. Managerial Coaching in Corporate Sector
 - Definition of Managerial Coaching
 - Historical Content and Evolution
 - Theoretical Framework Underpinning
 - As a Leadership Function
 - Organisation Development
 - Adoption of the MAC Approach
 - Its Effectiveness
 - The Hong Kong Context
 - Challenges and Strategies

5. Gronn's Distributed Leadership Theory
6. Proactive Behaviour and Personality in Leadership
7. Consolidated Review and Synthesis of Literature
8. Chapter Summary

2.2 Coaching Defined

Coaching transcends its role as a professional development tool, embodying a holistic process that catalyses both personal and organisational growth. Historically, the concept of a 'coach' aligns with the idea of guiding individuals towards their goals, reflecting coaching's focus on enhancing skills, achieving objectives, and fostering meaningful development (Allison & Harbour, 2009). Over time, coaching has evolved from its vocational roots to incorporate psychological principles, mindfulness, and leadership development, becoming a strategic tool for promoting organisational well-being and resilience (Passmore, 2020).

At its core, coaching is a structured, collaborative, and facilitative process. Unlike mentoring, which involves the transfer of knowledge from a more experienced individual, coaching seeks to unlock potential from within the coachee through reflective inquiry and guided discovery (Clutterbuck & Megginson, 2011). This non-hierarchical approach ensures that coaching can be applied across different organisational levels, fostering self-directed growth and adaptability, regardless of the coach's expertise in the coachee's specific field (Allison & Harbour, 2009).

In the context of Hong Kong's corporate sector, coaching takes on additional significance as it bridges Western business practices with traditional Chinese values (Lam, 2016). Managers must navigate hierarchical structures typical of conventional Chinese culture, while promoting participative and goal-oriented approaches essential to coaching. This dual influence of cultures creates both challenges and opportunities, requiring sensitivity to local norms and a focus on balancing short-term needs with long-term development objectives.

The managerial coaching practices observed in this study align with the principles of the MAC framework, focusing on structured feedback, goal setting, and reflective practices. However, these practices are often hindered by time constraints, role overload, and organisational expectations, as discussed in later chapters. Managers frequently describe coaching as an additional responsibility rather than an integrated part of their role, reflecting the challenges of embedding coaching within traditional management practices.

Aligned with Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), this research defines coaching as an essential tool for navigating the complexities of managerial responsibilities in Hong Kong's corporate environment. It enables both managers and employees to collaboratively address challenges, fostering continuous improvement and innovation. Integrating coaching practices into everyday management not only improves individual performance but also promotes organisational adaptability, aligning with strategic goals and cultural expectations.

This inclusive definition highlights coaching's transformative potential, underscoring its role in fostering trust-based relationships and enabling self-directed change. The feedback loops discussed in later chapters further illustrate how coaching efforts, when consistent and well-supported, contribute to positive outcomes across the organisation. By examining these dynamics, this thesis clarifies the role of coaching in driving personal and professional excellence within Hong Kong's corporate sphere.

2.3 Manager-as-Coach (MAC) Paradigm

The MAC approach heralds a new era in leadership, emphasising empowerment and coaching to improve managerial effectiveness (Hamlin, Ellinger & Beattie, 2009a; Beattie, 2002; Anderson, 2013; Dahling et al., 2016). This shift requires leaders to encourage active participation and develop essential coaching skills (Baron & Morin, 2009; Hamlin et al., 2009). Integrating MAC in diverse environments like Hong Kong is challenging due to cultural and skill differences (Longenecker & Neubert, 2005; Gregory & Levy, 2010; Hui & Sue-Chan, 2018; Rosinski, 2003). Incorporating MAC

into organisational growth strategies is an ongoing effort, requiring further validation through research (Watkins et al., 2011; Ely et al., 2010; Goldman et al., 2013).

2.3.1 MAC – Its Emergence

The MAC approach represents a transformative shift in leadership dynamics, transitioning from traditional directive management to prioritising coaching as a fundamental strategy for fostering organisational improvement and sustainable growth. This concept challenges conventional leadership by requiring a different set of competencies, including the ability to actively develop talent, which diverges significantly from traditional managerial roles focused on oversight and direct control (Bono et al., 2009; Sherman & Freas, 2004). The adoption of this approach can be complex due to varying levels of cultural acceptance and understanding across different organisational contexts, making the integration of a coaching-centric culture a strategic and nuanced endeavour (Palmer & Whybrow, 2014; Milner & Couley, 2016).

Additionally, the MAC paradigm has demonstrated its effectiveness in enhancing managerial performance and leadership capabilities. Studies indicate that adopting this approach leads to increased job satisfaction, team productivity, and the development of critical leadership skills, such as emotional intelligence and active listening (Bachkirova et al., 2020). However, the success of the MAC approach depends heavily on its alignment with organisational goals and the cultural context within which it is implemented (Carter, 2005).

2.3.2 MAC – Cultural Context

In Hong Kong, the effective implementation of MAC is particularly influenced by a confluence of traditional Chinese values and contemporary Western business practices. This unique cultural mix necessitates a coaching approach that is adaptive and sensitive to both collective traditions and individualistic modern values. Coaches in this environment are required to skilfully blend these diverse cultural elements,

promoting a coaching style that resonates with local values while aligning with global standards of leadership and development (Gold, 1985; Liu & Kuan, 1988; Zheng, 1997; Hui & Sue-Chan, 2018; Peterson, 2007; Rosinski, 2003).

The literature also emphasises the importance of cultural sensitivity when applying the MAC paradigm. The effectiveness of coaching can vary significantly across different cultural contexts, necessitating customisation of MAC practices to fit the specific needs of each organisational culture. In Hong Kong, this involves adapting coaching practices to respect hierarchical structures while fostering a more participative management style that aligns with global leadership trends (Bachkirova et al., 2020).

2.3.3 MAC – The Model

The MAC paradigm redefines the managerial role to incorporate coaching directly into leadership practices, promoting a culture where development and performance enhancement are central. Managers adopting this approach act as facilitators rather than mere supervisors, aligning individual goals with organisational objectives through strategic coaching practices that include setting clear goals, providing regular feedback, and fostering an environment of support and empowerment (Olivero et al., 1997; Lawrence, 2017; Jarvis et al., 2006; Hall et al., 1999). This transition necessitates not only the acquisition of new skills but also a significant transformation in organisational culture, positioning these developmental practices as a fundamental element of leadership (Grant & Stober, 2006; Baron & Morin, 2009; Passmore & Fillery-Travis, 2011).

The effectiveness of the MAC model in enhancing organisational performance has been well-documented. However, it requires continuous alignment with the organisation's evolving needs. Evaluation tools must be robust enough to measure both the tangible and intangible outcomes of coaching, ensuring that the MAC model contributes to long-term organisational success (Bachkirova et al., 2020).

2.3.4 MAC – Corporate Coaching Culture Explained

Creating a corporate coaching culture involves more than just implementing coaching practices; it requires a comprehensive shift that integrates coaching into the organisational fabric. Megginson and Clutterbuck (2006) state that the development of a coaching culture progresses through four stages: nascent, tactical, strategic, and embedded. During the nascent stage, coaching occurs sporadically and lacks consistency, typically driven by immediate performance concerns rather than long-term development objectives. As organisations move to the tactical stage, they begin to recognise the value of coaching, although its integration with broader HR systems remains limited.

Progressing to the strategic stage involves embedding coaching into everyday practices, with managers being evaluated on their coaching effectiveness, and employees at all levels engaging in coaching activities. Finally, at the embedded stage, coaching becomes a natural part of the organisational culture, seamlessly integrated into performance management and development processes. This holistic approach ensures that coaching is not just a remedial activity but a strategic tool for continuous improvement and empowerment at all levels of the organisation (Megginson & Clutterbuck, 2006).

This review highlights the importance of a structured approach to developing a coaching culture, where each stage builds on the previous one to create a sustainable and impactful environment for continuous learning and development.

Establishing a corporate coaching culture under the MAC paradigm involves embedding continuous learning and development at every level of the organisation. This cultural shift focuses on creating a dynamic environment where teamwork, open communication, and proactive feedback are valued. The transformation towards a strong coaching culture challenges the organisation to engage all members actively, secure ongoing support from leadership, and develop clear and effective coaching practices that can drive substantial improvements in performance and job satisfaction (Milner, Milner & McCarthy, 2020; Zenger & Folkman, 2015; Tompkins, 2018; Megginson & Clutterbuck, 2006; Gormley and van Nieuwerburgh, 2014).

The development of a corporate coaching culture under the MAC framework is not only transformative but essential for sustaining a competitive edge. As part of this transformation, organisations must adopt evaluative frameworks that measure the impact of coaching on both individual and organisational outcomes, ensuring that coaching practices are continuously refined and aligned with strategic goals (Bachkirova et al., 2020).

2.3.5 MAC – Coaching Knowledge and Training

Effective coaching within the MAC framework relies on a comprehensive blend of formal, non-formal, and informal educational experiences (Ji et al., 2021). Formal training programmes provide foundational knowledge and structured learning, ensuring that coaches possess the theoretical underpinnings and technical skills necessary for effective coaching. These programmes often include certification courses and advanced degrees that establish a solid educational base (Nelson, Cushion & Potrac, 2006).

Non-formal learning contexts, such as workshops, seminars, and conferences, offer practical experiences and opportunities for personal development through real-world application. These settings allow coaches to stay updated on the latest coaching methodologies and techniques, fostering continuous professional development (CPD). Non-formal learning is particularly beneficial for advancing specific coaching skills and networking with other professionals in the field (Nelson, Cushion & Potrac, 2006).

Informal learning plays a critical role, often having the greatest impact. It includes self-directed learning, mentoring, and hands-on coaching experiences. Coaches engage in reflective practices, seek feedback, and adapt their techniques based on practical application, allowing them to tailor their approach to clients' unique needs (Nelson et al., 2006). This blend of experiences fosters adaptability and integration of theoretical knowledge with practice.

This holistic approach to coaching education is critical in Hong Kong, where advancing coaching practices also involves adhering to high ethical standards and integrating culturally appropriate coaching techniques (Nelson, Cushion, and Potrac, 2006; Dos Santos et al., 2010; Milner et al., 2022; Cushion et al., 2010). The combination of these diverse educational experiences ensures that coaches are well-equipped to meet the evolving demands of their profession, fostering continuous development and adaptation.

The importance of continuous learning and development in coaching cannot be overstated. As the MAC paradigm continues to evolve, the need for comprehensive training that integrates both formal and informal learning becomes critical. These training programs must be regularly evaluated and updated to reflect best practices and emerging trends in coaching, ensuring that coaches remain effective and relevant in their roles (Bachkirova et al., 2020).

2.3.6 MAC – Coaching vs Mentoring

Coaching and mentoring, although both aimed at fostering development, differ significantly in their approaches, objectives, and outcomes for individuals and organisations. Within the Manager-as-Coach (MAC) framework, coaching focuses on enhancing performance in specific operational or professional contexts. It typically involves a structured, goal-oriented approach, emphasising the development of particular skills for immediate application in the workplace (Clutterbuck, 2008; Khakwani et al., 2012). Coaching under the MAC framework is often short-term, with a clear agenda established by the coach to address immediate challenges faced by the coachee (Khakwani et al., 2012).

In contrast, mentoring adopts a broader, holistic developmental approach, extending beyond immediate performance improvement. Mentoring typically involves a longer-term commitment, where the mentor provides guidance, support, and wisdom drawn from personal experiences (Clutterbuck & Turner, 2017). This approach focuses on the mentee's career progression, leadership development, and the cultivation of networks, as well as advice on navigating organisational cultures (Clutterbuck &

Turner, 2017). Mentors act as role models, providing a platform for mentees to reflect on their professional identity and explore potential career paths (Bachkirova et al., 2020).

The distinction between coaching and mentoring is particularly relevant within the MAC framework, as each plays a complementary role in leadership development. Coaching addresses immediate performance needs, while mentoring supports long-term career and personal growth. Integrating both approaches creates a balanced developmental ecosystem, fostering both short-term effectiveness and long-term career progression (Bachkirova et al., 2020).

2.3.7 MAC – Coaching-Based Leadership

Coaching-based leadership within the MAC framework focuses on developing emotional intelligence, fostering transformational leadership qualities, and promoting a supportive managerial approach. This style cultivates a workplace where employees feel empowered and appreciated, encouraging them to maximise their potential and achieve high levels of team performance and satisfaction (Goldman et al., 2013; Berg & Karlsen, 2012). The emphasis lies on creating a culture of continuous learning and adaptability, which is essential for navigating the complexities of modern business environments (Crane, 2021).

Moen and Federici (2012) found that coaching-based leadership significantly impacts goal setting and the attribution of success to personal ability, a key factor in fostering motivation and positive self-concept among employees. While their study noted that self-efficacy was not uniformly enhanced, the process of mutual engagement between coach and coachee remains integral to promoting learning and development (Moen & Kvalsund, 2008). Effective coaching-based leadership, therefore, requires managers to develop advanced coaching skills to impact key psychological variables that influence performance outcomes (Moen, 2016).

Integrating these principles within the MAC framework allows managers to support not only emotional and transformational leadership but also address psychological

components critical to sustaining high performance. Research by Grant (2006) and Whitmore (2002) underscores the value of these approaches in cultivating trust, navigating complex team dynamics, and fostering a collaborative work environment. Furthermore, as organisations increasingly prioritise collaboration and innovation, coaching-based leadership becomes pivotal in equipping leaders to mediate conflicts and build resilient teams (Bachkirova et al., 2020; Berg & Karlsen, 2012).

2.3.8 MAC – The Practice

Practising MAC involves managers effectively integrating a variety of coaching strategies, such as goal setting, performance feedback, and reflective practices, to enhance both team efficiency and individual growth (Atkinson, 2012; Passmore, 2020). These practices should be embedded within daily managerial activities to create a proactive and learning-oriented environment (Passmore et al., 2019). A key aspect of successful MAC implementation is shifting toward facilitative leadership, which focuses on empowering employees to take the initiative in their development, fostering both personal growth and collective team success (Wilson, 2011; Cameron, 2014).

Workplace coaching, when aligned with organisational goals, has the potential to significantly enhance individual and organisational performance (Passmore et al., 2019). Managers must develop competencies in diverse coaching techniques, allowing them to adapt to situational demands effectively. Passmore (2020) highlights the value of behavioural coaching to help employees overcome psychological barriers, promoting self-efficacy and goal attainment. Additionally, structured coaching models like the GROW framework are instrumental in facilitating meaningful discussions that clarify objectives, enhance performance, and support personal development (Whitmore, 2017).

When managers embed these strategies into the MAC framework, they cultivate a dynamic coaching culture. This not only improves performance outcomes but also encourages innovation and increases employee engagement, fostering a resilient workforce (Grant, 2016; Greene & Grant, 2003). Through this integration,

organisations benefit from continuous improvement and the capacity to adapt in evolving business environments.

2.3.9 MAC – Proactivity

Proactivity within the MAC framework is crucial for fostering an environment where organisational learning and adaptability are at the forefront of leadership practices (Parker & Wang, 2015). This proactive approach involves not only anticipating future needs or challenges but also actively engaging with both individual and organisational development processes (Yu et al., 2020). Managers within the MAC framework are expected to encourage their team members to take initiative and engage in self-directed learning, empowering them to identify their own development paths and align their personal goals with organisational objectives (Lyons & Bandura, 2021). Such empowerment enhances motivation and drives innovation within teams, contributing significantly to organisational resilience and success (Parker & Wang, 2015).

Implementing MAC practices that foster proactivity requires managers to develop competencies that facilitate reflective thinking, encourage critical questioning, and provide constructive feedback (Jones, 1992). These skills help employees think strategically about their roles and the wider organisational context, creating a more responsive and agile workforce (Yu et al., 2020). Jones (1992) specifically highlights the importance of proactive planning and interaction within coaching, suggesting that managers should adopt proactive leadership strategies that focus on establishing educational rules and fostering an environment conducive to learning and performance enhancement. These strategies are crucial for integrating coaching into everyday managerial activities, improving team effectiveness, and promoting a culture of ongoing learning and development (Jones, 1992).

Furthermore, the success of proactive managerial coaching hinges on alignment with organisational values and active endorsement by senior leadership, ensuring that coaching principles become an integral part of the organisational framework and are embedded in leadership development strategies (Yu et al., 2020). This integration fosters a culture that promotes and rewards proactive behaviour, ultimately resulting

in improved performance throughout the organisation (Lyons & Bandura, 2021). By enhancing individual performance and nurturing a culture of ongoing improvement and resilience, the proactive behaviours advocated by MAC are crucial for organisations that aspire to succeed in a swiftly evolving business environment (Parker & Wang, 2015). The capacity to continuously adapt and innovate confers a significant competitive advantage (Yu et al., 2020).

2.3.10 MAC – Its Future

The future of MAC will involve the seamless integration of advanced digital platforms and adaptive educational frameworks, facilitating leadership in an increasingly dispersed workforce. The evolution of this model extends beyond technology adoption, focusing on how coaching enhances organisational health and aligns employee development with business objectives. Ensuring the effectiveness of MAC will require robust evaluation methods and continuous learning mechanisms to adapt to dynamic workplace needs (Contreras et al., 2020; Caputo et al., 2023; Chmielecki, 2021).

Integration into Digital Platforms

The integration of managerial coaching into digital platforms is essential for enhancing accessibility and scalability. These platforms enable more frequent and flexible interactions, while AI and machine learning offer personalised coaching by adapting sessions based on individual progress, fostering continuous improvement (Weng et al., 2024).

Passmore and Woodward (2023) highlight that digital coaching models meet enterprise demands by providing scalable, accessible, and cost-effective solutions across geographies. These platforms aim to democratise coaching, making it available to a wider audience at lower costs compared to traditional methods.

Graßmann and Schermuly (2021) note that AI enhances coaching outcomes through structured goal setting and solution-building processes. Although AI

can automate tasks like tracking goals and providing feedback, human connection remains vital for nuanced problem-solving and emotional support. This hybrid approach, combining digital tools with human expertise, fosters dynamic coaching practices aligned with evolving business needs.

Digital platforms not only scale coaching efforts but also offer data-driven insights that improve coaching practices and organisational outcomes.

Educational Frameworks

Future frameworks for the manager-as-coach model focus on digitalisation and AI integration to scale coaching efforts and improve efficiency. Platforms powered by AI and virtual reality (VR) allow managers to provide real-time feedback and personalised coaching on a larger scale, aligning with current trends in digital communication (Passmore & Woodward, 2023). Additionally, the shift towards blended learning models—combining traditional methods with digital tools—ensures managers have the flexibility to apply what they learn in diverse, real-time contexts (Passmore, Saraeva, Money & Diller, 2024).

These frameworks also encourage managers to adopt adaptive coaching behaviours, responding to evolving workplace dynamics and triggering situations, such as performance challenges or employee transitions (Passmore et al., 2024; Stănciulescu, 2024; Passmore & Woodward, 2023). To stay relevant, educational programmes will focus on training managers not only in coaching techniques but also in digital proficiency, ensuring they can effectively use AI-enhanced platforms and analytics tools to measure coaching outcomes (Passmore et al., 2024). This forward-thinking approach ensures that coaching frameworks align with the ongoing digital transformation across industries.

Dispersed Workforce

The rise of dispersed and remote work has significantly reshaped how managers engage in coaching. In this evolving environment, managers must

leverage digital tools and adaptive leadership strategies to maintain effective coaching relationships. E-leadership frameworks are becoming critical, as they enable managers to build trust, guide teams remotely, and maintain high levels of engagement despite physical distance (Contreras et al., 2020).

To thrive, managers need to balance formal coaching with informal check-ins, facilitated by video conferencing tools and instant messaging platforms, which help mimic in-person interactions. Research indicates that trust-building is paramount in virtual teams, as it compensates for the absence of face-to-face communication (Chmielecki, 2021). Additionally, organisations must address cultural dynamics in dispersed workforces, ensuring that coaching methods align with regional norms to foster inclusivity and cohesion (Caputo et al., 2023).

Ultimately, managers-as-coaches in remote settings must develop digital fluency alongside coaching proficiency. This will ensure they can lead dispersed teams effectively while supporting employee well-being and performance in increasingly virtual workplaces.

Organisational Health and Performance

Managerial coaching is positioned to become a cornerstone of future organisational health and performance, driving targeted outcomes through structured interventions. This approach aligns managerial efforts with measurable performance indicators, including operational efficiency and strategic goal achievement. As highlighted in Zuñiga-Collazos et al.'s (2020) studies, managerial coaching fosters systemic thinking by promoting interdepartmental collaboration, reinforcing goal-oriented feedback, and refining internal processes. Organisations practising this model demonstrate an increased capacity to integrate coaching outcomes into broader performance frameworks such as the Balanced Scorecard. This systematic alignment ensures that coaching not only enhances individual competency but also contributes directly to financial sustainability and long-term organisational resilience (Zuñiga-Collazos, et al., 2020).

Evaluation and Continuous Improvement

The future of the MAC framework hinges on effective evaluation and continuous improvement mechanisms. Regular assessments, aligned with specific organisational metrics, enable the identification of both successes and areas for enhancement. As coaching methodologies evolve, it is essential to integrate feedback loops, facilitating adjustments based on real-time data. This iterative process not only ensures that coaching remains relevant to the organisation's strategic goals but also fosters a culture of learning. Emphasising accountability through structured evaluations encourages sustained application, driving meaningful performance improvements across all levels of the organisation (Yu et al., 2020).

In conclusion, the future of MAC is poised for significant advancements, driven by technological integration, enhanced educational frameworks, support for a dispersed workforce, and a focus on organisational health and performance. As these developments unfold, organisations will need to stay agile and continuously adapt their coaching practices to meet evolving needs and maximise their impact.

2.4 Managerial Coaching in the Corporate Sector

Managerial Coaching (MC) in the corporate sector has become an essential tool for talent management and retention, reflecting the growing recognition that human capital is central to organisational success. Amid global connectivity and a competitive talent landscape, corporations increasingly focus on cultivating a skilled and engaged workforce. The shift from viewing employees as mere functionaries to valuing them as critical assets has transformed MC, which now includes practices to improve employee engagement, align personal and corporate goals, and foster a culture of continuous learning and development (Goleman, 2000). While the initial focus of this study was on the specific challenges of coaching Millennial employees, it became evident that Hong Kong managers are grappling with more fundamental issues. These challenges, which are prevalent and well-documented in various regions, have not

been fully acknowledged by Hong Kong managers as widespread problems affecting managers universally. This shift in focus underscores the need for a methodological approach capable of generating comprehensive insights from the data, justifying the adoption of grounded theory.

2.4.1 Managerial Coaching in the Corporate Sector - Definitions of Managerial Coaching

Managerial coaching, initially inspired by athletic coaching, has evolved from prescriptive methodologies to empowering approaches that support individual growth (Passmore & Lai, 2019). Meta-analytic research by Theeboom et al. (2014) supports the notion that coaching leads to positive individual outcomes such as performance improvement and well-being, highlighting its effectiveness across diverse organisational contexts. This aligns with the growing consensus that coaching outcomes are multi-faceted and vary depending on the specific needs of the coachee and the organisational goals being pursued (Theeboom et al., 2014; de Haan et al., 2013). Furthermore, the focus on relationship dynamics in executive coaching, as illustrated by de Haan et al. (2013), underscores the importance of adaptability in coaching methodologies.

2.4.1.1 Current Scholarly Debate

Scholarly debate on coaching focuses on defining its nature, balancing empirical research with adaptive approaches (Passmore & Lai, 2020). Methodological discussions contrast standardised techniques with personalised methods, stressing the importance of flexibility in coaching (Passmore & Sinclair, 2020). Some scholars emphasise validated techniques, while others advocate for adaptability to individual needs (Passmore & Evans-Krimme, 2021).

A meta-analysis by Jones, Woods, and Guillaume (2015) showed coaching improves individual performance, job satisfaction, and self-efficacy. Theeboom et al. (2014) provide further support for these findings, showing that coaching leads to improvements in well-being and goal attainment, which underscores coaching's

adaptability to varying contexts. Moreover, de Haan et al. (2013) emphasise the relational aspect of coaching, indicating that the quality of the coach-coachee relationship plays a critical role in determining outcomes. Internal coaches often outperform external coaches due to better organisational integration. However, some scholars argue that external coaches bring fresh perspectives that may be beneficial in certain contexts (Theeboom et al., 2014; de Haan et al., 2013).

The debate includes the efficacy of multi-source feedback, with some findings suggesting it might overwhelm coachees or distract from objectives (Jones et al., 2015). Both face-to-face and e-coaching methods are found equally effective, further emphasising the importance of flexibility in coaching delivery methods (Passmore & Lai, 2020).

The complexity in defining managerial coaching (MC) also arises from its inherent overlap with other forms of employee development. This overlap contributes to the ambiguity in defining MC, as it can manifest in various forms depending on the organisational context and the specific needs of employees (Passmore, 2020). Furthermore, discussions in the literature suggest that MC is best understood as a spectrum of behaviours rather than a singular practice, accommodating the diverse ways in which managers engage in developmental interactions (Grant, 2016).

In conclusion, while evidence supports coaching's positive impact, the debate highlights the complexity of measuring its effectiveness. Future research should refine methodologies and explore the nuanced relationships between coaching practices and outcomes, as highlighted by both Theeboom et al. (2014) and de Haan et al. (2013). Understanding these relationships is crucial for developing more comprehensive frameworks for coaching interventions.

2.4.1.2 Cultural Influences on Leadership and Coaching in Hong Kong

Hong Kong's leadership and coaching styles are shaped by a blend of Eastern and Western influences, reflecting its history and global connections (Lam, 2016). Hofstede's cultural dimensions theory suggests high power distance in Hong Kong

typically results in more directive leadership (Hofstede & Bond, 1984). However, colonial history and global exposure have fostered a more participative leadership approach, contrasting with regional norms (Lam, 2016).

Gallo (2015) notes a shift in Chinese society towards holistic, person-centred leadership, balancing traditional values with modern demands for innovation and personal growth (Ma & Tsui, 2015). Recent socio-political changes, such as the National Security Law and Article 23 of the Basic Law, require a reassessment of the rule of law and cultural frameworks, impacting coaching practices (Clift, 2022). These laws emphasise national security and affect business operations and management, influencing leadership styles and methodologies.

Understanding these cultural underpinnings is crucial for developing effective, context-sensitive coaching methodologies in Hong Kong's corporate environment. This requires a flexible understanding of coaching that accommodates the diverse ways in which managers engage in developmental interactions with their employees.

2.4.1.3 Adopted Definition in Thesis

This thesis adopts an inclusive and context-sensitive definition of managerial coaching (MC), building on contemporary research and theories while aligning with the cultural and organisational dynamics described earlier. MC is framed as a strategic, facilitative process, where managers actively engage employees to foster individual growth, motivation, and job satisfaction (Ismail et al., 2016). It is a goal-oriented practice that promotes long-term skill development through trust-based interactions, feedback, and reflective inquiry (Ellinger & Kim, 2014a; Egan, 2013).

In line with the broader definition of coaching discussed in Section 2.2, this thesis recognises MC as distinct from traditional mentoring, given its non-hierarchical nature and focus on drawing insights from within the coachee. By facilitating self-directed learning, MC empowers employees to address challenges proactively and integrate growth into their daily tasks (Grant & Cavanagh, 2011; Merwe & Sloman, 2013). This collaborative approach aligns with Proactive Leadership Principles (PLPs) and

Distributed Leadership Theory (DLT), emphasising innovation, trust, and reflective practices as essential components of managerial coaching in complex organisational settings.

Moreover, this definition considers the cultural duality present in Hong Kong's corporate environment, where the hierarchical expectations of traditional Chinese values intersect with the participative, egalitarian nature of coaching. The nuanced understanding of MC adopted here reflects both local cultural sensitivities and global leadership practices, ensuring that coaching supports both individual and organisational development.

This refined perspective on MC highlights its potential to embed growth into everyday work experiences while fostering proactive problem-solving and continuous improvement. It positions managerial coaching not merely as a performance tool but as a vital process for developing resilient leadership, aligning with the organisation's strategic objectives and evolving needs.

2.4.2 Managerial Coaching in the Corporate Sector – Historical Context and Evolution

Managerial Coaching (MC) in the corporate sector has evolved significantly, transitioning from traditional supervisory roles to a more nuanced, people-centric leadership approach. This evolution reflects broader organisational shifts toward valuing emotional intelligence, strategic thinking, and holistic development. This section explores the historical context, evolution, and current trends in MC, providing insights into the changes that have shaped its current form.

2.4.2.1 Historical Context and Evolution

Corporate coaching began in the industrial era, focusing on compliance and performance (Ellinger & Bostrom, 1999). It has since expanded to enhance engagement, innovation, and performance, valuing individual development and

empowerment. This shift aligns with organisational transformations toward emotional intelligence and personal growth (Goleman, 1998).

Significant milestones in the late 20th century recognised coaching as a key leadership skill, leading to various models and frameworks. Wildflower (2013) notes the shift toward transformational leadership and emotional intelligence. Today, MC prioritises emotional intelligence and interpersonal skills, moving from technical to emotional competencies to support organisational goals and growth. Modern practices emphasise strategic thinking and empathy, crucial for engagement and retention (Bond & Seneque, 2012).

The evolution of MC from transactional leadership, which primarily focused on compliance and performance, to transformational approaches prioritising holistic practices, is well documented. This shift reflects a broader organisational movement towards valuing emotional intelligence and strategic thinking, which are critical for navigating today's corporate environments (Beattie et al., 2014a; Ellinger et al., 2003). The transition from behavioural frameworks focused on observable actions to cognitive frameworks that integrate mental processes has been essential for fostering analytical and decision-making capabilities within managerial roles (Grant, 2012).

2.4.2.2 Impact of Socio-economic Changes

Socio-economic changes, including globalisation, technological advancements, workforce demographics, and economic pressures, have significantly reshaped managerial coaching practices. These developments require leaders to adopt adaptive strategies to support employees in navigating modern business complexities (Wildflower, 2013; Avolio, Walumbwa, & Weber, 2009).

Globalisation: The expansion of organisations into global markets demands that managers effectively lead culturally diverse teams while navigating shifting global trends. Managerial coaching (MC) fosters cultural competence and strategic agility, helping managers align employee performance with global goals and build trust across teams (Avolio et al., 2009; Wildflower,

2013). Inclusive coaching practices ensure that employees feel valued and engaged, regardless of geographical or cultural differences.

Technological Advancements: The rise of digital workplaces and remote work presents new challenges for managers. MC equips leaders with the tools to improve digital communication and foster collaboration across virtual teams (Whysall et al., 2019). Coaching also enables managers to help employees adapt to rapid technological changes, ensuring that technology serves as a facilitator for innovation rather than a barrier to engagement (Wildflower, 2013).

Workforce Demographics: Millennials and Generation-Z prioritise meaningful work, feedback-rich environments, and continuous learning opportunities (Schroth, 2019). MC aligns with these expectations by fostering collaborative environments and empowering employees to pursue their professional growth (Boyatzis et al., 2006). Managers who adopt coaching practices support employee engagement, strengthen loyalty, and cultivate the skills needed to develop future leaders within the organisation (Wildflower, 2013).

Economic Pressures: During economic downturns, organisations rely on resilient leadership to maintain performance and employee morale. MC helps managers build the resilience needed to make effective decisions under pressure while fostering innovation and motivation in uncertain conditions (Vigoda, 2002; Avolio et al., 2009). Coaching also supports leaders in managing stress, encouraging creative problem-solving, and promoting long-term organisational sustainability.

Integration of Key Points: The literature suggests that a balanced approach, integrating both transactional and transformational leadership styles, strengthens the sustainability of coaching practices. This integration aligns with the MAC framework's focus on addressing immediate needs while supporting continuous learning and growth (Hawkins & Smith, 2006). Structured coaching, including feedback loops and reflective practices, equips

managers to adapt to evolving business environments while maintaining alignment with strategic goals (Ellinger et al., 2011).

2.4.2.3 Current Trends

In Hong Kong, MC is increasingly recognised as crucial for leadership development and talent management. It enhances managerial skills and effectiveness by blending directive and reflective processes, integrating traditional Chinese values with Western empowerment (Hui, Sue-Chan, & Wood, 2021).

Coaching Styles and Effectiveness: Coaching effectiveness varies by style, with guidance coaching suited for tasks requiring clear directives and facilitation coaching fostering adaptability and innovation. Coaching outcomes often depend on coachees' beliefs about their abilities, with entity theorists favouring guidance and incremental theorists preferring facilitation (Hui, Sue-Chan, & Wood, 2021).

Coaching Development Programmes: Chan & Burgess (2015) reported that a coaching development programme enhanced internal coaches' skills using a structured approach, including the GROW model and DISC assessments. Continuous external support and reflection sessions ensured alignment with best practices, fostering a sustainable coaching culture for long-term talent management.

Integration of Key Points: Despite the benefits of advanced coaching methodologies, there remains a gap in empirical studies that quantitatively measure their impact on business outcomes such as productivity, retention, and culture. Future research should provide robust empirical evidence to support MC practices across varied settings and cultures, ensuring the relevance and applicability of coaching models in promoting effective leadership and talent management (Wildflower, 2013).

2.4.3 Managerial Coaching in the Corporate Sector – Theoretical Frameworks Underpinning

This section explores the foundational theories underpinning managerial coaching, with a focus on their relevance to Hong Kong's corporate environment. These theories provide a robust foundation for understanding and enhancing coaching practices, offering insights into the evolving role of managers as coaches.

2.4.3.1 Key Theories Shaping Managerial Coaching Practices

MC is shaped by several key theories, each providing a foundational framework for understanding the dynamics of coaching in the corporate environment. These theories are essential for developing effective coaching practices that meet the diverse needs of organisations. As highlighted by Ellinger and Kim (2014b), coaching integrates elements from various theoretical traditions, which inform different coaching genres such as managerial and executive coaching, thereby providing a comprehensive basis for research and practice. The following theories are crucial for informing MC:

Adult Learning Theory (Knowles, 1980)

Adult Learning Theory (ALT) emphasises self-direction and experiential learning as key elements of adult development. Knowles (1984) proposed that adults learn best when they own their learning journey, linking development to real-world challenges. In managerial coaching (MC), ALT suggests that managers act as facilitators, encouraging employees to reflect on experiences and pursue learning that aligns with personal and organisational goals.

Ellinger and Kim (2014a) highlight how coaching integrates ALT by shifting managers' roles from instructors to facilitators, empowering employees to engage in continuous learning and problem-solving. Cox (2015) adds that effective coaching requires balancing guidance with independence, enabling employees to reflect on performance and act on insights.

ALT also underscores the collaborative nature of coaching, fostering conversations that connect past experiences with future goals. This dialogue-based learning helps employees reframe actions, develop strategies, and adapt to challenges. Managerial coaching becomes an ongoing partnership, where reflective practices enhance employee growth.

By applying ALT, managers create environments that nurture self-motivation, continuous improvement, and resilience, critical for thriving in dynamic workplaces. ALT reinforces that coaching is not a top-down process but a shared developmental journey, cultivating innovation and performance.

Experiential Learning Theory (Kolb, 1984)

Kolb's Experiential Learning Theory (ELT) describes learning as a continuous process where knowledge develops through the transformation of experience (Kolb, 1984; Kolb, Boyatzis, & Mainemelis, 2014). The learning cycle involves four stages: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualisation (AC), and Active Experimentation (AE). This framework is particularly relevant for managerial coaching, where reflection and application of new insights are crucial (Ellinger & Kim, 2014a).

Turesky and Gallagher (2011) emphasise that recognising individual learning styles—Diverging, Assimilating, Converging, and Accommodating—helps managers tailor coaching strategies. For instance, reflective employees may benefit from discussion-based coaching, while hands-on learners thrive with practical tasks. Managers who understand these learning styles avoid defaulting to their preferences, ensuring more effective coaching engagements.

Through ELT-informed coaching, managers encourage employees to reflect on experiences, conceptualise insights, and experiment with new behaviours. This process fosters adaptive thinking, enabling employees to become more autonomous problem-solvers. The iterative learning cycle also promotes continuous improvement and innovation, essential for responding to dynamic

challenges in corporate environments (Kolb et al., 2014; Turesky & Gallagher, 2011).

Ultimately, ELT ensures that managerial coaching is collaborative, reflective, and adaptive. By facilitating this learning process, managers empower employees to integrate past experiences with future goals, building resilience and fostering leadership development (Ellinger & Kim, 2014b).

Self-Directed Learning (Brockett and Hiemstra, 1982)

Self-Directed Learning (SDL) empowers individuals to take initiative and responsibility for their learning by identifying needs, setting goals, and seeking resources independently (Brockett, Hiemstra, & Penland, 1982). In managerial coaching (MC), SDL aligns with the goal of empowering employees to manage their development, with managers acting as facilitators rather than instructors (Ellinger & Kim, 2014b).

Mitchell (2023) highlights that structured coaching interventions are essential for transitioning employees toward autonomy, balancing independence with guidance. Managers encourage reflection, track progress, and adapt strategies to evolving goals, helping employees internalise learning and maintain motivation while reducing anxiety around self-direction.

The success of SDL in coaching also depends on managers' ability to provide adaptive support by recognising personal strengths, creating opportunities for experimentation, and offering resources when needed. This approach fosters continuous learning cultures, enhancing employee resilience and proactive behaviour (Brockett & Hiemstra, 1991).

By embedding SDL principles into coaching, managers enable employees to navigate workplace challenges independently and develop the competencies needed to excel in dynamic environments. This shift towards autonomy strengthens organisational resilience and promotes innovation and sustainable growth.

Strengths-Based Approach (Buckingham & Clifton, 2001)

The Strengths-Based Approach (SBA) emphasises leveraging individual and organisational strengths to enhance performance, engagement, and well-being (Burke & Passmore, 2019). In synergy with managerial coaching (MC), SBA shifts the focus from problem-solving to strengths optimisation, encouraging personal growth and sustainable behavioural change. MC, when aligned with SBA, helps managers promote proactive employee development, matching individual strengths with organisational objectives, thereby fostering engagement and enhancing performance.

Research indicates that a strengths-oriented focus in coaching contributes to well-being and flourishing by fostering self-awareness and motivation (Hone et al., 2014). Furthermore, studies in language learning suggest that coaching, when structured to enhance intrinsic motivation and individual competence, helps in goal attainment and smoother transitions to independent performance (Mitchell, 2023). Similarly, Ellinger and Kim (2014b) highlight that coaching processes rooted in strengths-based frameworks create opportunities for continuous development within organisations, enhancing learning and overall effectiveness.

While strengths-assessment tools such as StrengthsFinder, VIA-IS, and Strengthscope offer valuable insights, the key lies in managers applying a broader strengths-based philosophy during coaching sessions. This approach involves fostering employees' self-efficacy, autonomy, and intrinsic motivation, as well as nurturing positive relationships within teams. Strengths-based managerial coaching creates a constructive environment, reinforcing resilience, adaptability, and sustained employee development.

Integrating SBA with MC ensures a forward-looking coaching model, prioritising strengths to drive performance while building employees' capacity to face challenges. This approach aligns with positive psychological principles, as it supports both individual flourishing and organisational growth.

Cognitive Behavioural Coaching (Palmer & Szymanska, 2007)

Cognitive Behavioural Coaching (CBC) draws on principles from cognitive behavioural therapy, focusing on identifying and restructuring unhelpful thought patterns and behaviours to enhance well-being and performance (Palmer & Szymanska, 2007, 2018). CBC aligns well with managerial coaching (MC), as both approaches promote goal setting, problem-solving, and actionable feedback to facilitate sustained change in individuals and teams.

Research highlights the benefits of combining CBC with MC, particularly in supporting employees to transition toward self-directed learning and autonomy, which enhances their motivation and productivity (Mitchell, 2023). Moreover, the integration of cognitive approaches in coaching fosters higher levels of well-being by promoting self-awareness and resilience, key factors for flourishing within organisations (Hone et al., 2014).

In practice, CBC techniques within managerial coaching help managers identify cognitive distortions that may hinder employee performance and replace them with constructive thought patterns. Managers using CBC tools encourage employees to set realistic and measurable goals, enhancing their problem-solving abilities and promoting a growth mindset. This integration fosters a supportive coaching environment, facilitating both individual development and organisational effectiveness.

Palmer and Szymanska (2007, 2018) emphasise that CBC provides a structured framework that complements managerial coaching's focus on performance improvement. Together, they foster an approach that balances personal development with business objectives, helping employees navigate challenges more effectively. The alignment of cognitive and managerial coaching practices ensures that both psychological well-being and work-related goals are addressed, creating a holistic developmental framework.

Solution-Focused Coaching (O'Connell, 2001)

Solution-Focused Coaching (SFC) is a practical, goal-oriented approach that prioritises solutions over problem analysis. O'Connell (2001) emphasises that SFC helps individuals build on their strengths and existing resources, fostering a positive, forward-thinking environment. This approach aligns effectively with managerial coaching (MC), focusing on practical and actionable steps to achieve specific outcomes, which enhances both individual and organisational performance.

SFC's minimalist framework encourages small, incremental progress by empowering coachees to take ownership of their development. Coaches facilitate this process through reflective questioning techniques, such as, "What will be different when this is solved?" This method keeps the focus on achieving outcomes efficiently rather than dwelling on obstacles, reinforcing a results-driven culture (Ellinger & Kim, 2014b).

The flexibility of SFC also enables it to integrate seamlessly with other coaching frameworks, making it applicable to personal development, team coaching, and organisational change. Its adaptability ensures that coaches can respond dynamically to shifting priorities, which is essential in high-pressure environments that require quick results (Mitchell, 2023).

O'Connell (2001) highlights how SFC aligns with managerial coaching by promoting self-efficacy, encouraging employees to take responsibility for their actions, and enhancing job satisfaction through continuous progress. The focus on solutions rather than problems fosters a sense of accomplishment, which strengthens employees' motivation and well-being.

Person-Centred Approach (Rogers, 1961)

The Person-Centred Approach (PCA), developed by Rogers (1961), emphasises empathy, authenticity, and unconditional positive regard, creating a supportive environment where individuals can explore their potential.

Although Rogers's work was originally intended for therapeutic settings, the core principles have since been applied to various coaching contexts, including managerial coaching (MC).

Recent insights by Garner et al. (2022) highlight the importance of humility and other-centred intentions in coaching, emphasising trust and relational depth. This aligns with Ellinger and Kim's (2014b) argument that the quality of coach-coachee relationships is critical to coaching success.

While frameworks like POWA (Perspective, Other-centredness, Willingness to learn, Accurate self-assessment) offer practical models, the heart of PCA lies in fostering structured autonomy (Garner et al., 2022). This empowers employees to take ownership of their development, with managers acting as facilitators. Integrating PCA principles into managerial coaching nurtures intrinsic motivation and self-efficacy (Rogers, 1961), enhancing both individual and organisational performance (Ellinger & Kim, 2014b).

Integrative Coaching Model (Passmore, 2006)

The Integrative Coaching Model (ICM), developed by Jonathan Passmore (2007a), offers a comprehensive framework for executive coaching by drawing on evidence-based methodologies across six interconnected streams. These streams address the coaching relationship, behavioural change, conscious cognition, unconscious cognition, and systemic awareness, providing a holistic structure for guiding coachees through performance improvement and personal growth (Passmore, 2007a).

At the foundation of ICM is the development and maintenance of the coaching relationship, emphasising trust, emotional intelligence, and mutual respect. Passmore (2006) underscores that the relational quality directly impacts the success of coaching interventions, aligning with broader insights on relational richness in managerial coaching (Ellinger & Kim, 2014b). This focus on building trust positions coaches as collaborative partners rather than

authoritative figures, fostering psychological safety and openness throughout the coaching process.

Behavioural change is a central component of ICM, targeting external actions and performance goals through problem-solving strategies. Alongside this, conscious cognition explores the influence of thoughts and beliefs on behaviours, utilising tools from cognitive behavioural approaches to help coachees gain self-awareness and adopt constructive mental frameworks (Passmore, 2007a). Unconscious cognition further enriches the model by surfacing hidden motivations, empowering coachees to address underlying barriers to change.

A distinctive feature of ICM is its systemic awareness, ensuring that personal growth aligns with organisational contexts. This enables managers to integrate individual achievements with broader corporate objectives, making ICM especially effective within executive and managerial coaching frameworks (Passmore, 2007a).

By seamlessly transitioning between these streams, ICM offers flexibility to adapt to real-time coaching needs. The model's adaptability makes it well-suited to executive coaching, which often requires nuanced support for complex challenges. Passmore (2007a) emphasises that ICM promotes sustainable cognitive and behavioural development, aligning managerial coaching practices with evidence-based principles to drive both individual and organisational success.

2.4.3.2 Comparative Analysis of Different Coaching Models

The effectiveness of a coaching model depends on various factors, including organisational culture, the specific needs of the coachee, and the broader context in which coaching occurs. Understanding the differences between these models enables managers to select or integrate the most appropriate approach for their specific coaching scenarios.

Adult Learning Theory vs. Experiential Learning Theory: Adult Learning Theory focuses on fostering autonomy and reflection, making it suitable for structured environments. Experiential Learning Theory, with its emphasis on learning through action and iteration, is better suited to dynamic environments requiring hands-on experience.

Self-Directed Learning vs. Strengths-Based Approach: Self-Directed Learning encourages autonomy and goal setting, ideal for independent learners. The Strengths-Based Approach, focusing on enhancing specific talents, is more effective in boosting employee engagement and morale.

Cognitive Behavioural Coaching vs. Solution-Focused Coaching: Cognitive Behavioural Coaching is better for deep-seated behavioural changes, while Solution-Focused Coaching excels in delivering immediate, practical solutions.

Person-Centred Approach vs. Integrative Coaching Model: The Person-Centred Approach is effective in contexts prioritising emotional support, whereas the Integrative Coaching Model is ideal for complex, high-stakes environments requiring a versatile and comprehensive strategy.

Each coaching model offers distinct strengths and limitations, making it crucial for organisations to select or blend models based on specific needs. A tailored approach, integrating elements from multiple theories, can provide the most comprehensive and adaptable solution for effective managerial coaching.

2.4.3.3 Transformative Learning Theory in Managerial Coaching

Transformative Learning Theory, introduced by Jack Mezirow (1997), provides a framework for understanding significant changes in adult learners' perspectives, enhancing the efficacy of managerial coaching.

Critical Reflection and Discourse: This theory emphasises reassessing assumptions and beliefs, encouraging leaders to question their roles and responsibilities, thereby enhancing self-awareness and strategic insight (Mezirow, 1997).

Developmental Stages and Reflective Judgement: Mezirow outlines that adult development involves stages of cognitive and emotional maturity, culminating in reflective judgement. This developmental process is crucial for leaders to critically evaluate their perceptions and judgements, aiding in navigating organisational realities.

Integration with Psychological Theories: Patricia Cranton integrates Carl Jung's psychological types with transformative learning, suggesting that coaching strategies should consider both developmental needs and psychological predispositions (Cranton, 2006).

Applying Transformative Learning Theory in coaching involves fostering open dialogue and encouraging leaders to reflect deeply on their feedback and experiences. This approach promotes continuous improvement and adaptability, strengthening leadership capabilities.

2.4.4 Managerial Coaching in the Corporate Sector – As a Leadership Function

MC has become crucial for nurturing leaders in the corporate sector, representing a shift from traditional management techniques to a developmental role for managers. This section explores MC's contributions to leadership development, its impact on leadership styles, and its distinction from directive management.

2.4.4.1 Role of Coaching in Leadership Development

MC is essential in modern leadership development, promoting continuous learning and adaptability. Clutterbuck and Megginson (2005) emphasise developmental coaching's

transformative impact on leadership growth. Keatlholetswe and Malete (2019) compare the motivational role of sports coaching to corporate leadership, enhancing competencies and fostering resilience. Grant (2007) highlights emotional intelligence as crucial for navigating organisational complexities.

Yukl and Gardner (2020) underscore the significance of adaptive and transformational leadership, arguing that coaching helps leaders adapt to changing demands, particularly in dynamic markets like Hong Kong. Coaching as a leadership function also fosters the development of emotional intelligence, crucial for managing interpersonal relationships within the workplace. Managers who coach effectively are better equipped to navigate complex team dynamics, mediate conflicts, and build trust, which are increasingly recognised as critical components of effective leadership, particularly where collaboration and innovation are key drivers of success (Goleman, 2000).

Moreover, the literature highlights that coaching's transformative role is evident in its ability to enhance competencies, foster self-improvement, and develop leadership qualities necessary for navigating complex organisational environments (Clutterbuck & Megginson, 2005; Grant, 2007; Yukl & Gardner, 2020). However, challenges in implementation and varying contexts underscore the need for further research focused on effective integration and the measurement of business outcomes.

2.4.4.2 Leadership and Creativity: Insights from Contemporary Research

In Mumford and Hemlin's (2017) handbook, Isaksen (2017) explores how leadership fosters organisational creativity and innovation. The discussion focuses on leadership behaviours that either encourage or hinder creativity, with a review of both transformational and transactional styles. The development of creative leadership skills is emphasised as crucial for organisational growth, especially in dynamic environments like Hong Kong's corporate sector.

This focus on creativity aligns with the broader role of MC in cultivating leaders who can drive change through innovation. As creativity becomes increasingly important in

corporate success, the integration of coaching practices that foster such skills will be crucial. This underscores the importance of adaptive leadership and the role of MC in responding to the evolving needs of organisations, as identified in the broader literature (Isaksen, 2017; Mumford & Hemlin, 2017).

2.4.4.3 Impact of Managerial Coaching on Leadership Styles and Effectiveness

MC significantly influences leadership styles, transforming management approaches to optimise performance. Keatlholetswe and Malete (2019) link coaching efficacy with leadership style perception, highlighting its role in team performance. Ellinger and Kim (2014a) note coaching's adaptability across various organisational contexts, enhancing leadership effectiveness.

Saleem, Isha, and Awan (2003) find that coaching fosters psychological safety, promoting open communication and learning. Hui and Sue-Chan's (2018) study indicates that different coaching styles affect performance and well-being differently, emphasising the importance of selecting appropriate styles for desired outcomes.

Furthermore, integrating the literature on MC's impact on leadership styles shows that coaching's ability to foster psychological safety and open communication is critical in enhancing leadership effectiveness. This integration of theoretical insights into practical coaching applications reinforces the need for a context-specific approach to coaching, adapting strategies to fit the unique needs of different organisational environments (Ellinger & Kim, 2014a; Hui & Sue-Chan, 2018).

2.4.4.4 Exploring Modalities of Coaching Training: Formal, Nonformal, and Informal Approaches and Their Impact

Effective coaching development requires a mix of formal, nonformal, and informal learning. Formal education provides a theoretical foundation but may lack flexibility (Nelson, Cushion, and Potrac, 2006). Nonformal methods, such as workshops, offer

practical skills but are episodic. Informal learning, including experiential activities, ensures immediate application but may reinforce existing norms.

A combined approach, integrating these modalities, is most effective, offering theoretical knowledge, practical skills, and adaptive learning (Ellinger, Beattie, and Hamlin, 2018). This approach supports comprehensive coaching development across diverse organisational contexts.

2.4.4.5 Coaching for Leadership Versus Traditional Directive Management Approaches

Coaching for leadership contrasts with traditional directive management by promoting a participative and empowering approach. This style focuses on personal and professional growth, leading to improved performance, creativity, and engagement. Joo, Sushko, and McLean (2012) emphasise its role in cultivating a learning-oriented culture, differing from compliance-focused traditional management.

Hui and Sue-Chan's (2018) research suggests that coaching styles positively impact work outcomes, unlike directive approaches that may increase job-related anxiety. This shift towards coaching aligns with the needs of a modern, dynamic workforce.

2.4.4.6 Model for the Assessment of Coaches

As the role of coaching in leadership development and organisational performance becomes increasingly recognised, the need for effective assessment methods also becomes critical (Yarborough, 2018). Traditional competency-based frameworks have often been used to evaluate coaching effectiveness, focusing primarily on specific skills and outcomes. However, there is growing recognition that these frameworks may not fully capture the nuanced and relational aspects of coaching (Bachkirova & Smith, 2015).

Bachkirova and Smith (2015) critique competency-based frameworks for coach assessment, proposing a 'capabilities' approach that assesses a wider range of

relational and adaptive skills, offering a more holistic view of coaching effectiveness. Shifting to a ‘capabilities’ framework provides a nuanced perspective on coaching relationships but poses challenges for standardisation and consistency in evaluation, potentially leading to more personalised and contextually relevant assessments.

2.4.5 Managerial Coaching in the Corporate Sector – Organisation Development

MC has become pivotal in organisational development, fostering self-awareness, enhancing performance, and driving cultural transformation. This section examines MC's impact on organisational culture, change management, team dynamics, and organisational transformation through case studies.

2.4.5.1 Influence of Coaching on Organisational Culture and Change Management

MC plays a critical role in shaping organisational culture and facilitating change management by promoting open communication, employee empowerment, and innovation (Grant, 2014; Shoukry & Cox, 2015). Organisations that cultivate a strong coaching culture are better equipped to implement strategic changes, as MC reduces resistance to change by fostering adaptability and a willingness to embrace new approaches (Ladyshevsky, 2010). This aligns with the broader literature, which highlights how coaching drives a proactive learning culture, essential for organisational resilience and competitiveness (Kwan, 2015).

Kwan's (2015) study further elaborates on this by discussing the transition from Human Resource Management (HRM) to Human Resource Development (HRD) driven by coaching practices. Using the "4i framework," Kwan illustrates how individual learning through coaching translates into organisational learning, thereby enhancing overall organisational effectiveness. This framework complements existing literature on the strategic value of MC, underscoring its role in developing resilient and collaborative organisational cultures.

2.4.5.2 Contribution of Managerial Coaching to Team Dynamics and Performance

MC significantly enhances team dynamics and overall performance. Studies link the development of coaching skills in managers to improved problem-solving and decision-making within teams (Nyfoudi et al., 2023). Furthermore, a manager's learning orientation is crucial, as it fosters better team communication, alignment of goals, and empowerment of team members (Gregory & Levy, 2010). These findings align with Kwan's (2015) observations that coaching fosters continuous improvement and adaptability, key factors in maintaining high-performing teams.

2.4.5.3 Organisational Transformation Through Managerial Coaching: Insights from Case Studies

Case studies provide valuable insights into the impact of MC on organisational culture, performance, and employee development:

Case Study 1: The Manager as Coach as a Driver of Organisational Development (Ladyshevsky, 2010)

Ladyshevsky emphasises the importance of building trust and shared values to strengthen relationships between managers and employees. His study demonstrates that successful coaching creates environments where employees can develop and adopt effective behaviours, thereby driving organisational development.

Case Study 2: Leadership Development as an Intervention for Organisational Transformation: A Case Study (Leonard & Goff, 2003)

Leonard and Goff highlight the positive effects of coaching on productivity, organisational commitment, and job satisfaction. However, they also note the challenges some managers face, perceiving coaching as time-consuming despite its benefits.

These case studies underscore several key insights:

- **Trust and Engagement:** Trust is essential for the success of MC, promoting open communication and developmental progress.
- **Organisational Culture and Coaching:** Effective coaching is deeply rooted in a supportive organisational culture that values learning and development.
- **Managerial Role and Perception:** Managers' perceptions of coaching influence their commitment to it, with a growth mindset encouraging greater investment in coaching practices.
- **Skills and Emotional Intelligence:** Effective coaching necessitates strong interpersonal skills and emotional intelligence, as these are critical for building productive coaching relationships.

The integration of insights from these studies and broader literature reveals that MC is instrumental in driving organisational development, particularly through enhancing corporate culture and team dynamics. Kwan's (2015) work provides a comprehensive framework for understanding how coaching facilitates organisational learning and effectiveness, complementing the established understanding of MC's strategic value. By synthesising these findings, we can better appreciate the transformative potential of MC within diverse organisational contexts.

2.4.6 Managerial Coaching in the Corporate Sector – Adoption of the MAC Paradigm

The adoption of Managerial Coaching (MC) in the corporate sector signifies a pivotal transformation in leadership styles and organisational dynamics. The Manager-as-Coach (MAC) approach, which emphasises individual development and capability enhancement, aligns closely with modern organisational objectives such as fostering innovation, increasing engagement, and improving overall performance. This section

delves into the adoption of the MAC framework across various industries and examines the factors that influence its uptake.

2.4.6.1 Patterns and Trends in the Adoption of the MAC Model across Industries

The MAC paradigm has been adopted at varying rates across different industries, reflecting the diverse needs and cultural norms of these sectors. Industries like technology and finance, where innovation and performance are highly valued, have been early adopters of the MAC approach, using it to enhance decision-making and problem-solving capabilities (Anderson et al., 2009; Kinicki et al., 2011). Conversely, more traditional industries, such as manufacturing, have shown slower adoption rates due to entrenched hierarchical practices (Longenecker & Neubert, 2005). However, even in these sectors, there is a growing recognition of the benefits of improved managerial effectiveness and employee engagement (Wheeler, 2011).

In sectors such as healthcare and education, where there is a strong emphasis on soft skills and emotional intelligence, the MAC approach has gained traction as it aligns with the sector's focus on empathy and relational skills (Ladyshevsky, 2010). These trends indicate a broader industry-wide shift towards adopting managerial coaching practices as a means to navigate complex, dynamic environments and foster organisational resilience.

2.4.6.2 Barriers and Facilitators to the Adoption of Managerial Coaching Practices

The adoption of MC practices is not without its challenges. Significant barriers include resistance to change, particularly in more hierarchical organisations where established practices are deeply ingrained (Frisch, 2001). Additionally, the costs associated with implementing comprehensive coaching programs can be a deterrent for some organisations (Garvey et al., 2010). Despite these challenges, the benefits of MC, such as enhanced employee performance, job satisfaction, and increased adaptability, are driving many organisations to invest in the MAC approach (Ellinger et al., 2011).

Facilitators of MAC adoption include the increasing demand for adaptive leadership in the global market and the growing desire for continuous feedback among younger workforce demographics, which supports the uptake of coaching practices (Whitmore, 2009). These factors underscore the strategic value of the MAC approach in modern organisations, particularly as they strive to remain competitive and responsive to change.

The adoption of the MAC paradigm represents a significant evolution in leadership and organisational development across industries. Sectors that prioritise innovation and adaptability, such as technology and finance, have quickly embraced the MAC approach, recognising its benefits in enhancing decision-making and fostering creativity (Anderson et al., 2009; Kinicki et al., 2011). Meanwhile, traditional industries are beginning to acknowledge the advantages of managerial coaching, albeit at a slower pace due to established hierarchies (Longenecker & Neubert, 2005; Wheeler, 2011).

In people-centric sectors like healthcare and education, the MAC approach is well-aligned with the emphasis on emotional intelligence and relational skills, further supporting its adoption (Ladyshevsky, 2010). However, the uptake of MC practices is met with challenges, including resistance to change and concerns about costs, particularly in more traditional organisational structures (Frisch, 2001; Garvey et al., 2010). Despite these barriers, the proven benefits of increased employee performance, satisfaction, and engagement continue to drive investment in MC (Ellinger et al., 2011).

The changing workforce demographics, with a growing emphasis on continuous feedback and adaptive leadership, further bolster the adoption of the MAC paradigm (Whitmore, 2009). However, research gaps remain, particularly in understanding the long-term impacts of MAC adoption across different organisational contexts, necessitating further longitudinal studies to fully grasp its potential and limitations.

2.4.7 Managerial Coaching in the Corporate Sector – Its Effectiveness

MC has garnered significant recognition for its positive impact on organisational dynamics and employee performance. This section explores the effectiveness of MC through empirical evidence, methodological approaches, and critical evaluations of success metrics.

2.4.7.1 Empirical Evidence on the Outcomes of Managerial Coaching

Empirical studies consistently affirm the beneficial outcomes of MC on both individual and organisational performance. Research by Hamlin (2019) and Ellinger and Bostrom (2002) demonstrates that MC enhances employee engagement, satisfaction, and productivity. Specifically, Hamlin (2019) notes that coaching fosters a supportive work environment, which leads to higher employee commitment and reduced turnover. Similarly, Ellinger and Bostrom (2002) highlight that MC contributes to skill development, addressing immediate challenges while also promoting long-term career growth.

A comprehensive meta-analysis by Jones, Woods, and Guillaume (2016) further substantiates the effectiveness of MC, showing significant improvements in various organisational outcomes, including performance, job satisfaction, and self-efficacy. This evidence reinforces the broad applicability of MC across different organisational settings. Similarly, Theeboom et al. (2014) found that coaching leads to positive effects on well-being, goal attainment, and personal development, providing further support for the adaptability and efficacy of coaching across diverse contexts. Furthermore, de Haan et al. (2013) emphasise the importance of the coach-coachee relationship, highlighting that coaching outcomes are often determined by the quality of these interactions, thus underlining the relational dynamics that are crucial to the success of managerial coaching.

2.4.7.2 Methodological Approaches to Measuring Coaching Effectiveness

Measuring the effectiveness of MC requires rigorous methodologies to ensure precise evaluation. Vesso and Alas (2016) combined quantitative and qualitative approaches to assess the organisational impacts of coaching, using the 'Coaching Culture Characteristics in Leadership Style' model to analyse how coaching influences organisational culture and leadership.

Nyfoudi et al. (2023) employed structural equation modelling to examine the relationship between managerial coaching skills and team performance. This sophisticated statistical approach offers a nuanced understanding of how coaching behaviours affect team dynamics and overall performance, demonstrating the importance of advanced methods in capturing the complexities of coaching interactions. Theeboom et al. (2014) also used meta-analytic techniques to evaluate coaching outcomes, identifying significant improvements in well-being, performance, and self-efficacy. Their study highlights the importance of employing both quantitative and qualitative methodologies to capture the broad range of coaching outcomes across individual and organisational levels.

The effectiveness of MC is well-supported by the literature, with numerous studies demonstrating its positive impact on employee engagement, satisfaction, and organisational performance (Hamlin, 2019; Ellinger & Bostrom, 2002; Jones, Woods, & Guillaume, 2016). These findings highlight the role of MC in fostering a supportive work environment and promoting both immediate and long-term development.

However, critical evaluations of success metrics used in MC studies reveal some limitations. While both subjective measures, such as employee self-reports, and objective metrics, like performance data, are essential for capturing the full scope of coaching outcomes (Ellinger & Kim, 2014a; Nyfoudi et al., 2023), the literature shows a gap in understanding the long-term effects of coaching. Theeboom et al. (2014) similarly note that many studies focus on short-term outcomes, leaving the sustained impact of MC less explored. Moreover, de Haan et al. (2013) emphasise that while quantitative metrics are crucial, the quality of the coaching relationship is a significant predictor of long-term success.

Furthermore, the predominance of Western-centric studies in this field limits the generalisability of findings across different cultural contexts. To address these gaps, future research should include longitudinal studies that track the long-term impacts of coaching, incorporate diverse geographic samples, and employ mixed-method approaches to provide a more comprehensive and culturally sensitive understanding of MC's effectiveness.

2.4.7.3 Impact of Coaching on Workplace Dynamics

The positive impact of coaching within the workplace is well-documented and has the potential to foster significant organisational benefits. Research indicates that coaching contributes to improved employee performance, heightened job satisfaction, and enhanced organisational commitment, all of which are critical in modern business environments. The integration of coaching practices can result in employees feeling more valued, which in turn increases retention rates and overall morale (Tompkins, 2018). In a study investigating the effects of coaching on self-efficacy and other workplace outcomes, Leonard-Cross (2010) found that employees who underwent developmental coaching exhibited significantly higher self-efficacy and a stronger sense of job satisfaction.

For managers, the benefits of coaching extend beyond the development of their teams. Coaching has been shown to enhance leadership skills, improve interpersonal communication, and lead to more strategic decision-making (Leonard-Cross, 2010). Importantly, the return on investment (ROI) from coaching initiatives can be substantial. Reports suggest that effective coaching programs can yield significant intangible and tangible benefits, such as increased productivity and better team dynamics (Leonard-Cross, 2010).

In the long term, fostering a coaching culture within an organisation can lead to systemic improvements. Organisations that embrace formal coaching initiatives are better positioned to adapt to changing business landscapes. As coaching becomes embedded within organisational practices, managers are more likely to access formal

training opportunities, which further enhances their coaching skills and contributes to a culture of continuous improvement (Tompkins, 2018).

2.4.8 Managerial Coaching in the Corporate Sector – The Hong Kong Context

MC has become an essential tool for leadership development and organisational effectiveness, as demonstrated in various regions, including Hong Kong's corporate sector (McCarthy & Milner, 2019). The city's unique cultural, economic, and social landscapes shape MC practices, blending Eastern and Western business practices (Lam, 2016).

2.4.8.1 Cultural Considerations in the Adoption and Practice of Managerial Coaching in Hong Kong

In Hong Kong, the integration of Eastern and Western influences significantly shapes MC practices (Hui, Sue-Chan, & Wood, 2021; Lam, 2016). Key aspects include adapting coaching models to align with cultural traits like hierarchical respect and indirect communication, integrating Confucian values with modern coaching practices, and addressing the challenges of aligning traditional hierarchical structures with a feedback-driven coaching culture. Hofstede's cultural dimensions theory suggests that Hong Kong's high power distance affects coaching acceptance (Hofstede, Hofstede & Minkov, 2010). Adapting coaching practices requires understanding Hong Kong's high-context culture, which values indirect communication and relational harmony (Lam, 2016).

The blend of Eastern and Western cultures creates both challenges and opportunities for coaching in Hong Kong. A culturally intelligent approach is necessary to leverage diversity and balance different coaching expectations, ensuring that practices resonate with local values while aligning with global standards of leadership and development (Abbott, 2010; Ng, 2013). The concept of 'face', deeply rooted in Chinese culture, plays a significant role in feedback delivery, where preserving an individual's positive face—the desire to be liked and respected—while avoiding threats to their negative

face—the desire for autonomy—is crucial (Brown & Levinson, 1987). This cultural sensitivity is vital for the successful adoption and practice of MC in Hong Kong's corporate sector.

2.4.8.2 Cultural Differences and the Lack of a Coaching Culture

The development of a coaching culture in Hong Kong faces challenges due to differences between Western and Eastern values. While Western coaching emphasises equality and facilitation within flatter hierarchies, Eastern practices, rooted in hierarchical traditions, favour coaches as mentors who provide advice and guidance, reflecting cultural norms around authority and respect (Nangalia & Nangalia, 2010; Couch & Rose, 2020). In high power-distance cultures like Hong Kong, coaching tends to be more instructional, with managers focusing on correcting behaviour rather than empowering employees, limiting the adoption of collaborative, developmental coaching models (Couch & Rose, 2020). To foster an effective coaching culture, businesses may need to blend traditional hierarchies with more developmental coaching approaches.

2.4.8.3 The Integration of Eastern and Western Dynamics in Hong Kong's Management Coaching Model

Hong Kong's MC model is a fusion of Eastern and Western dynamics, influenced by its colonial history. The British colonial era, which lasted from 1842 to 1997, cultivated a unique identity that blends Western and traditional Chinese cultures, facilitating the acceptance of Western coaching methods (Wang, 2014; Wei & Li, 2008). The MC model combines Western business practices with local traditions such as Confucianism, which values hierarchical relationships. Despite these traditions, Hong Kong's workforce increasingly values openness in coaching, shifting from a concern with 'losing face' to embracing honesty (Ng, 2013; Sun, 2008).

Given these cultural considerations, it is essential to adapt coaching models to fit the specific context of Hong Kong's corporate sector. Coaching conversations might place

greater emphasis on aligning individual goals with the collective goals of the organisation, reflecting the collectivist orientation of the culture. Furthermore, the interaction between Confucian values and Western methods requires careful management to ensure that coaching practices resonate with both cultural backgrounds. While the integration of these dynamics presents challenges, it also offers opportunities for developing a coaching culture characterised by equality, openness, and a forward-looking approach (Nangalia & Nangalia, 2010).

2.4.8.4 Studies on the Effectiveness of Managerial Coaching in Hong Kong's Corporate Sector

Studies highlight MC's effectiveness in Hong Kong's corporate sector, with research by Moen & Federici (2012) and Phillips (2007) indicating that MC enhances employee development, improving both individual and team performance. However, the implementation of coaching must be carefully managed to ensure alignment with the fast-paced nature of Hong Kong's corporate environment. This might involve developing more streamlined coaching processes that can be integrated into the daily routines of managers. Additionally, organisations may need to prioritise coaching high-potential employees, ensuring that limited resources are used effectively.

While the immediate benefits of MC are well-documented, such as enhanced leadership and organisational efficiency, the literature reveals gaps in understanding the long-term impact and the interaction between Eastern and Western coaching practices. Future research should focus on these areas to provide a deeper empirical understanding of MC's effectiveness in Hong Kong's corporate landscape, particularly in promoting diversity and inclusion within the workforce.

2.4.9 Managerial Coaching in the Corporate Sector – Challenges and Strategies

MC is vital for organisational performance and leadership development. This section outlines common challenges, strategies for overcoming them, and future directions in changing corporate landscapes.

2.4.9.1 Common Challenges Faced by Managers-as-Coaches

Managers adopting MC face several challenges:

- **Time Constraints:** Allocating time for effective coaching is difficult amid many responsibilities (Dixey, 2015; Ladyshevsky, 2010).
- **Skill-Related Challenges:** A coaching-supportive culture is crucial for applying coaching skills effectively (Longenecker, 2010; Lindbom, 2007).
- **Manager-Coachee Relationship:** Balancing managing and coaching can complicate the relationship, requiring careful role management (Frisch, 2001).
- **Confidentiality Issues:** Dual roles raise confidentiality concerns, necessitating clear agreements (Anderson et al., 2009; Connor & Pokora, 2017).
- **Role Switching:** Switching between coaching and other managerial duties can cause role conflict (Bresser & Wilson, 2010; Hicks & McCracken, 2010).

These challenges highlight the need for a strategic approach to MC, recognising managers' diverse responsibilities and the support needed for effective coaching relationships.

2.4.9.2 Challenges and Strategies to Organisations in Managerial Coaching

Integrating MC into organisational culture involves overcoming challenges and implementing strategies. Transitioning from command-and-control to coaching styles

is difficult, highlighting gaps in acquiring and applying 'soft skills' (McCarthy & Milner, 2013). Senior leadership support is crucial for alignment with organisational values.

Adopting the Manager-as-Coach (MAC) approach poses challenges such as time constraints and skill issues (Dixey, 2015; Longenecker, 2010). Embedding coaching in organisational culture demands strategic alignment with values (McCarthy & Milner, 2013). Evidence-based designs rooted in adult learning theory ensure coaching transcends theory into practice. HR plays a vital role in facilitating initiatives and using communication tools to keep coaching principles prominent (Cox, 2015). Balancing strategic responses to challenges and cultivating a coaching culture is key (McCarthy & Milner, 2013).

2.4.9.3 Strategies for Overcoming Coaching Challenges in Corporate Settings

Overcoming coaching challenges requires a multifaceted strategy:

- **Distinguishing Coaching and Managerial Roles:** Transparent boundaries and objectives separate coaching from managerial duties (Couley & Milner, 2019).
- **Supportive Organisational Culture:** A culture that values, and conducive to, coaching is crucial (Longenecker, 2010).
- **Tailored Training Programs:** Contextual training enhances coaching effectiveness (Couley & Milner, 2019).
- **Proactiveness:** Managers should customise coaching to employee needs, focus on self-initiated changes, and foster a growth mindset (Longenecker, 2010; Lyons & Bandura, 2021; Parker & Wang, 2015).

Procuring managerial proactiveness presents challenges and opportunities. The shift to virtual leadership necessitates proactive interpersonal skills to motivate teams (Wu

& Wang, 2011). High-performance leaders value tailored coaching and feedback for growth (Longenecker, 2010). A supportive work environment fosters proactive behaviours (Parker & Wang, 2015). Managers need to embrace growth mindsets, align coaching with organisational culture, and navigate power dynamics (Lyons & Bandura, 2021). Positive coaching approaches enhance performance and morale (Yu et al., 2020). Adaptability, personalised coaching, and a culture of continuous learning are essential.

2.4.9.4 Challenges and Strategies of In-House Coaching Departments

In-House Coaching Departments (IHCD) signify a strategic shift to foster leadership development and coaching culture. Carter (2005) identifies key challenges like establishing coach credibility, maintaining confidentiality, and aligning outcomes with organisational goals.

Addressing these challenges requires rigorous selection, comprehensive training, and supportive infrastructure. Confidentiality guidelines and coaching session integration are essential for strategic alignment (St John -Brooks, 2018). IHCDs benefit employee engagement, leadership capabilities, and organisational resilience, but further research on their long-term effects is needed.

2.4.9.5 Future Directions for MC amidst Evolving Corporate Challenges

MC's future will reflect evolving business landscapes and technology. Couley and Milner (2019) suggest business complexity necessitates more agile coaching methods. Technology provides new platforms and tools for coaching (Mihiotis & Argirou, 2016). Research on coaching effectiveness in diverse contexts will inform future strategies. Passmore and Fillery-Travis (2011) advocate for studies on coaching's impact in various settings.

The literature suggests that MC's transformative potential fosters a proactive, learning-oriented culture (Goleman, 1998; Wildflower, 2013). Managers should proactively

find resolutions to coaching challenges, leveraging technology, understanding employee needs, and aligning coaching with organisational goals. Theeboom et al. (2014) highlight that coaching not only improves individual performance but also enhances well-being, making it a critical tool for addressing the increasing complexity of modern workplaces. This proactive approach, supported by research, is key to ensuring coaching methods remain adaptable and aligned with future corporate needs.

De Haan et al. (2013) also emphasise that the success of coaching interventions depends on the relationship dynamics between the coach and coachee. This relationship-centric approach suggests that future coaching methods should not only leverage technology but also focus on maintaining high-quality interpersonal connections in coaching, which are essential for long-term effectiveness in increasingly remote and hybrid work environments.

2.4.10 Consolidated Review and Synthesis of Literature on Managerial Coaching in the Corporate Sector

The literature on MC in corporate settings highlights a significant shift in leadership and organisational development practices. Key themes include definitions, historical context, theoretical frameworks, leadership functions, organisational development, the MAC paradigm, effectiveness, the Hong Kong context, challenges, and strategies.

Definitions of MC emphasise its evolution from directive to empowering approaches, stressing managers' strategic role in employee development (Passmore & Lai, 2019). Cultural factors, particularly in Hong Kong, influence coaching practices and require nuanced adaptation (Lam, 2016).

MC's evolution reflects organisational shifts towards emotional intelligence and personal growth, aligning with adaptive leadership needs (Ellinger & Bostrom, 1999; Wildflower, 2013). Theeboom et al. (2014) reinforce these findings by demonstrating that coaching is a key enabler of emotional intelligence development, fostering resilience and enhancing leadership capacities across various industries.

Key theories like Adult Learning Theory and Cognitive Behavioural Coaching enhance understanding of MC's impact (Knowles et al., 2005; Beck, 1976). Transformative Learning Theory emphasises critical reflection in leadership transformation (Mezirow, 1997). De Haan et al. (2013) also add that the quality of the coaching relationship is essential in translating these theories into practical outcomes, particularly in the context of leadership and organisational development.

MC plays a vital role in leadership development, focusing on emotional intelligence and resilience (Keatthoetswe & Maletse, 2019). It fosters innovative cultures with open communication, enhancing leadership styles (Yukl & Gardner, 2022; Mumford & Hemlin, 2017).

MC drives organisational culture and change, improving team dynamics and performance (Grant, 2014; Gregory & Levy, 2010). The MAC approach fosters coaching cultures, with adoption varying across industries (Kinicki et al., 2011; Longenecker & Neubert, 2005).

Empirical evidence supports MC's positive impact on organisational performance (Hamlin et al., 2009). However, gaps remain in understanding long-term effects and cultural applicability (Ellinger & Kim, 2014b). Theeboom et al. (2014) and de Haan et al. (2013) also point out that while short-term outcomes of MC are well-documented, there is a need for longitudinal studies to assess its sustained impact on both individual and organisational levels, as well as its adaptability across different cultural contexts.

In Hong Kong, MC blends Eastern and Western influences, requiring adaptation to high power distance and collective approaches (Hofstede et al., 2010; Lam, 2016).

Challenges include time constraints and skill gaps, while strategies focus on aligning values and integrating technology (Dixey, 2015; McCarthy & Milner, 2013; Couley & Milner, 2019). Future research should explore how these challenges can be mitigated through continuous professional development and the integration of advanced digital tools, as suggested by Theeboom et al. (2014).

Overall, MC's evolution reflects a holistic approach to leadership. However, gaps remain in understanding its long-term impacts and cultural nuances, necessitating further research and strategic adaptation for effective implementation.

2.5 Gronn's Distributed Leadership Theory (Division of Labour)

Peter Gronn's Distributed Leadership Theory (2000a,b, 2002, 2003, 2004, 2008, 2009, 2015), offers a paradigm shift from hierarchical to inclusive leadership in organisations. Leadership is viewed as a collective activity spread across the organisational landscape, harnessing the diverse skills of individuals beyond formal leadership roles.

The Division of Labour sub-theory focuses on strategically dividing and sharing leadership tasks among peers. This approach emphasises collaboration, communication, and coordination to achieve organisational goals. It suggests that fostering leadership capabilities at all organisational levels enhances resilience, adaptability, and innovation. Fluid, dynamic leadership structures that adapt to organisational needs replace static roles and responsibilities, fostering a cooperative leadership model.

2.5.1 Distributed Leadership Theory and its Application in the Business Arena

Distributed Leadership Theory (DLT) offers a progressive perspective on leadership, emphasising shared responsibilities and collaborative interactions across organisational members. The following section introduces the conceptual foundations and practical relevance of DLT, laying the groundwork for its application in modern business settings.

Introduction to DLT

DLT has garnered significant attention in recent decades, emerging as a vital paradigm in understanding leadership dynamics within organisations.

Fundamentally, DLT challenges traditional, hierarchical notions of leadership by positing that leadership responsibilities are shared among various members of an organisation rather than vested in a single leader. This perspective aligns with a systemic view of leadership, where the practice is seen as emerging from the interactions between leaders, followers, and their context (Bolden, 2011).

Conceptual Foundations

DL heavily draws on the principles of distributed cognition and activity theory. The concept of distributed cognition suggests that human cognitive processes are fundamentally intertwined with the physical, social, and cultural environments in which they occur. This theory argues that cognitive processes extend beyond the individual and are spread across objects, people, artefacts, and tools within a given environment. Activity theory, on the other hand, provides a framework for analysing human activities as systemic and socially situated phenomena, focusing on the reciprocal interactions between the individual and their community, rules, and the division of labour (Bolden, 2011).

Division of Labour as a Sub-Theory

A pivotal component of DLT is the concept of the division of labour, which pertains to the allocation of different tasks among members of an organisation. This concept is not merely about task distribution but also about how tasks are integrated and coordinated to achieve collective goals. Gronn (2000a, b) highlights that DLT involves two forms of distribution: numerical, which refers to the frequency of acts contributed by group members, and concertive, which pertains to the pattern of group functions performed (Bolden, 2011). This distinction highlights the intricate nature of DLT, indicating that effective distribution necessitates thoughtful attention to both the amount and the calibre of leadership activities.

Application in the Business Arena

The application of DLT in the business context has been explored extensively, demonstrating its potential to enhance organisational performance. A key benefit of DLT is its capacity to leverage the diverse perspectives and expertise present within an organisation. This is particularly relevant in contemporary business environments characterised by complexity and rapid change. By distributing leadership roles, organisations can foster innovation, adaptability, and resilience (Bolden, 2011).

Empirical Evidence

Empirical studies have shown that DLT can lead to improved organisational outcomes when implemented effectively. For instance, research has shown a positive correlation between DLT and organisational change, teacher leadership, and professional learning communities (Bolden, 2011). However, the impact of DLT is not uniformly positive. Some studies have noted potential drawbacks, such as a dispersion of responsibility, reduced stability, and boundary management issues (Bolden, 2011). These findings suggest that the effectiveness of DLT depends significantly on how leadership is distributed and the organisational context in which it is applied.

Critical Review and Synthesis of the Literature

The current body of literature on DLT presents a nuanced view of its benefits and. While the theoretical foundations of DLT are well-established, its practical implications require further exploration. The critical question remains: how can organisations effectively implement DLT to maximise its benefits while mitigating its drawbacks?

One of the critical areas of focus is the mechanisms of integration and coordination within DL. Studies have identified various forms of integration, such as holistic, logistical, and serial integration, each with distinct characteristics and implications for leadership practice (Latta, 2019). Holistic

integration involves sharing input and decisions openly among all group members, ensuring a collective understanding of goals and processes. Logistical integration pertains to coordinating activities and seeking input as needed, while serial integration involves sequential coordination facilitated by a unifying agenda (Latta, 2019).

The division of labour plays a crucial role in these integration forms, particularly in collaborative and coordinated distributions of leadership. Effective division of labour involves not just the allocation of tasks but also ensuring that these tasks are interconnected and contribute to the overall organisational objectives (Latta, 2019).

DLT, with its emphasis on the division of labour and systemic practice, offers a compelling framework for understanding and enhancing leadership in organisations. While empirical evidence supports the potential benefits of DLT, its implementation must be context-sensitive and well-coordinated to avoid pitfalls. Future research should continue to explore the complex dynamics of DLT, focusing on the practical strategies for effective integration and coordination of leadership activities.

2.5.2 The Current State and Future of Distributed Leadership Theory

The exploration of DLT offers valuable insights into the evolution of leadership from traditional, individual-focused approaches to more collaborative frameworks. The following section examines the current state and future directions of DLT, highlighting key conceptual developments, practical applications, and emerging trends that shape its role in modern organisations.

Current State of Distributed Leadership Theory

Distributed Leadership Theory (DLT) has evolved significantly since its inception, emerging as a prominent framework for understanding leadership dynamics within organisations. The theory posits that leadership is not the sole responsibility of a single individual but is distributed across multiple members

of an organisation, recognising the contributions and interactions of various individuals within their specific contexts (Gronn, 2002, 2015; Latta, 2019). This paradigm shift from traditional, hierarchical models to more collaborative and integrative approaches has been widely discussed and refined through various studies.

Conceptual Foundations and Developments

The foundational work of Spillane (2006) identified three core forms of leadership distribution: collaborative, collective, and coordinated. Collaborative distribution sees leaders working together simultaneously in the same place and time, collective distribution encompasses leaders working independently but interdependently, and coordinated distribution involves sequential leadership activities that are interlinked (Spillane, 2006; Latta, 2019). These forms highlight the diverse ways in which leadership can be enacted within organisations.

Recent research has sought to operationalise these forms, uncovering complexities and variations in how DLT is practised. Latta (2019) utilised hierarchical cluster analysis to identify distinct clusters of leadership behaviours, revealing a Model of Differentiated Leadership Integration that underscores the intricate nature of DLT in practice (Latta, 2019). This model indicates that leadership behaviours are not always neatly categorised into Spillane's forms but often overlap and intersect, suggesting a more nuanced and dynamic interplay of leadership practices.

Practical Applications and Challenges

Empirical studies have demonstrated the benefits of DLT, including enhanced problem-solving capabilities, greater organisational learning, and improved team performance (Harris, 2008; Gronn, 2015). However, challenges remain in effectively implementing DLT, such as the potential for ambiguity in responsibilities and reduced accountability. The context-specific nature of

DLT necessitates careful consideration of organisational culture and structure to maximise its benefits (Gronn, 2011, 2015).

Future Directions in Distributed Leadership Research

The future of DLT research is poised to explore deeper into the mechanisms that facilitate effective leadership distribution and integration. Latta (2019) proposes a shift towards understanding the various forms of integration that underpin DLT, such as holistic, logistical, and serial integration. These forms capture the different ways in which leadership activities are coordinated and managed within organisations, moving beyond individual interactions to consider the collective functioning of leadership (Latta, 2019).

Additionally, future research should concentrate on the contextual factors that affect the effectiveness of DLT. Understanding how different organisational settings, such as public versus private sectors, impact the implementation and outcomes of DLT can provide valuable insights. Additionally, the role of technological advancements in facilitating or hindering DLT practices warrants further investigation, as digital tools and platforms increasingly shape organisational communication and collaboration.

Emerging Trends and Implications for Practice

An emerging trend in DLT research emphasises the relational and processual aspects of leadership. The focus has shifted from individual leaders to the interactions and relationships that form the foundation of leadership practice. By examining the dynamic interactions among leaders, followers, and contexts, researchers can develop a more comprehensive understanding of DLT (Gronn, 2015).

For practitioners, these insights highlight the importance of fostering a culture that supports distributed leadership. Organisations should prioritise developing systems and structures that enable effective collaboration, communication, and coordination among members. Leadership development programmes should

also incorporate training on the skills necessary for practising DLT, such as conflict resolution, negotiation, and strategic thinking.

The current state of DLT reflects a mature and nuanced understanding of leadership as a distributed process. While significant progress has been made in conceptualising and operationalising DLT, future research must continue to explore the complexities and contextual factors that influence its practice. By focusing on integration mechanisms and relational dynamics, scholars and practitioners can further advance the field of DLT, enhancing its relevance and applicability in diverse organisational settings.

2.5.3 Managerial Coaching and Distributed Leadership Theory

The contemporary business environment demands innovative and collaborative leadership approaches to navigate its complexities effectively. MC and DLT theories have emerged as vital frameworks in addressing these demands. While MC focuses on enhancing individual and team performance through direct interaction and guidance, DLT emphasises the distribution of leadership roles across various organisational levels. This section explores how integrating these two theories can produce successful results in the business arena.

Managerial Coaching (MC)

MC is a leadership approach that involves managers actively engaging with their subordinates to enhance their skills, performance, and professional development. It is defined by behaviours that promote and assist individuals and work groups in setting and achieving goals, improving performance, and developing skills and competencies (Ellinger et al., 2003; Ellinger et al., 2008). The essence of MC lies in the creation of positive, trusting, and supportive relationships between leaders and members, which are crucial for effective coaching outcomes (Bond & Seneque, 2012; Ellinger et al., 2011).

Empirical studies have shown that MC is positively related to various organisational outcomes. For instance, MC has been linked to improved job satisfaction, which in turn enhances individual performance (Moen & Federici, 2012; Wheeler, 2011). Furthermore, high-quality managerial coaching enhances self-management, strengthens member relationships, and improves overall group effectiveness (Agarwal et al., 2009; Geroy et al., 2005). These findings underscore the significant role of MC in achieving both individual and collective organisational goals.

Distributed Leadership Theory (DLT)

DLT is a leadership framework that disperses leadership roles and responsibilities across different levels of an organisation. It departs from the conventional hierarchical model of leadership, promoting a collective approach where leadership arises from a group or network of interacting individuals (Spillane et al., 2004). This approach allows for a more flexible and dynamic leadership structure that can adapt to various organisational contexts and challenges (Bolden, 2011).

DLT posits that leadership activities are distributed among multiple people and situations, facilitating collaborative problem-solving and decision-making processes (Gronn, 2003). It also highlights the importance of developing leadership capacities across the organisation, thereby enhancing overall organisational effectiveness (Harris, 2008). By leveraging the diverse skills and expertise within the team, DLT fosters a more inclusive and participative leadership environment.

Combining MC and DLT for Successful Results

Integrating MC with DLT can yield significant benefits for organisations, as these two approaches complement each other in promoting leadership development and performance improvement. DLT introduces a transformative approach to MC, advocating for shared responsibility and collective decision-making. The Division of Labour sub-theory provides a framework for

understanding how MC can leverage the collective expertise within an organisation.

Here are several ways in which MC and DLT can be combined to produce successful results:

Enhanced Leadership Development: MC provides the individualised support and guidance necessary for developing leadership skills among employees. When combined with DLT, this approach ensures that leadership development is not confined to a few individuals at the top but is spread across the organisation. This combination helps in cultivating a broad base of capable leaders who can take on various leadership roles as needed (Tanskanen, Mäkelä and Viitala, 2019).

Improved Team Collaboration: DLT encourages collaboration and shared responsibility among peers. When managers employ coaching techniques, they can facilitate better communication and teamwork, enhancing the collective problem-solving capabilities of the group. This synergy between MC and DLT leads to more cohesive and effective teams (Agarwal et al., 2009; Stoker, 2008).

Increased Organisational Agility: The flexibility inherent in DLT allows organisations to respond quickly to changing environments. Managers who proficiently coach their teams can prepare them to handle new challenges and opportunities. This flexibility is crucial for maintaining competitiveness in the fast-paced and ever-changing business environment of today (Gronn, 2009; Spillane et al., 2004).

Boosted Employee Engagement and Performance: MC is known to enhance employee engagement by providing support and recognition, which in turn boosts performance (Christian et al., 2011). When this is integrated with DLT, employees feel more empowered and accountable for their contributions, leading to higher levels of engagement and

productivity (Babcock-Roberson & Strickland, 2010; Bakker & Demerouti, 2007).

Sustainable Leadership Practices: By distributing leadership responsibilities and coaching employees to develop their leadership skills, organisations can create a sustainable leadership model. This approach ensures continuity in leadership and reduces dependence on a few key individuals, thereby enhancing organisational resilience (Hargreaves & Fink, 2008).

Integrating DLT into MC strategies represents a shift towards a sophisticated understanding of leadership. Coaching should actively promote distributed leadership principles, ensuring leadership is a shared process that leverages diverse strengths and capabilities. Embedding DLT in MC practices helps develop a robust leadership culture that supports individual growth and fosters collective leadership capacity, making organisations responsive to evolving needs and challenges.

The combination of MC and DLT provides a robust framework for addressing contemporary organisational challenges. By leveraging the strengths of both approaches, organisations can enhance leadership development, improve team collaboration, increase agility, boost employee engagement, and establish sustainable leadership practices. The integration of these theories not only fosters a more inclusive and participative leadership environment but also drives organisational success in the long term.

2.5.4 Focus on Distributed Leadership in Managerial Coaching

Gronn's Distributed Leadership Theory emphasises the significance of collaborative efforts and the division of labour within leadership roles. This theory posits that leadership is a collective process distributed across multiple individuals rather than concentrated in a single leader (Gronn, 2008, 2009). In the context of managerial coaching, this approach emphasises the shared responsibilities and collaborative dynamics that can enhance team performance and organisational effectiveness. The

research demonstrates how distributed leadership practices can foster a more adaptive and resilient organisational culture, promoting a collective approach to overcoming challenges and achieving strategic objectives. By incorporating distributed leadership strategies into managerial coaching, managers can better utilise the varied skills and viewpoints of their counterparts, leading to more innovative solutions and improved organisational results.

2.6 Proactive Behaviour and Personality in Leadership

In the evolving business landscape, effective leadership necessitates a proactive vision that anticipates future challenges and opportunities. Proactive leaders demonstrate foresight, strategic planning, and initiative to not just react to changes but actively shape their organisations' futures. They understand market trends, organisational dynamics, and emerging opportunities to create an environment conducive to growth and innovation.

Empirical research by Grant and Ashford (2008), Strauss and Parker (2014), Lam et al. (2018), and Wu and Wang (2011) highlights how proactive behaviours in leadership, combined with managerial coaching (MC), significantly enhance organisational effectiveness and employee development. Proactive leaders prepare their teams for challenges, transforming obstacles into learning and growth opportunities.

2.6.1 Evolution of Proactive Behaviours in Leadership

The evolution of proactive behaviours in leadership demonstrates a shift towards a dynamic, forward-thinking approach. Bateman and Crant (1993) and Crant and Bateman (2000) identify proactive leadership as a catalyst for organisational change. These leaders move beyond the status quo, driven by the vision of creating value through innovation and improvement. They embody initiative and resilience, vital for embracing diversity and change (Lam et al., 2018). This proactive approach is crucial

in the rapidly evolving business landscape of today, where static leadership styles can lead to stagnation (Crant & Bateman, 2000).

Proactive leadership also aligns with modern management theories, such as transformational leadership, which emphasises the role of leaders in inspiring and motivating their followers towards achieving a shared vision. This evolution reflects a broader understanding of leadership as a dynamic process that involves not only managing but also anticipating and shaping the future of the organisation.

2.6.2 Proactive Behaviour in Organisational Settings

Strauss and Parker (2014) describe proactive behaviour as self-initiated, future-oriented actions to enact change. This behaviour is crucial for organisational effectiveness, especially in uncertain environments, as it correlates with better job performance and innovation. Proactive leadership requires an organisational culture that fosters autonomy and empowers individuals to be agents of change. This fosters a more dynamic and responsive workforce, capable of swiftly adapting to new challenges and opportunities.

In organisational contexts, Strauss and Parker (2014) describe proactive behaviour as manifesting in several ways, including employees taking the initiative to address problems before they escalate, suggesting new ideas, and seeking opportunities for improvement. This behaviour benefits individual performance and the overall health of the organisation by fostering a culture of continuous improvement and innovation. Organisations that promote proactive behaviour often experience higher employee engagement and satisfaction, along with enhanced operational efficiency.

2.6.3 Enhancing Managerial Coaching Through Proactive Behaviours

Integrating proactive behaviours into MC magnifies its impact on organisational performance. Proactive leaders, who foresee and act on opportunities, inspire managers to foster environments that support performance, diversity, and innovation

(Wu & Wang, 2011). By embedding proactive strategies within MC, organisations can create a culture of continuous development, where managers and employees are constantly encouraged to seek innovative solutions and improvement.

According to Wu & Wang (2011), the enhancement of MC through proactive behaviours involves several key practices. These include setting clear and challenging goals, providing regular and constructive feedback, and encouraging a mindset of growth and development. Proactive leaders in coaching roles also serve as role models, demonstrating the importance of taking initiative and being forward-thinking. This approach not only improves the effectiveness of coaching but also helps in building a resilient and adaptable workforce.

2.6.4 Influence of Proactive Personality on Charismatic Leadership

The interplay between a leader's proactive personality and charisma underscores leadership's transformative potential. Proactive leaders are more likely to inspire teams with visionary goals and actions, driving environmental change and innovation (Crant & Bateman, 2000). Proactive personality traits such as initiative, perseverance, and the ability to anticipate future challenges significantly enhance the charismatic appeal of leaders, making them more effective in motivating and leading their teams.

According to Crant and Bateman (2000), charismatic leaders with a proactive personality often exhibit behaviours that distinguish them from their peers. They are more likely to engage in behaviours that create a sense of urgency and enthusiasm among their followers. This includes articulating a compelling vision, demonstrating confidence in the face of adversity, and taking decisive actions that reinforce their commitment to achieving their goals. The combination of proactivity and charisma can thus lead to higher levels of organisational performance and employee morale.

2.6.5 Proactive Behaviour and Leadership Development

Proactive behaviour in leaders aligns with team dynamics, facilitating leader identification and team receptivity to new directions. The relationship between proactive traits and leadership effectiveness highlights the need for leaders who are adaptive and transformative (Lam et al., 2018). Leaders who encourage proactive behaviours are more capable of nurturing their teams, thereby promoting a culture of resilience and ongoing improvement.

Wu and Wang (2011) posit that leadership development programs which focus on enhancing proactive behaviours can significantly benefit organisations. These programs often include training on strategic thinking, problem-solving, and decision-making skills. By developing these competencies, leaders can better anticipate and respond to future challenges, ensuring the long-term success of their teams and organisations. Additionally, fostering a proactive mindset among leaders can lead to more innovative and effective leadership practices.

2.6.6 Proactivity at Work: Fostering an Organisational Culture of Initiative

Cultivating a proactive organisational culture requires nurturing proactive individuals. Grant and Ashford (2008) show how proactive behaviours contribute to organisational success by driving innovation and efficiency. A proactive culture rewards initiative, fostering a relationship between individual agency and the broader organisational ecosystem. This environment not only encourages individual growth but also enhances overall organisational performance by promoting a proactive mindset among all employees (Grant & Ashford, 2008).

To foster such a culture, organisations must implement policies and practices that encourage proactive behaviour. This includes providing opportunities for continuous learning and development, recognising and rewarding proactive actions, and creating an environment where employees feel empowered to take initiative. By doing so, organisations can create a sustainable competitive advantage, driven by a proactive and engaged workforce. Research has shown that organisations with a proactive

culture often surpass their competitors in innovation, employee engagement, and overall effectiveness (Crant & Bateman, 2000; Frese et al., 1997).

2.6.7 Proactive Leadership and Shared Leadership in Managerial Coaching

Proactive leadership is characterised by self-initiated and future-focused actions aimed at bringing about change in the environment. According to Wu and Wang (2011), proactive leaders initiate and sustain leading actions to drive organisational change. This type of leadership necessitates competencies in both goal generation and goal striving, highlighting the importance of both thinking and doing. Proactive leaders actively pinpoint areas for improvement, foresee future challenges, and implement strategies to address these challenges in advance (Wu & Wang, 2011).

Wu and Wang (2011) provide a comprehensive analysis of the competencies required for effective proactive leadership, suggesting the importance of continuous learning and adaptability. Their work highlights that proactive leaders must possess the ability to envision future scenarios, set strategic goals, and implement these goals through concrete actions. However, their focus primarily on individual competencies may overlook the potential benefits of collaborative leadership approaches in addressing organisational challenges.

Shared leadership, on the other hand, involves the distribution of leadership roles among peers, promoting mutual influence and shared responsibility. Chiu, Owens, and Tesluk (2016) describe shared leadership as a group-level phenomenon arising from mutual reliance and shared influence among counterparts to achieve common goals. This approach is particularly effective in complex and dynamic environments where diverse perspectives and collaborative decision-making are crucial for success (Chiu et al., 2016).

Combining PLPs with shared leadership can significantly enhance managerial coaching effectiveness. Proactive leaders can initiate and drive coaching initiatives, while shared leadership ensures that coaching responsibilities are distributed among peers fostering a collaborative and supportive environment. This integration is

beneficial in organisations with established in-house coaching departments, where credentialed internal coaches work alongside managers to deliver coaching interventions (Wu & Wang, 2011; Chiu et al., 2016).

Managers partnering with internal coaches can leverage their proactive leadership skills to identify coaching needs, set strategic coaching goals, and create a conducive environment for coaching. Shared leadership enables managers to collaborate with internal coaches and peers, promoting peer coaching and collective problem-solving. This partnership ensures that coaching is a shared effort that benefits from the diverse skills and experiences of the entire team. Additionally, shared leadership in coaching encourages a culture of continuous feedback and improvement, essential for addressing complex organisational challenges and achieving long-term success (Chiu et al., 2016).

In summary, the integration of PLPs with shared leadership creates a robust framework for managerial coaching. Proactive leaders can drive the strategic direction of coaching initiatives, while shared leadership fosters a collaborative and supportive coaching culture. This approach enhances the effectiveness of managerial coaching, ensuring that it is responsive to organisational needs and capable of addressing the complex challenges faced by managers and their teams (Wu & Wang, 2011; Chiu et al., 2016).

2.6.8 Focus on Proactive Leadership in Managerial Coaching

Through the data collected and analysed in this study, the significance of foresight and anticipatory action in managerial roles emerged as a critical theme. The research reveals how proactive leadership within managerial coaching can create environments conducive to self-driven improvement and innovation (Grant and Ashford, 2008; Strauss and Parker, 2014; Lam et al., 2018; Wu and Wang, 2011). By incorporating the proactive strategies identified in the study into their managerial practices, managers can improve their capacity to not only respond to but also anticipate and strategically influence organisational dynamics and team development.

Proactive leadership is increasingly recognised as a critical component of effective managerial coaching. This approach not only involves reacting to current challenges but also entails anticipating future issues and opportunities. According to Strauss and Parker (2014), proactive leadership encourages managers to envision potential future states and take pre-emptive actions to address them. This forward-thinking mindset is essential for fostering a culture of continuous improvement and resilience within organisations.

A key aspect of proactive leadership is the focus on self-initiated behaviours and the intrinsic motivation to drive change. Self-determination theory, as discussed by Strauss and Parker (2014), highlights that proactivity is most effective when it is autonomously motivated. This theory posits that employees who engage in proactive behaviours driven by their own values and interests are more likely to experience sustained motivation and achieve better outcomes (Ryan & Deci, 2000).

Moreover, the adoption of proactive leadership strategies can significantly enhance organisational health and performance. Proactive leaders are adept at identifying and addressing potential issues before they escalate, thereby mitigating risks and fostering a more resilient organisational structure. They are also better equipped to harness opportunities for innovation and growth, as they are continually scanning the environment for emerging trends and possibilities (Frese & Fay, 2001; Parker et al., 2010; Strauss & Parker, 2014).

The future of proactive leadership in managerial coaching also involves leveraging technological advancements to support these proactive strategies. Digital platforms and sophisticated evaluation tools are becoming integral to the implementation and assessment of proactive leadership practices. These technologies enable managers to gather real-time data, predict future trends, and customise coaching interventions to better meet the evolving needs of their teams (Rock & Donde, 2008; Strauss & Parker, 2014).

In conclusion, the integration of proactive leadership within managerial coaching frameworks is essential for enhancing organisational effectiveness and fostering a culture of continuous improvement. By anticipating and strategically addressing future

challenges, proactive leaders can create environments that support self-driven growth and innovation. This approach enhances individual and team performance while also bolstering the overall resilience and adaptability of the organisation (Strauss & Parker, 2014).

2.6.9 Critical Review and Synthesis of the Literature on Proactive Behaviour and Personality in Leadership

The literature on proactive behaviour and leadership provides a comprehensive understanding of how proactive traits and actions influence organisational effectiveness. Grant and Ashford (2008) emphasise the role of proactive behaviour in driving innovation and efficiency, highlighting the importance of fostering a proactive organisational culture. This perspective is supported by Crant & Bateman (2000) and Frese et al. (1997), who demonstrate that proactive cultures lead to improved organisational performance and employee engagement.

Bateman and Crant (1993) and Crant and Bateman (2000) offer foundational insights into the evolution of proactive leadership, identifying it as a key driver of organisational change. Their work underscores the significance of initiative and resilience in leadership, aligning with the broader themes of transformational leadership. Similarly, Strauss and Parker (2014) highlight the critical role of proactive behaviour in organisational settings, linking it to better job performance and innovation.

The integration of proactive behaviours into managerial coaching, as discussed by Wu & Wang (2011), amplifies the impact of coaching on organisational performance. This approach encourages a culture of continuous development, where managers and employees are motivated to seek innovative solutions. Wu and Wang (2011) further explore the competencies required for proactive leadership, emphasising the need for continuous learning and adaptability.

However, while the literature provides robust support for the benefits of proactive behaviour and leadership, there are gaps that warrant further exploration. For instance,

the interplay between proactive leadership and shared leadership, as discussed by Chiu et al. (2016), presents a nuanced perspective on leadership dynamics. Their research suggests that combining proactive and shared leadership can enhance managerial coaching effectiveness, but more empirical studies are needed to validate this integration.

In conclusion, the literature reviewed highlights the transformative potential of proactive behaviour and leadership in organisational contexts. Proactive leaders drive innovation, foster a culture of initiative, and enhance managerial coaching effectiveness. Future research should continue to explore the intersections of proactive and shared leadership, providing deeper insights into how these approaches can be effectively integrated to address complex organisational challenges.

2.7 Consolidated Review and Synthesis of Literature on Distributed Leadership and Proactive Leadership

Distributed Leadership Theory

Peter Gronn's DLT offers a collective view of leadership, emphasising the importance of shared responsibility across all organisational levels (Gronn, 2000a,b, 2002, 2003, 2004, 2008, 2009, 2011, 2015). The Division of Labour sub-theory elaborates on the importance of dividing leadership tasks, advocating for fluid leadership structures that adapt to the organisation's needs. This approach aligns with contemporary leadership practices that emphasise collaboration and collective decision-making.

Incorporating distributed leadership into MC promotes shared responsibility and collective expertise. It fosters a culture of collaboration, aligning with the theory's principles that emphasise practice over position and interactions over isolated actions.

Proactive Leadership

Proactive leadership emphasises foresight, strategic planning, and initiative in leadership (Grant & Ashford, 2008; Strauss & Parker, 2014). Proactive leaders go beyond maintaining the status quo to foster adaptability and innovation. The concept, initially outlined by Bateman & Crant (1993) and Crant & Bateman (2000), highlights the importance of proactive leadership in driving organisational change.

Proactive behaviour is defined by self-initiated, future-oriented actions that promote change (Strauss & Parker, 2014). It correlates with improved job performance and innovation, fostering an organisational climate that supports autonomy and proactive engagement.

Integration of Distributed Leadership and Proactive Leadership

The integration of distributed leadership theory and proactive leadership principles within organisations is pivotal in enhancing employee engagement and fostering a culture of innovation. Distributed leadership, characterised by shared decision-making and dispersed responsibility, cultivates an environment where proactive behaviours can thrive (Bolden, 2011). This leadership style not only democratises the managerial process but also aligns with the intrinsic motivations of new generation employees who favour autonomy and meaningful engagement in their roles (Chiu et al, 2016).

Proactive Leadership Principles (PLPs) are significantly enhanced under distributed leadership due to its inherent flexibility and responsiveness to employee needs. Research indicates that distributed leadership positively influences the proactive behaviour of new generation employees by facilitating idiosyncratic deals and increasing the meaningfulness of their work (Xu et al., 2021). These unique agreements, known as idiosyncratic deals, are tailored arrangements between employees and management that address individual professional needs and aspirations. They foster a sense of ownership and responsibility among employees.

Furthermore, the meaningfulness of work, as mediated by distributed leadership, plays a crucial role in motivating employees to engage in proactive behaviours. This meaningful engagement is characterised by work that is perceived as significant and fulfilling, directly contributing to higher levels of employee motivation and job satisfaction. The study by Xu et al. (2021) elaborates on how distributed leadership can lead to enhanced perceptions of meaningfulness in work tasks, which in turn, stimulates proactive behaviours among employees.

The integration of these elements under the umbrella of distributed and proactive leadership not only leads to effective task execution but also aligns with the strategic objectives of modern organisations, which are increasingly focused on adaptability, employee satisfaction, and sustainable development.

This literature review underscores the synergistic relationship between distributed and proactive leadership, illustrating how they collectively enhance organisational dynamics and employee contributions. The evidence from current research suggests that organisations adopting this integrated approach are likely to see improvements in innovation, employee engagement, and overall performance.

The literature on distributed leadership and proactive leadership principles reveals a shift towards collaborative, forward-thinking leadership approaches. Gronn's theory emphasises collective responsibility, while proactive leadership stresses foresight and strategic planning. Together, these approaches foster a leadership culture that is dynamic, adaptable, and well-suited to navigate the complexities of modern business environments.

2.8 Summary of the Literature Review and Implications for Research

The literature review provides an extensive exploration of managerial coaching (MC), its theoretical underpinnings, historical evolution, and practical applications in the

corporate sector. The chapter integrates key insights from academic literature, emphasising the multifaceted nature of MC and its crucial role in contemporary leadership development.

The review traces the development of coaching from traditional supervisory roles to a focus on leadership and employee empowerment. This shift is driven by socio-economic changes such as globalisation and technological advancements, which demand adaptive and innovative leadership.

Central to this exploration is the Manager-as-Coach (MAC) paradigm. This approach redefines managerial roles to include coaching, aiming to enhance performance, foster employee growth, and cultivate a culture of continuous learning. Successful implementation requires a thorough understanding of organisational culture, comprehensive coaching training, and supportive infrastructures.

Key theoretical frameworks such as Adult Learning Theory, Experiential Learning Theory, and Transformative Learning Theory underscore the importance of self-directed learning, critical reflection, and experiential learning in effective coaching. Additionally, the literature stresses the influence of cultural context, particularly in Hong Kong, where a blend of Eastern and Western values presents unique challenges and opportunities for MC.

Problems Identified

- **Cultural Sensitivity:** The need for coaching practices that respect and integrate the unique cultural mix in Hong Kong.
- **Role Ambiguity:** Challenges in balancing managerial and coaching roles, leading to potential conflicts and confusion.
- **Skill Gaps:** Insufficient training for managers to develop necessary coaching skills.

- **Organisational Resistance:** Barriers within organisational culture and infrastructure that hinder the adoption of coaching practices.
- **Measurement Difficulties:** The absence of robust metrics to assess the long-term effectiveness of coaching.

Implications for Research

The review highlights significant gaps, especially the lack of empirical data on the integration and effectiveness of coaching practices in culturally diverse settings such as Hong Kong. This gap underscores the need for research focusing on:

- The specific challenges faced by managers in adopting coaching roles.
- The effectiveness of different coaching training methods in Hong Kong's unique corporate environment.
- The development of a conceptual framework that addresses the practical realities of Hong Kong's corporate sector.

By addressing these gaps, the study aims to provide a deeper understanding of how PLPs and DLT can be applied to enhance coaching outcomes. It will offer practical guidelines to help organisations overcome barriers to effective coaching, including cultural sensitivities, inadequate training, and the integration of coaching with other managerial duties.

Ultimately, this study will contribute to the global understanding of managerial coaching, offering a foundation for further research across diverse cultural and organisational settings.

2.9 Chapter Summary

This chapter comprehensively explores the multifaceted aspects of MC within the corporate sector, particularly focusing on Hong Kong's dynamic environment. It examines coaching definitions, evolution, and theoretical underpinnings, highlighting its importance as a leadership skill in today's high-demand workplace. The chapter delves into various frameworks and models, integrating proactive leadership traits with MC, and examines the impact of DLT on coaching effectiveness in culturally diverse settings.

The chapter further explores proactive behaviours and personality in leadership, highlighting the evolution of PLPs and their role in organisational settings. It underscores the importance of sustaining proactivity in the workplace, emphasising competence, autonomy, and relatedness as crucial for motivation and proactivity.

This synthesis of literature provides a balanced overview, incorporating insights from all sections and ensuring a cohesive narrative that underscores the transformative potential of MC. It showcases the need for future research to explore these dynamics further in multicultural business environments like Hong Kong, aiming to develop coaching practices tailored to the unique needs of multicultural workplaces.

Building on the theoretical foundations established in the literature review, the following chapter outlines the methodological approach adopted to explore the complex dynamics of managerial coaching in Hong Kong's corporate sector. This transition from theory to empirical investigation ensures that the research is both grounded in existing knowledge and capable of generating new insights.

CHAPTER 3 - METHODOLOGY

3.1 Introduction

This chapter transitions from the theoretical exploration of the Manager-as-Coach (MAC) paradigm within Hong Kong's corporate sector, detailed in Chapter Two, to outlining the methodological foundations of this study. It sets the stage for a detailed investigation into the challenges and dynamics of managerial coaching in this specific cultural and corporate context.

The chosen methodological framework is grounded in a constructivist epistemology. This approach focuses on co-creating knowledge by engaging deeply with participants to understand the complexities of managerial coaching (MC) challenges. Through active participation and reflective dialogue, this research aims to capture the nuanced perspectives and experiences of individuals within their professional settings.

The adoption of Grounded Theory (GT) as the research methodology is influenced by its strength in facilitating an unbiased, in-depth exploration of qualitative data. Initially, this research employed interpretative phenomenological analysis (IPA) to explore the challenges managers face when coaching their Millennial employees. However, as the data collection progressed, it became clear that managers in Hong Kong are more significantly troubled by a broader set of challenges, which are prevalent and well-documented in various regions. This necessitated a shift in focus and methodology. Grounded Theory allows for the categorisation and synthesis of insights without the limitations imposed by pre-existing theories, promoting a fresh examination of the phenomena under study (Charmaz & Thornberg, 2021). This methodological choice is particularly appropriate due to its iterative processes, which enhance reflexivity and ensure that the research remains grounded in the data collected. The larger sample size and the iterative nature of the interviews further supported this methodological shift, aligning with the principles of theoretical sampling.

Reflecting on professional experiences and recognising inherent biases, this research incorporates reflexivity at every stage to maintain methodological rigour and uphold

ethical standards. This chapter will elaborate on how the researcher's role is instrumental in shaping both the process and outcomes of the study, reinforcing the collaborative nature of knowledge construction that aligns with the constructivist paradigm.

3.1.1 Overview of the Chapter Structure

1. Introduction
2. Constructivist Epistemology and Grounded Theory Approach in Exploring Managerial Coaching
3. Rationale of Methodology Choice
4. The Grounded Theory Approach
5. Overview of Research Design
6. Overview of Research Questions and Study Protocol
7. Overview of Research Procedure
8. Overview of Participants Recruitment and Sampling Methodology
9. Data Collection
10. Ethics in Research
11. Transcription
12. Familiarisation
13. Coding
14. Reporting
15. Validity and Reliability
16. Chapter Summary

3.2 Constructivist Epistemology and Grounded Theory Approach in Exploring Managerial Coaching

This section elaborates on the constructivist epistemological framework and the application of Grounded Theory, outlining their critical roles in shaping the research methodology for exploring managerial coaching.

3.2.1 Constructivist Epistemology Framework

This research is framed within a constructivist epistemology, utilising Grounded Theory principles to foster a collaborative knowledge creation process between the researcher and participants. This epistemological stance views knowledge as dynamic and intricately linked to the contextual realities of individuals and groups (Carter & Littlejohn, 2021). By situating the research within this framework, the study acknowledges the subjective nature of experiences and the importance of understanding these experiences as constructed through social interactions and individual perceptions (Khoso et al., 2023).

3.2.2 Application of Grounded Theory

Grounded Theory (GT) is employed as an inductive methodology crucial for developing theories directly from the data, ensuring that the theoretical constructs genuinely reflect the complex experiences of participants within their specific socio-cultural and professional environments (Charmaz, 2006, 2014, 2016). This method employs semi-structured interviews with open-ended questions, aimed at exploring the experiential realities of MC. This method is especially adept at capturing a diverse spectrum of socio-cultural, professional, and personal experiences. It enhances the interpretive richness of the data and promotes a nuanced, context-sensitive understanding (Chun Tie, Birks and Francis, 2019).

3.3 Rationale of Methodology Choice

The choice of GT as the methodology for this study is driven by its suitability to explore the intricate dynamics of managerial coaching (MC) within the complex corporate environment of Hong Kong. Initially considering Interpretative Phenomenological Analysis (IPA), the research methodology was adapted to GT due to its inherent flexibility and robustness in developing theories directly from empirical data (Chance, Duffy & Bowe, 2019). This section explains the key elements of this

methodological approach, detailing how each component aligns with and supports the study's objectives to offer a comprehensive and nuanced understanding of the subject matter.

3.3.1 Epistemological Alignment

Epistemological alignment pertains to the consistency between the research methodology and the philosophical foundations underpinning the study. This research adheres to a constructivist epistemology, which asserts that knowledge emerges collaboratively through the interactions between the researcher and participants (Charmaz, 1996). Such an approach is fitting for this study as it recognises the subjective experiences of managers involved in coaching within the unique cultural and organisational landscape of Hong Kong. The constructivist paradigm supports the grounded theory methodology, which seeks to develop theory grounded in the data collected from participants' experiences and perspectives.

3.3.2 Inductive Approach

The inductive approach is fundamental to GT methodology, focusing on generating theory from data rather than testing pre-existing hypotheses (Charmaz, 1996). This approach is particularly relevant for this study, which aims to explore the nuanced challenges and strategies in managerial coaching within Hong Kong's corporate sector. Using inductive reasoning, concepts, categories, and core categories are identified from the data, enabling a more profound comprehension of the phenomena being examined. This process ensures that the findings are firmly rooted in the empirical data, providing a robust foundation for developing the conceptual framework (Charmaz, 1996).

3.3.3 Contextual Sensitivity

Contextual sensitivity in research involves acknowledging and addressing the specific cultural, social, and organisational contexts that influence the phenomena under study (Nunes et al., 2010). In this research, it is vital to take into account the distinctive combination of Eastern and Western business practices that define Hong Kong's corporate sector. This sensitivity ensures that the findings and subsequent framework are relevant and applicable to the local context. By including contextual nuances, the research captures the complexities of managerial coaching, making it both relevant and practical for practitioners in Hong Kong.

3.3.4 Methodological Flexibility and Sampling Evolution

GT methodology inherently allows for methodological flexibility, adapting to the evolving nature of the research (Chance et al., 2019). This approach is particularly beneficial in exploring complex phenomena such as managerial coaching (MC), where new categories and insights can emerge throughout the research process. The sampling strategy evolves from initial purposive sampling, which aligns with the then chosen research methodology, to theoretical sampling. This ensures that data collection is guided by the emerging theory and firmly grounded in the participants' lived experiences.

According to Charmaz (2014), methodological flexibility in this research entails an iterative process of data collection and analysis, enabling the research design to adapt in response to the emerging data. This means that as new categories emerge, the research strategy can be adjusted to explore these areas more deeply. Theoretical sampling, a key feature of grounded theory, involves selecting participants and data sources based on their potential to contribute to the developing theory. This approach guarantees that the data collected are both rich and relevant, offering a more thorough understanding of the phenomena being studied. Additionally, this flexibility permits the inclusion of various perspectives, thereby increasing the validity and reliability of the findings (Charmaz, 2014).

Initially, purposive sampling was used to select experienced managers from diverse sectors critical to Hong Kong's economy, such as accounting, logistics, education, and e-commerce. This approach targeted professionals with substantial coaching experience to ensure a broad range of perspectives. However, as the research progressed and the methodology shifted to Grounded Theory, the sampling strategy evolved to incorporate theoretical sampling principles. This shift allowed for a deeper exploration of the collected data, enhancing the study's ability to uncover nuanced insights into managerial coaching dynamics without necessitating additional participant recruitment.

The transition to theoretical sampling was particularly significant in capturing the complexities of managerial coaching within the unique cultural context of Hong Kong. This approach facilitated a comprehensive exploration of the diverse coaching dynamics, significantly enriching the research's depth and contributing to the development of the theory. The onset of COVID-19 further affirmed the decision to maintain the original participant group, avoiding complications associated with recruiting new participants during pandemic restrictions.

3.3.5 Key Research Objectives and Methodological Alignment

The research objectives guide the methodological choices made in this study. By aligning the research design with these key objectives, the study ensures that the data collected and the analysis conducted are directly relevant to addressing the research questions (Charmaz & Thornberg, 2021). This alignment ensures a coherent and systematic approach to theory development, as the grounded theory methodology allows for the continual refinement of research objectives in response to emerging data (Cho & Lee, 2014). The primary objectives of this research include identifying the challenges managers face in their coaching roles, analysing the impact of different coaching training methods on managers' coaching effectiveness, and developing a conceptual framework to address these challenges. The grounded theory approach underpins these objectives by offering a structured yet adaptable framework for data collection and analysis, facilitating the emergence of theory that is firmly based on empirical evidence (Cho & Lee, 2014).

3.4 The Grounded Theory (GT) Approach

GT is pivotal in enriching our understanding of MC within the corporate sector. Esteemed for its inductive reasoning and iterative analysis, GT unveils the complex dynamics of managerial interactions and coaching strategies. Adopting GT facilitates an in-depth exploration of the behavioural, relational, and strategic layers essential to effective MC, proving invaluable in Hong Kong's diverse corporate environment.

3.4.1 Introduction to Grounded Theory

Barney Glaser and Strauss developed GT in their seminal 1967 work. GT revolutionised qualitative research by introducing a systematic methodology for discovering theory through data collected during research. Their approach advocates generating theories inductively from the data itself, challenging traditional deductive methodologies and ensuring that emerging theories are deeply grounded in observable phenomena.

Key Concepts and Methodologies

Inductive Nature of Theory Development: Theories develop directly from research data, which guarantees that theories are intimately connected to the data (Glaser & Strauss, 1967).

Constant Comparative Method: This method involves continuously analysing data to identify similarities and differences, which helps in refining and integrating categories into a coherent theoretical framework (Glaser & Strauss, 1967).

Open Coding and Theoretical Sensitivity: Involves dissecting, examining, comparing, conceptualising, and categorising data. Theoretical sensitivity

refers to the researcher's adeptness at recognising and meaningfully conceptualising relevant data (Glaser & Strauss, 1967).

Axial Coding: Following open coding, axial coding involves reassembling data by establishing connections between categories and subcategories, allowing for a more detailed and organised theoretical structure (Strauss & Corbin, 1990).

Selective Coding: This final phase focuses on identifying a central or core category that integrates all other categories, culminating in the development of a comprehensive theoretical framework (Strauss & Corbin, 1990).

3.4.2 Overview of Grounded Theory Methodology

GT's renowned inductive approach, which centres on generating theories directly from empirical data, is crucial in revealing the dynamics of MC within Hong Kong's corporate sector. By employing iterative cycles of data collection and analysis, this study examines the evolving nature of MC. Comprehensive interviews with managerial professionals ensure the developed conceptual framework resonates with actual managerial coaching experiences and challenges (Glaser & Strauss, 1967).

Rationale for Choosing Grounded Theory Approach

The choice of a GT approach was driven by the need to develop a theory that is closely linked to empirical data, rather than imposing existing theoretical frameworks on the phenomenon under study. GT is particularly well-suited to exploring complex social processes, such as managerial coaching, where existing theories may not fully capture the nuances of the context. This approach allows for the emergence of a theory that is rooted in the lived experiences of managers within Hong Kong's unique corporate environment.

While other qualitative methodologies, such as case studies or ethnography, were considered, they were ultimately deemed less suitable for the study's

objectives. Case studies, for instance, typically focus on in-depth analysis within a single or a few contexts, which could limit the generalisability of the findings. Ethnography, on the other hand, requires prolonged engagement with a specific cultural group, which was not feasible given the time constraints and the diversity of the managerial population being studied. GT, in contrast, provides a flexible yet rigorous framework that facilitates the iterative process of data collection and analysis, allowing the theory to evolve alongside the emerging data.

Application of Thematic Techniques in Data Analysis

The use of thematic techniques in data analysis ensured a systematic approach to identifying, analysing, and reporting patterns within the data. Initially, open coding was employed to break down the data into discrete parts, closely examining and comparing them to identify similarities and differences. This process led to the identification of initial concepts, which were then refined through axial coding, where relationships between concepts were explored to form categories. Finally, selective coding was used to integrate and refine the categories into a coherent framework, with particular focus on identifying a core category that addresses the core research questions.

This methodical approach ensured that the analysis remained grounded in the data, with the emerging themes reflecting the participants' perspectives rather than preconceived theoretical constructs. The constant comparative method was particularly useful in maintaining a focus on the data, ensuring that the emerging theory remained closely aligned with the empirical evidence. Additionally, memo-writing throughout the analysis process provided a space for reflexive thinking, allowing the researcher to document insights, question assumptions, and track the evolution of the theory.

3.4.3 Contextual Relevance in Hong Kong's Corporate Sector

GT's adaptability to the distinct blend of Eastern and Western business practices in Hong Kong makes it particularly relevant for this investigation. Its flexible nature permits an in-depth investigation into cultural specificities and the synthesis of global and local influences that shape MC. The foundational principle of GT, building theory from observed data coupled with its alignment with symbolic interactionism, provides a solid inductive basis for this study, achieving a culturally informed analysis that highlights significant cultural values, power dynamics, and leadership styles characteristic of the Hong Kong business context.

3.4.4 Foundations of Grounded Theory

The empirical backbone of GT aligns with the constructivist perspective of this research, valuing the subjective experiences and interpretations of individuals. Employing constant comparative analysis, GT demonstrates flexibility and depth in data processing, enabling the refinement of emerging categories crucial for a nuanced understanding of MC. This attentive and iterative engagement with data, integrated with the researcher's interpretive lens, ensures that insights into managerial coaching are grounded in genuine experiential knowledge, making GT the preferred methodology for exploring the complexities of MC in Hong Kong's unique corporate environment (Charmaz, 2014).

3.4.5 Systematic Literature Review Methods in the Context of Grounded Theory

While GT primarily focuses on generating theories directly from empirical data, a systematic review of literature post-data analysis is strategically employed to ensure a comprehensive understanding and contextual grounding of the findings. Following Cooper (1998), this method supports the exploratory and iterative nature of GT.

Key Adaptations to Methodology

Initial Literature Review: Conducted broadly at the beginning to define the research problem without influencing theoretical development, thus preserving the inductive nature of GT. This initial review offered an open exploration of managerial coaching, free from predefined theoretical limitations, to ensure responsive data-driven analysis.

Integration of Literature Post Data Analysis: Emergent categories are systematically compared against existing literature to contextualise and validate the new theory. This enhances theoretical rigor and ensures that the emergent theory is well-supported and integrated into the existing body of knowledge.

3.4.6 Empirical Inquiry in Grounded Theory

Emphasising empirical inquiry, GT guides the formation of theory with solid evidence, aligning with the study's constructivist aims targeted at authentically capturing managerial experiences. The shift from deductive to inductive reasoning allows data to organically shape theory, which is crucial for examining the unique Manager-As-Coach approach within Hong Kong's business context. The processes of open coding, constant comparative, axial coding, and selective coding reveal the multifaceted nature of MC experiences, ensuring findings are relevant and grounded in real-world practices (Thornberg & Charmaz, 2012).

3.4.7 Constant Comparative Method in Grounded Theory

The Constant Comparative Method enriches this research by fostering an iterative examination process, crucial for understanding the emerging phenomena within managerial coaching. This GT cornerstone allows for the integration of new insights in real-time, ensuring the study remains responsive and grounded in empirical evidence. Reflexivity plays a key role, encouraging a critical examination of the

researcher's interpretations to refine the research focus continually (Thornberg & Charmaz, 2012).

3.4.8 Adaptation of Sampling Strategy: From Purposive to Theoretical Considerations in Grounded Theory

Transitioning from purposive sampling to theoretical sampling signifies a pivotal evolution in the research methodology. Initially, participants were selected specifically for their potential to provide rich, detailed insights into managerial coaching. This methodical choice laid an unexpected yet robust foundation for subsequent GT analysis, enriching the emerging theoretical framework with deeper, more intricate understandings. Such a shift in sampling strategy highlights GT's inherent flexibility and the iterative essence of this research.

3.4.9 Conceptualisation and Theory Building in Grounded Theory

GT's focus on inductive reasoning was fundamental in conceptualising a substantive theory that captures the breadth of MC within Hong Kong's corporate sphere. Theoretical sampling was critical for including a diverse range of managerial experiences, contributing to a robust MC conceptualisation. Continuous data engagement led to identifying key patterns and categories, pivotal for constructing a grounded theory reflective of the region's dynamic corporate landscape (Thornberg & Charmaz, 2012).

3.4.10 Reflexivity and Researcher Positionality in Grounded Theory Research

The study's iterative and data-driven conceptualisation process underscores the importance of reflexivity. By acknowledging and critically examining their own background, biases, and experiences, the researcher ensured that the emerging theory was deeply rooted in Hong Kong's empirical realities (Charmaz, 1996, 2006). This reflexive stance, examining the influence of the researcher's positionality on data

interpretation and theory construction, has been vital. The resulting conceptual framework encapsulates the interplay of cultural, organisational, and individual factors influencing coaching practices, achieving specificity to Hong Kong's context while maintaining broader field applicability.

3.5 Overview of Research Design

The methodological structure of this study is meticulously designed, adopting qualitative research approaches to delve into the complex dynamics of MC within Hong Kong's corporate landscape. This section delineates the strategies employed for data collection, the evolving approach to sampling, and the analytical methods utilised, all underpinned by a strong commitment to ethical research practices (Creswell & Poth, 2018).

3.5.1 Embracing Qualitative Inquiry

Opting for a qualitative research approach enables an in-depth exploration of the nuanced experiences and perceptions of professionals within the corporate sector. This choice aligns with the study's constructivist epistemology, aiming to develop a grounded theoretical understanding of MC that reflects the real-world complexities of the corporate environment. Engaging with rich qualitative narratives, the study captures the subtleties of managerial interactions and coaching practices, providing insights into their practical implementation and impact in a dynamic business context (Creswell & Poth, 2018).

3.5.2 Integrating Qualitative Research and Evaluation Methods

Building on the qualitative inquiry principles explored in Section 3.5.1, it is essential to adopt specific qualitative research methodologies as comprehensively outlined in Patton's (2014) seminal work. Patton's methodologies are crucial in bridging the gap

between theoretical understanding and the practical application of qualitative methods, rendering them invaluable for this study.

Key Insights and Methodologies

In-depth Approach to Data Collection: Techniques like in-depth interviews, detailed observations, and comprehensive document analysis provide a depth of data necessary for developing a robust theoretical framework, aligning well with the GT approach (Patton, 2014).

Criteria for Quality in Qualitative Research: Patton outlines criteria such as credibility, transferability, dependability, and confirmability, which are essential for maintaining the integrity of qualitative research. These criteria guide the structuring of the analysis to enhance the scientific rigour of the findings (Patton, 2014).

Ethical Considerations: Patton's thorough discussion on conducting ethical qualitative research is particularly relevant to this study's focus on managerial coaching, which involves human interactions. Patton's guidelines ensure adherence to high ethical standards (Patton, 2014).

Practical Integration of Theory with Data: Emphasising the integration of theoretical concepts with empirical data collection and analysis supports the iterative cycle characteristic of GT, ensuring continuous refinement of theoretical insights based on empirical evidence (Patton, 2014).

3.5.3 Evolving Sampling Strategy

The study began with purposive sampling, focusing on selecting experienced managers from key sectors in Hong Kong's economy. This method aimed to gather a wide range of perspectives from professionals with significant coaching experience. With the progression of the research and a methodological shift to Grounded Theory, the sampling strategy transitioned to theoretical sampling which suggests that data

collection should continue until no new insights are emerging from the data (Charmaz, 2006). In this study, saturation was reached after conducting twenty-one interviews, where consistent themes began to recur, and additional data only served to confirm existing categories rather than generating new ones. The final sample size thus reflects a balance between the need for thorough exploration of the research questions and the practical considerations of time and resource constraints. This adjustment facilitated a more profound exploration of the data, allowing the study to uncover deeper insights into managerial coaching dynamics without the need for additional participant recruitment (Corbin & Strauss, 2014).

3.5.4 Data Collection

Data collection is characterised as a dynamic, iterative process, aligned with GT methodologies. Semi-structured interviews serve as the primary data-gathering tool, designed to balance structure with flexibility, allowing participants to share their coaching experiences and challenges within the corporate sector comprehensively. Interview questions probe various aspects of coaching, including strategies, outcomes, obstacles, and the influence of organisational culture. This method ensures a thorough exploration of managerial coaching (MC). The iterative interview process, as Charmaz (2006) posits, allows for progressively deeper investigation. Continuous engagement with interview transcripts informs the analysis of these rich qualitative data, which is central to developing a theory that authentically represents the complexities and realities of MC in Hong Kong's corporate world.

This cohesive overview articulates the methodological rigour applied throughout the study. From the deliberate choice of a qualitative inquiry and an adaptable sampling strategy to the thoughtful data collection process, each element contributes to crafting a nuanced, empirically grounded understanding of managerial coaching practices within the unique context of Hong Kong's corporate sector. This framework not only underpins the current research but also provides a replicable model for future studies exploring MC or similar topics in comparable corporate environments.

3.6 Overview of Research Questions and Study Protocol

This section outlines the research questions and study protocol, pivotal for guiding the qualitative inquiry and GT methodology of the study.

Research Questions

The study is guided by three primary research questions (RQs):

RQ1: What challenges do managers encounter when balancing coaching with other responsibilities?

RQ2: How do different coaching training methods impact managerial effectiveness?

RQ3: What new frameworks or theories emerge to understand and address these challenges?

These RQs are intentionally open-ended to align with the inductive nature of GT. They provide direction while allowing flexibility for adaptive changes as the research progresses, ensuring the inquiry remains responsive to the data as it unfolds (Charmaz, 2006).

Study Protocol

The following is the study protocol, outlining a comprehensive approach to conducting research with an emphasis on ethical standards and methodological rigour. It details participant selection criteria, consent processes, research timeline, and data collection methods, primarily semi-structured interviews. It underscores the importance of theoretical sampling in GT, allowing for flexible participant selection as insights evolve. This protocol ensures a thorough and ethical exploration of managerial coaching dynamics, integrating rigorous data management procedures to maintain confidentiality and uphold the integrity of the research process (Corbin & Strauss, 2014).

3.6.1 Participant Selection Criteria

The participant selection criteria were designed to capture comprehensive insights into managerial coaching practices. The study targeted managerial professionals aged 40 and above, each with a minimum of five years of coaching experience in prominent firms. This criterion ensured the inclusion of seasoned experts capable of providing rich, detailed perspectives on the complexities and challenges of managerial coaching within Hong Kong's corporate sector.

The managers selected for this study are individuals with diverse operational, financial, and strategic responsibilities within their organisations. Coaching is one of several responsibilities they perform as part of their leadership roles, not their primary function. This dual responsibility reflects the reality of managerial work in Hong Kong, where managers are required to balance immediate business needs with the development of their teams through coaching. These participants represent a cohort that must navigate multiple priorities, managing both day-to-day operations and coaching responsibilities, often under significant time constraints.

This approach ensures that the study captures insights from managers who are actively engaged in both leadership and coaching practices, offering practical and realistic perspectives on the challenges of integrating coaching into managerial work. The selection criteria thus align with the study's objectives by focusing on managers who experience the complexities of juggling coaching and business operations, providing valuable insights into the need for structured frameworks such as the Proactive Coaching Integration Framework (PCIF).

3.6.2 Consent Process

A thorough consent process was established to ensure participants had a clear understanding of the research purpose, data usage, and their right to withdraw at any time. This process was crucial for ensuring informed and voluntary participation,

aligning with ethical standards and best practices in research ethics (American Psychological Association, 2014).

3.6.3 Data Collection Methods

Data collection primarily involved semi-structured interviews, utilising open-ended questions to encourage participants to openly share their experiences. This method was chosen for its flexibility and capacity to capture in-depth insights into coaching dynamics, offering rich qualitative data essential for GT analysis (Patton, 2014).

3.6.4 Data Management and Confidentiality

Data management protocols emphasised confidentiality, with all data securely stored and anonymised to protect participant identities. These procedures ensured ethical compliance and preserved the integrity of the research, maintaining strict adherence to the research data management policy introduced by the institution (University of Wales Trinity Saint David, 2022a).

3.6.5 Timeline

A research timeline was meticulously developed to outline the stages of data collection, analysis, and theory development. This timeline was crucial for guiding the study's progression, ensuring systematic and timely research execution. It facilitated the management of research activities, aligning them with the expected milestones and deadlines for the study.

3.7 Overview of Research Procedures

This section delineates the methodological framework for conducting research, structured to align with the principles of GT and ensure a comprehensive exploration of MC within Hong Kong's corporate sector.

Participant Recruitment

To capture the complexities of MC, participant recruitment was strategically conducted in two phases:

Purposive Sampling: Initial participants were selected from professional networks based on their significant experience in coaching and leadership roles, aiming to lay a solid foundation for diverse and insightful data.

Theoretical Sampling: As the study progressed, the selection of participants evolved in response to emerging theoretical constructs. This adaptive strategy ensured that each new data point contributed to enriching and refining the developing theory.

Data Collection Methods

Semi-Structured Interviews: These interviews were the primary data source, structured to allow flexibility in exploring participants' experiences. Open-ended questions were crafted to elicit rich narratives about challenges, strategies, and coaching methodologies, providing depth and breadth to the data collected.

Analytical Techniques

Analysis adhered strictly to GT principles:

Constant Comparative Method: Data were continuously compared to identify recurring categories and patterns, facilitating the inductive development of theoretical constructs.

Coding and Memo-Writing: Iterative coding processes were employed to classify and analyse data for emerging categories. Concurrent memo-writing captured reflections, refined insights, and guided theoretical development, serving as a critical component of the GT methodology.

Ethical Safeguards

Ethical standards were rigorously maintained throughout the research process:

Confidentiality: All participant information was anonymised, and data were securely stored to protect privacy.

Consent: Participants were comprehensively briefed on the study's purpose, methods, and potential impacts, ensuring that informed consent was provided in writing.

Data Handling: Data storage and access were managed through secure systems, accessible only to the researcher, to maintain the integrity and confidentiality of the data.

These procedures collectively ensured that the research was methodologically rigorous and ethically sound, facilitating a detailed exploration of managerial coaching dynamics that is fully aligned with the theoretical and ethical frameworks of GT.

3.8 Overview of Participant Recruitment and Sampling Methodology

This study initially employed purposive sampling for Interpretative Phenomenological Analysis, selecting twenty-one managers from industries critical to Hong Kong's economy, including sectors such as Accounting, Cosmetic and Personal Care,

Logistics, Insurance, Education, Global Aviation, Family Office, Wholesale Distribution, FMCG, NGO, Transportation, E-Commerce, and Business Services. The industries chosen for this study were selected to reflect the diversity of Hong Kong's corporate landscape, including sectors such as finance, technology, retail, and manufacturing. This diversity was crucial in ensuring that the findings would be applicable across different organisational contexts, rather than being limited to a specific industry. Additionally, the inclusion of both multinational corporations and local enterprises provided a comparative element, allowing for an exploration of how different organisational structures and cultures influence managerial coaching practices (see [Table 2](#)).

As the research framework transitioned to Grounded Theory, the study continued with the original participant group, deepening theoretical insights from the existing data without the need for additional recruitment. This approach facilitated a comprehensive exploration of managerial coaching across Hong Kong's diverse commercial landscape. The onset of Covid-19 further affirmed the decision to maintain the original participant group, avoiding complications associated with recruiting new participants during pandemic restrictions.

Justification for Demographic Criteria

Initially, the research aimed to explore the challenges managers face when coaching their millennial employees. However, during the interviews, it became evident that the challenges extended beyond coaching millennials, revealing a wide range of issues. This broader spectrum of coaching challenges necessitated a methodological shift to Grounded Theory. This transition allowed for a more comprehensive exploration of the diverse coaching dynamics, significantly enriching the research's depth and contributing to the development of the Proactive Coaching Integration Framework.

3.8.1 Participant Demographics

This subsection provides a detailed breakdown of participant demographics to contextualise the study's findings and enhance their applicability. Key demographic variables (see [Table 2](#)) include age, ethnicity, job titles, and organisational backgrounds, which are crucial for understanding the diverse perspectives and experiences within the study. For further demographic information on the participants, including details on their source of coaching knowledge acquisition, along with a breakdown of primary coaching challenges and observational insights, see [Table 3](#).

The recruitment criteria were explicitly defined to include participants who were over 40 years old, employed in prominent firms, and had at least five years of coaching experience. These criteria ensured that the sample was well-positioned to provide rich insights into the complexities of managerial coaching.

Screening and Validation of Coaching Experience

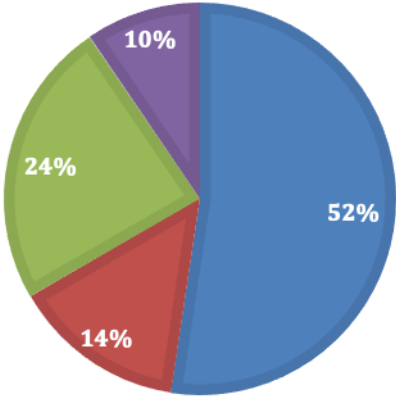
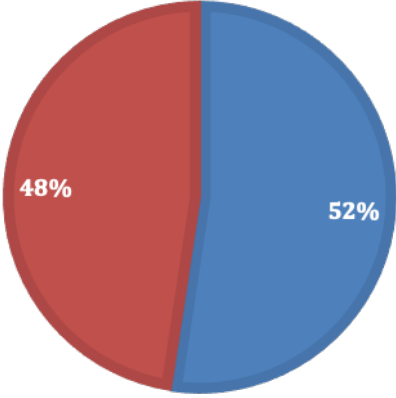
To ensure participants met the selection criteria of having at least five years of coaching experience, a two-step screening process was implemented. The process was communicated clearly to the participants and their referrers, who played a crucial role in the initial selection.

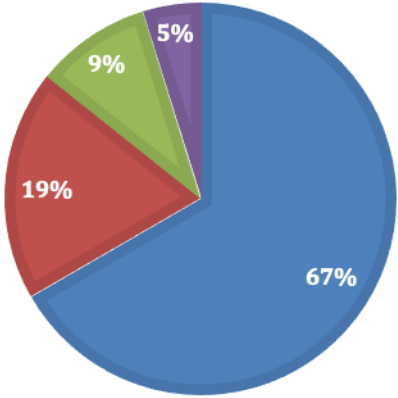
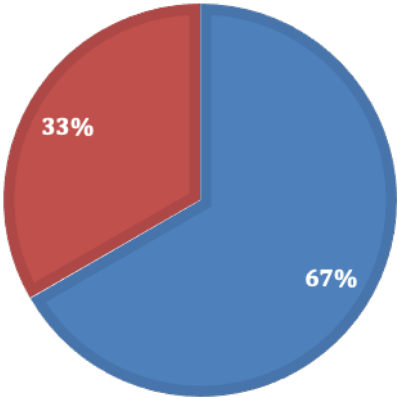
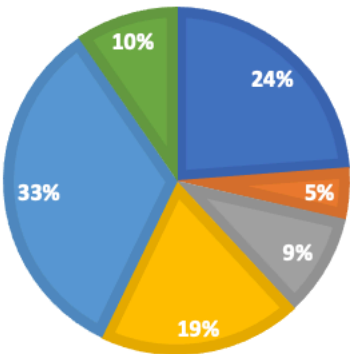
1. **Initial Screening by Referrers:** Trusted referrers, familiar with potential participants, were asked to conduct the first screening based on specific criteria, including age, coaching experience, and the employer's profile (international, multinational, or a distinguished regional name).
2. **Second Screening by the Researcher:** After referral, the researcher conducted a second screening to validate the coaching experience. This involved a direct conversation with the participant, asking specific questions about their coaching role, responsibilities, and experiences. This provided a means to confirm that their experience aligned with the research requirements.

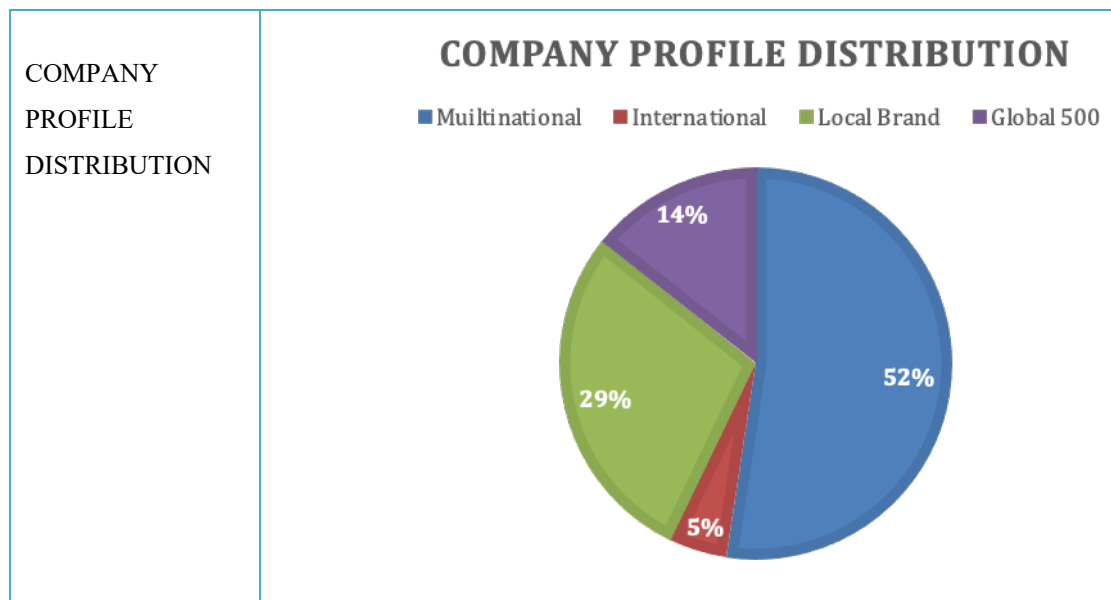
This two-step process ensured that all participants had relevant coaching experience, despite the self-reported nature of the data. The use of both referrer screening and direct verification helped validate the participant selection.

Table 2: Demographic Information

Name (Pseudonym)	Age Range	Race/Ethnicity (Language Spoken)	Declared Seniority	Company Profile
Flavian	40-45	HongKonger (Cantonese)	Department Head	Multinational
Winnie	40-45	HongKonger (Cantonese)	Department Head	Multinational
Albert	45-50	HongKonger (Cantonese)	Associate Director	Local Brand
Donna	50-55	British (English)	Senior VP	Multinational (G.500)
Devon	55-60	HongKonger (Cantonese)	Director	Multinational
Kipps	55-60	HongKonger (Cantonese)	Director	Local Brand
Patrick	40-45	HongKonger (Cantonese)	Director	Local Brand
Phil	40-45	South-East Asian (English)	Exe. Director	Multinational
Prudence	45-50	HongKonger (Cantonese)	Exe. Director	Multinational
Joyce	40-45	HongKonger (Cantonese)	Department Head	Multinational
Laney	50-55	HongKonger (Cantonese)	Team Head	Local Brand
Ellen	40-45	HongKonger (Cantonese)	Department Head	Multinational
Yetta	40-45	HongKonger (Cantonese)	Department Head	Local Brand
Thomas	40-45	British (English)	Senior VP	Multinational
Giselle	50-55	HongKonger (Cantonese)	Director	Multinational (G.500)
Margaret	50-55	South-East Asian (English)	Team Head	Multinational
Charles	50-55	British (English)	Exe. Director	Multinational (G.500)
Nigel	40-45	British (English)	Exe. Director	Multinational
Maggie	45-50	HongKonger (Cantonese)	Exe. Director	Multinational
Jennifer	40-45	HongKonger (Cantonese)	Exe. Director	International
Avery	40-45	Asian American (English)	Exe. Director	Local Brand

<p>AGE COMPOSITION</p>	<p>AGE COMPOSITION</p> <p>■ 40-45 ■ 45-50 ■ 50-55 ■ 55-60</p>  <table border="1"><thead><tr><th>Age Group</th><th>Percentage</th></tr></thead><tbody><tr><td>40-45</td><td>52%</td></tr><tr><td>45-50</td><td>14%</td></tr><tr><td>50-55</td><td>24%</td></tr><tr><td>55-60</td><td>10%</td></tr></tbody></table>	Age Group	Percentage	40-45	52%	45-50	14%	50-55	24%	55-60	10%
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Female	48%										

<p>RACE/ETHNICITY COMPOSITIONS</p>	<p>RACE & ETHNICITY COMPOSITION</p> <p>■ HongKonger ■ British ■ South-East Asian ■ Asian American</p>  <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>HongKonger</td> <td>67%</td> </tr> <tr> <td>British</td> <td>19%</td> </tr> <tr> <td>South-East Asian</td> <td>9%</td> </tr> <tr> <td>Asian American</td> <td>5%</td> </tr> </tbody> </table>	Race/Ethnicity	Percentage	HongKonger	67%	British	19%	South-East Asian	9%	Asian American	5%				
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Executive Director	33%														
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3.9 Data Collection

The data collection phase, conducted from February to May 2022, was guided by insights from Milner, McCarthy & Milner's (2018) work on organisational support for MC. Building on their findings, semi-structured interviews were conducted with twenty-one managers across various industries, focusing on the complexities of training, support, and challenges in diverse organisational contexts.

Informed by the academics' research, the interviews were designed to elicit detailed insights, providing a nuanced exploration of MC dynamics. This approach enriched the analysis with a broad range of managerial perspectives.

Due to Covid-19 restrictions, interviews were held online, ensuring participant convenience and confidentiality. Reflexive questioning techniques, inspired by Milner, McCarthy & Milner (2018), were employed to elicit authentic responses, deepening the understanding of MC complexities.

The strategic selection of experienced managers from diverse sectors captured a wide range of perspectives (see [Table 3](#)), crucial for identifying recurring categories and refining them using GT methodology. This process generated actionable insights to enhance organisational coaching practices and ensured robust, representative findings.

Throughout data collection, continuous reflection was maintained to examine cultural insights and professional experiences, mitigating biases and deepening the understanding of the managerial coaching landscape in Hong Kong. Additionally, during the interviews, keen observation was employed to capture non-verbal cues, shifts in tone, and contextual nuances that might otherwise go unnoticed. This observational approach, coupled with ongoing reflection after each interview, allowed for the identification of emerging themes and patterns. These reflections informed subsequent interviews, enabling a more adaptive and responsive data collection process. This iterative approach was instrumental in refining the analysis, ensuring that the insights gained were not only contextually relevant but also reflective of the diverse experiences and challenges faced by managers in Hong Kong's corporate sector.

Table 3: Summary of Primary Coaching Challenges and Observational Insights: Participant Analysis

			PRIMARY COMPLAINTS (CHALLENGES)												OBSERVATIONAL INSIGHTS				
	Pseudonym	Coaching Knowledge Acquisitions	Deficient Coaching Culture	Inadequate Support / Training	Conflict of Interest	Demanding Millennials	Technique Deficiency	Mixing Up Coaching with Mentoring	Coaching Model Deficiency	Internal Coaches Unavailable	Work/Role Overload	Helplessness	Time Consuming Draining	Time Constraint	Lacking Formal Coaching Training	Lacking/Insufficient Non-Formal Training	Over-Reliance on Informal Coaching Training	Dunning-Kruger Effect	Passiveness
1	Flavian	Informal	*	*	*	*	*	*	*	*	*	*	*	*	*		*		*
2	Winnie	Informal		*		*	*		*		*			*	*				*
3	Albert	Non-Formal		*		*		*					*	*	*		*	*	*
4	Donna	Informal		*	*	*		*			*		*	*	*	*	*	*	*
5	Devon	Informal	*					*		*	*		*	*	*	*	*	*	*
6	Kipps	Informal	*					*	*	*				*	*	*	*		*
7	Patrick	Informal	*	*			*	*	*	*			*	*	*	*	*	*	
8	Phil	Formal				*		*		*				*					
9	Prudence	Informal	*	*		*		*	*		*	*		*	*	*	*	*	*
10	Joyce	Formal	*		*	*	*		*	*	*	*		*					*
11	Laney	Formal	*	*		*				*	*		*	*		*			*
12	Ellen	Formal	*	*	*	*		*			*	*				*			*
13	Yetta	Non-Formal			*	*		*		*	*	*	*	*		*		*	*
14	Thomas	Informal		*		*	*	*	*	*	*			*	*			*	
15	Giselle	Informal				*	*		*					*	*	*	*	*	
16	Margaret	Non-Formal				*		*	*	*	*	*			*	*	*		
17	Charles	Informal	*		*	*	*		*		*		*	*	*	*	*	*	*
18	Nigel	Informal			*	*			*				*	*	*	*	*	*	
19	Maggie	Informal				*		*	*	*	*	*	*	*	*	*	*	*	*
20	Jennifer	Informal	*			*	*	*	*	*	*	*		*	*	*	*	*	*
21	Avery	Formal				*							*	*					

3.10 Ethics in Research

In compliance with the institution's research ethics code (University of Wales Trinity Saint David, 2022b), this study adhered to strict ethical practices. Informed consent was secured in writing, establishing a clear understanding of the study's aims and methods, and maintaining transparency and trust throughout.

Anonymity was ensured through pseudonyms and careful data sanitisation, respecting Hong Kong's cultural diversity and ensuring sensitivity in both interview techniques and data analysis.

Power dynamics were critically examined to create an environment conducive to open discussions, especially when addressing sensitive topics. Reinforcing confidentiality measures and the scholarly use of data encouraged honest and insightful dialogue.

Ethical considerations were integral to the research process, guiding data collection, analysis, and dissemination. Continuous attentiveness ensured adherence to the highest ethical standards, with a focus on producing academically sound and constructive findings that positively contribute to the field of managerial coaching.

The researcher was committed to upholding rigorous academic ethics, ensuring the outcomes benefited both participants and the broader academic community.

3.10.1 Data Management, Storage, and Protection

The researcher developed a comprehensive data management plan emphasising security and confidentiality per institutional guidelines (University of Wales Trinity Saint David, 2022a). All electronic data were encrypted and stored on secure cloud platforms with robust two-factor authentication, while physical copies, such as interview transcripts, were kept in a locked filing cabinet accessible only to authorised personnel.

Beyond secure storage, the researcher carefully managed the data lifecycle, including ethical disposal. A clear data retention timeline was established, ensuring information was kept only as necessary and securely destroyed at the end of this period, in compliance with relevant regulations.

Data Retention and Disposal

Research data will be securely retained for a minimum of ten years following publication, as per institutional guidelines (University of Wales Trinity Saint David, 2022a). This duration supports potential result verification and future re-analysis. At the end of this period, all data will be securely destroyed to maintain confidentiality.

Ongoing ethical reflections, especially on power dynamics and the potential impact of findings on participants, were integral to the methodology. The researcher aimed to present conclusions respectfully and constructively, enhancing the integrity and applicability of the research.

3.11 Transcription

The transcription of interview recordings was fundamental to the research. Initially, voice recognition software was used for transcription, which was then supplemented by a detailed review to ensure accuracy. This ‘clean verbatim’ approach aimed to retain the essence of the participants' spoken words, including nonverbal cues, while omitting any unnecessary fillers for clarity. Accurate transcription is fundamental to the integrity and reproducibility of the research findings, making it a critical step in the data analysis process. The detailed review ensured that the transcriptions captured the true meaning and context of the participants' responses, thereby maintaining the authenticity and richness of the collected data (Carmichael & Cunningham, 2017).

3.12 Familiarisation

Lacey and Luff (2001) posit that familiarisation with the data involved deep engagement with the interview transcripts. This process required repeatedly reading through the transcripts to thoroughly understand their content, identify emerging patterns, and mitigate biases. Engaging deeply with the data was essential for grasping its nuances and gaining insights into the participants' experiences. This phase was instrumental in highlighting significant concepts, such as the challenges of balancing managerial roles and the importance of supportive coaching environments in the workplace. Through this familiarisation, the foundational elements for coding and subsequent analysis were established, setting the stage for a detailed exploration of the research questions (Lacey & Luff, 2001).

3.13 Coding

This section offers a detailed description of the categories that emerged from the data analysis process, along with their coding (see *Figure A*) and interpretation. Each category represents a significant theme or pattern identified in the data, providing a structured framework for understanding the phenomena under study.

3.13.1 Open Coding

Open coding entails segmenting the data into distinct parts and thoroughly examining and comparing them for similarities and differences. During this phase, labels are assigned to chunks of data that represent meaningful concepts. This initial stage of coding is crucial as it lays the foundation for further analysis and theory development (Strauss & Corbin, 1990; Thornberg, Perhamus & Charmaz, 2014).

3.13.2 Constant Comparative Method

The constant comparative method is a fundamental element of GT methodology. This technique involves the ongoing comparison of new data with existing codes and categories, allowing for their refinement and integration into the evolving theory. This iterative process ensures that the theory remains anchored in the data and evolves with new insights (Giles et al., 2016; Thornberg et al., 2014).

3.13.3 Axial Coding

Axial coding succeeds open coding and involves reassembling the data by establishing connections between categories. This process identifies relationships among the open codes, leading to a more coherent understanding of the data. Axial coding helps to identify core categories and subcategories, linking them to create a structured framework (Strauss & Corbin, 1990; Thornberg et al., 2014).

3.13.4 Selective Coding

Selective coding is the concluding phase of the coding process, concentrating on the integration and refinement of the theory. This stage involves identifying the central phenomenon to which all other categories are related. Selective coding ensures that the developed theory is cohesive and comprehensive, encompassing all relevant aspects of the research data (Charmaz, 2006; Thornberg et al., 2014) (see [Figure A](#)).

Figure A: Example of the Coding Process

Open Coding & Constant Comparative Method

Both began after re-reading the transcripts. In this initial stage, the researchers examined the data closely and assigned codes to segments of the data. Codes would be words or phrases that describe the essence of the data.

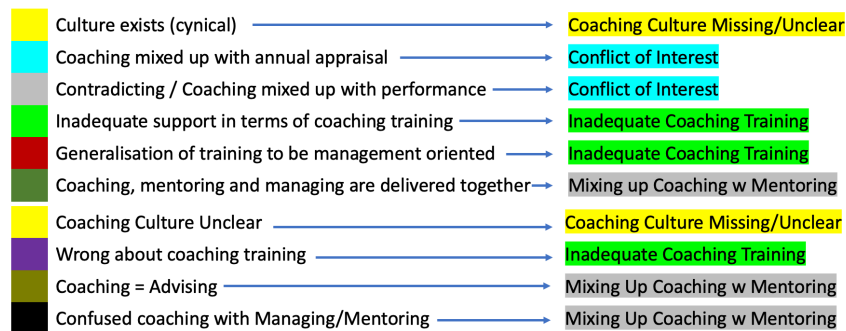
Charles: I am probably, cynicism for me as an individual. I think, I think there's definitely a culture. And sorry, let me reflect, I think coaching and performance get mixed up too often. Those are everybody says there's a no blame culture and everyone has to be coached, but you still get a performance rating at the end of the year. Yeah, and I think that does contradict somewhat the culture of the organization and to try and boil it down to a full scale reading of how you performed over the years sometimes can undo all the culture. ... Support as a coaching manager probably not specifically on coaching, because it's more to do with management style, leadership style of which coaching is a part. So hasn't been coaching specifically, has been more about managing people. And you go on leadership course. We have no end of leadership courses available, some more rough than others. And I've always taken it but I'm not thinking about what I'm being taught, thinking about how I apply it when I get back to managing people. So, my coaching stroke, mentor style is kind of harried, decided to adapt it to me.

- Culture exists (cynical)
- Coaching mixed up with annual appraisal
- Contradicting / Coaching mixed up with performance
- Inadequate support in terms of coaching training
- Generalisation of training to be management oriented
- Coaching, mentoring and managing are delivered together

Winnie: Yes, yes... what kind of [coaching] training is this [that I am talking about]? Yes, I feel that it should be about 'consultation', umm how to say it, 'advising', I think it's 'consulting skills'. Yes, it's like how to give advice or how to know how to think it's 'communication skills' or part of it. I think it's part of communication skills. ... Yes, this is exactly the kind of problem that I have to face all along, that is conflict of interest, because when I decide to coach one, I expected one to act in concert with my thinking, cooperate and deliver the result I wanted. If I have a problem with one, or I feel that one could not cooperate with me under whatever circumstances, I am sure I would dislike one as I am result-oriented and I wanted one to achieve what I wanted but at the end one can't act in concert with my needs. Coaching skills could be done across department, such as if you are quite senior, regardless of your title, you could be a coach. And the one being coached could be of the same business line, could be someone much junior than you, or a little, and it doesn't have to be the one under you immediately, or could be someone 3-4 levels lower than you. This is a form of coaching because you are only sharing your life experience.

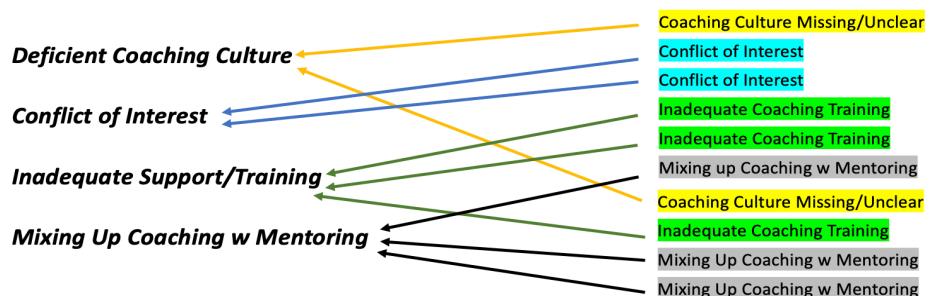
- Coaching Culture Unclear
- Wrong about coaching training
- Coaching = Advising
- Confused Coaching with Managing/Mentoring

It began after Open Coding. During axial coding, the researcher looked for connections between the codes identified in the open coding phase. They grouped related codes together into categories and subcategories, creating a more structured organization of the data.



Selective Coding

It began after axial coding. In the final stage, selective coding focuses on integrating the categories and subcategories developed during axial coding into a coherent and parsimonious theoretical framework. Researchers identify a central or core category that captures the primary theme of the data and relates to all other categories.



3.13.5 Ensuring Methodological Integrity and Data Saturation

Ensuring methodological integrity involves maintaining rigorous standards throughout the coding process. Data saturation is achieved when no new categories emerge from the data, indicating that the data collection process is complete. This saturation point is critical for ensuring the robustness and completeness of the grounded theory (Naeem et al., 2024).

3.13.6 Description of Categories

Each category is described in detail, highlighting its significance and relevance to the research questions. The description includes an exploration of the properties and dimensions of the category, offering a comprehensive understanding of its role in the emerging theory (Charmaz, 2016; Teppo, 2015).

3.13.7 Interpretation of Categories

The interpretation of categories involves examining their relationships and interactions within the broader framework of the study. This analysis provides insights into how the categories interconnect to form a cohesive understanding of the research phenomena. The interpretation also explores the implications of these relationships for theory development and practical applications (Charmaz, 2016; Teppo, 2015).

3.13.8 Integrating Categories into the Theory

Integrating the categories into the theory involves synthesising the descriptions and interpretations to develop a unified theoretical framework. This synthesis ensures that the theory is grounded in the data and reflective of the participants' experiences. The integration process also highlights the central phenomenon around which the theory is constructed, providing a coherent narrative that ties together all aspects of the research (Charmaz, 2016; Teppo, 2015).

3.13.9 Conclusion of Category Interpretation

Drawing on the methodologies discussed by Teppo (2015), this examination of categories derived from data analysis reveals key insights into the challenges and strategies in managerial coaching within Hong Kong's corporate sector. The core categories identified—organisational challenges, coaching practice challenges, managerial role challenges, and training and development challenges—offer a comprehensive understanding of the complexities within this cultural and organisational context.

Organisational challenges highlight systemic issues, such as a deficient coaching culture and inadequate support structures, that hinder effective managerial coaching. Coaching practice challenges address practical difficulties faced by managers, including technique deficiencies and the conflation of coaching with mentoring. Managerial role challenges emphasize the conflicts and pressures in balancing coaching responsibilities with other duties, while training and development challenges point to gaps in coaching education that impact managerial effectiveness.

These categories, integrated into a unified theoretical framework, underscore the need for a proactive and culturally sensitive approach to managerial coaching. Addressing these challenges requires a multi-faceted strategy that includes developing a robust coaching culture, providing comprehensive training, and aligning practices with Hong Kong's cultural dynamics.

The conceptual framework developed in this research offers practical guidelines and strategic recommendations for enhancing managerial coaching effectiveness, fostering organisational resilience, and supporting adaptability through a proactive mindset and distributed leadership principles.

In conclusion, this interpretation provides a nuanced understanding of managerial coaching in Hong Kong, highlighting critical areas to optimise coaching practices and improve managerial effectiveness. These insights contribute to the theoretical

development of the framework and offer actionable strategies for practitioners. Future research should explore these themes further, focusing on the longitudinal impact of coaching interventions and the ongoing development of culturally sensitive models.

3.14 Reporting

The success of qualitative studies is largely dependent on the accuracy and clarity of their reporting (Thornberg et al., 2014). This section outlines the reporting strategy for the research on MC within the corporate confines of Hong Kong, serving as a conduit between detailed data-driven analysis and broader implications for academia and industry.

3.14.1 Research Narrative and Contextual Framework

The narrative skilfully portrays the complex dynamics of managerial coaching set against Hong Kong's vibrant corporate landscape. The analysis, rooted in the Grounded Theory approach, highlights emergent patterns and enriches interpretations with insights into the Manager-as-Coach approach, offering a contextual framework that integrates these findings within the broader corporate culture.

3.14.2 Methodological Clarity and Depth of Interpretation

Methodological rigor and depth of interpretation were achieved through detailed data collection, analytical processes, and grounded theory methods (Charmaz, 2006). Semi-structured interviews with twenty-one management professionals provided rich insights into managerial coaching practices in Hong Kong. Data were transcribed and translated with precision to ensure accuracy and integrity (Corbin & Strauss, 2008).

The analysis began with open coding, segmenting the data into meaningful units (Corbin & Strauss, 1990). Axial coding followed, establishing connections between these units to form coherent categories and subcategories (Glaser & Strauss, 1967).

Selective coding then integrated these categories around a central phenomenon, creating a comprehensive theoretical framework (Holton, 2010).

The constant comparative method, integral to grounded theory, was used iteratively to refine the emerging theory (Charmaz, 2006). Theoretical sampling guided data collection, ensuring relevance and depth in the findings (Bryant & Charmaz, 2007). Memo-writing documented analytical decisions, maintaining transparency throughout the research (Birks & Mills, 2015).

Ethical standards, including informed consent and confidentiality, were strictly observed, safeguarding the study's ethical integrity (Birks & Mills, 2015). This methodological clarity and depth of interpretation underscore the robustness of the research findings, facilitating reproducibility and critical evaluation by other scholars (Charmaz, 2006). The nuanced understanding of managerial coaching within Hong Kong's corporate environment, achieved through these rigorous methods, provides valuable insights tailored to this unique context.

3.14.3 Utilisation of Visual Aids

Visual aids, such as diagrams and tables, clarify complex data and processes. They present demographic details, the coding process, and the emergent framework in an accessible format, enhancing the reader's comprehension of the methodologies and findings and aiding in the visual representation of complex theoretical constructs.

3.14.4 Implications and Contributions

The research findings have significant implications for enhancing managerial coaching practices and informing policy development within Hong Kong's corporate sector. Practical contributions include the development of culturally nuanced coaching models tailored to Hong Kong's unique corporate environment (Passmore & Lai, 2019; Hui & Sue-Chan, 2018). These strategies can improve managerial effectiveness and organisational resilience (Lam, 2016).

Theoretical contributions extend to the academic discourse on cross-cultural coaching dynamics, providing new insights into how cultural contexts influence coaching practices (Hofstede, 2011; Gallo, 2015). The research supports integrating these insights into global corporate strategies to enrich leadership development programs and improve organisational performance internationally (Rosinski, 2003).

These contributions not only address local challenges but also offer broader applications, enhancing leadership practices across different cultural contexts (Goldman et al., 2013; Parker & Wang, 2015).

3.14.5 Reflexivity and Ethical Considerations

Reflexivity is explored through a critical examination of how the researcher's biases and cultural background influenced the study. Ethical considerations, including participant confidentiality and informed consent, are thoroughly discussed, emphasising the study's adherence to ethical research practices and the measures taken to ensure data integrity and participant privacy.

3.14.6 Conclusion and Future Directions

The conclusion synthesises key findings and situates the emergent theory within the academic field, highlighting its potential contributions and setting the stage for future research that might build upon, validate, or challenge the initial findings. This creates a narrative that serves both the academic and the industrial sectors, prompting further exploration into the ever-evolving field of managerial coaching within Hong Kong's corporate domain.

3.15 Validity and Reliability

This qualitative study on MC in Hong Kong, using the GT methodology, approaches validity and reliability through qualitative standards: credibility, transferability, dependability, and confirmability, as outlined by Patton (2014).

Credibility was established through detailed semi-structured interviews that captured authentic insights into MC. Meticulous coding ensured emerging categories accurately reflected participant perspectives, aligning with GT principles and enhancing credibility (Patton, 2014).

Transferability is supported by comprehensive descriptions of the study's context, methodology, and participant demographics. These detailed descriptions provide a basis for assessing the applicability of the findings across various corporate sectors in Hong Kong, reinforcing Patton's (2014) emphasis on context-specific research.

Dependability was maintained through a systematic analysis, with each step clearly documented and peer reviewed. This ensured consistency and logical structure in the study, adhering to the principles of dependable qualitative research as highlighted by Patton (2014).

Confirmability was achieved by maintaining a reflexive stance, documenting researcher biases, and ensuring the findings represent the data and participant experiences, not the researcher's preconceptions. This aligns with Patton's (2014) focus on confirmability in qualitative research.

These strategies collectively uphold the study's scholarly integrity, providing valuable insights into MC within Hong Kong's corporate environment.

3.15.1 Internal Validity

Internal validity in this study on the Manager-as-Coach role was reinforced through several methodological approaches:

Constant Comparative Method: The iterative analysis fostered robust conceptual linkages, enhancing internal validity (Patton, 2014).

Peer Consultation: Although member checking was not performed, peer consultation in the field ensured that preliminary findings and methodologies were scrutinised, assumptions challenged, and interpretations validated. This ‘peer debriefing’ enhanced internal validity by providing additional interpretative scrutiny (Patton, 2014).

3.15.2 External Validity

External validity, or transferability, is acknowledged to have limitations given the study's specific focus on Hong Kong's corporate environment. However, the conceptual insights achieved in understanding the challenges and dynamics of MC offer a heuristic framework for similar or adjacent fields.

Conceptual Transferability: The GT methodology's focus on developing theory from data provides conceptual transferability. Despite the socio-cultural specificity of Hong Kong's corporate landscape, higher-level abstractions provide analytical tools that could be adapted to understand similar phenomena in other contexts (Patton, 2014).

While generalisability is approached cautiously, this research invites scholars and practitioners to consider its findings as a point of departure for further research or application in related settings.

3.16 Chapter Summary

Chapter Three establishes the methodological foundation of our research, detailing the adoption of Grounded Theory (GT) to explore the nuances of managerial coaching (MC) within Hong Kong's corporate sector. This chapter outlined the rationale behind the methodological shift from Interpretative Phenomenological Analysis (IPA) to GT, emphasising GT's suitability for the inductive, data-driven nature of our inquiry. It described the participant recruitment process, the data collection through semi-structured interviews, and the meticulous coding procedures that allowed for the emergence of a substantive theory.

Ethical considerations were thoroughly interwoven into the chapter, reflecting our unwavering commitment to upholding ethical standards throughout the study. From securing informed consent to maintaining participant anonymity and cultural sensitivity, ethical reflection was a continuous and integral aspect of our research process. We addressed the ethical complexities with care and thoroughness, maintaining the confidentiality and integrity of the collected data.

With a clear methodological framework in place, the study now turns to the presentation of findings. The following chapter details the empirical data collected, providing a foundation for the subsequent analysis and discussion. This approach allows for a structured examination of the key challenges identified, ensuring that the findings are directly tied to the research objectives.

CHAPTER 4 – PRESENTATION OF FINDINGS

4.1 Introduction to Findings

This chapter pivots our journey from the methodologies detailed in Chapter Three to the crux of our study—the presentation of our core findings. Here, we direct our lens towards the empirical evidence gathered, underlining the role our methodological approach played in unveiling these insights. This chapter begins by detailing the results related to the core research questions, each of which provides a crucial piece of the overall puzzle. By systematically presenting the data, the study ensures that each finding is contextualised within the broader framework of managerial coaching, offering a clear and coherent narrative that supports the ensuing analysis. It aims to objectively lay out the results obtained, setting the stage for deeper analysis in subsequent discussions. Through a focused presentation, we invite readers to examine the data that form the foundation of our research findings, providing a clear path to the implications that follow.

4.1.1 Overview of the Chapter Structure

1. Introduction to Findings
2. Research Questions Revisited
3. Presentation of Core Findings
4. Summary of Key Challenges and Transition to Framework Development
5. Chapter Summary

4.2 Research Questions Revisited

As we embark on the presentation of our findings in this chapter, it is pivotal to revisit the guiding inquiries that have shaped our research trajectory. These questions underscore the categorical concerns of our investigation and set the stage for the empirical evidence to be discussed.

We began by asking, **‘What challenges do managers face in balancing coaching with other managerial responsibilities’?** This question probes the complexities and obstacles inherent in the dual role of managing and coaching, seeking to uncover the nuanced dynamics that managers navigate.

Our second question, **‘How do coaching training methods impact managerial effectiveness’?** delves into the efficacy of different coaching training approaches. It aims to evaluate their influence on enhancing managerial skills and overall effectiveness within organisational contexts.

Lastly, we explored, **‘What new frameworks or theories can help understand and address these challenges’?** This inquiry encourages a forward-looking perspective, inviting the identification and development of innovative frameworks that can provide insights into and solutions for the identified challenges.

Each question carves out a distinct facet of our research focus, collectively guiding the exploration and analysis that follows in this chapter.

4.3 Presentation of Core Findings

We now turn our focus to a pivotal aspect of our investigation: the Managerial Challenges in Coaching. Through a rigorous analysis grounded in our data, we have unearthed four core categories that encapsulate fifteen distinct challenges. These challenges, as evidenced by the empirical data, highlight the intricate obstacles managers face in integrating coaching responsibilities with their managerial roles. Our aim is to unravel these complexities, offering insights into the nuanced dynamics at play.

To provide a clearer understanding of how the coding generated the core categories from the initial concepts, please refer to [Table 4](#). This table illustrates the connections between the original concepts, their intermediate categories, and the final core categories.

Table 4: Progression from Open Coding to Selective Coding: From Codes to Concepts, Categories, Core Categories and Research Question Responses

Open Coding → Concepts			Axial Coding → Categories			Selective Coding → Core- Categories			To Answer:	
Unclear Culture	Never Heard of It		<div>1. <i>Deficient Coaching Culture</i></div> <div>2. <i>Inadequate Support/Training</i></div> <div>3. <i>Internal Coaches Unavailable</i></div> <div>4. <i>Time Constraint</i></div>			<div>1. <i>Organisational Challenges</i></div>			<div>RQ1</div>	
No mentioning	What is it?									
Limited mentioning	Need Professional Help									
None	Head Coach									
Depends on Manager	Real Feedback		<div>5. <i>Technique Deficiency</i></div> <div>6. <i>Coaching Model Deficiency</i></div> <div>7. <i>Mixing Up Coaching w Mentoring</i></div> <div>8. <i>Helplessness</i></div> <div>9. <i>Time Consuming & Draining</i></div>			<div>2. <i>Coaching Practice Challenges</i></div>				
Manager Shouldn't Coach	Takeover Entirely									
Difficult to Avoid	Too Much Work									
Employer's Interest	Too Busy									
Appraisal vs Coaching	No Time to Coach		<div>10. <i>Conflicts of Interest</i></div> <div>11. <i>Work/Role Overload</i></div> <div>12. <i>Demanding Millennials</i></div>			<div>3. <i>Managerial Role Challenges</i></div>				
Won't Listen	Many Hats									
Conceded	Won't Accept Input									
Own Motive	Takes Too Much Time									
Own Agenda	Other Responsibilities									
Uncooperative	Draining									
High Turnover	Bureaucratic									
What Model?	Not Enough Time									
Don't Know	After Office Hours									
No Own Model	Time Management									
Mixing Coaching & Mentoring	Need More Time									
University	Training Company		<div>13. <i>Lacking Formal Coaching Training</i></div> <div>14. <i>Lacking/Insufficient Non-Formal Coaching Training</i></div> <div>15. <i>Overreliance on Informal Coaching Training</i></div>			<div>4. <i>Training & Development Challenges</i></div>			<div>RQ2</div>	
Institutional	Workshops									
Master's Degree	In-House									
Qualification	Daily Work									
Certification	Peers									
Community College	Hearsay									
Programs	Observations									
Short Courses										

In this chapter, the narratives and experiences of our participants provide a rich understanding of how different training approaches affect managerial coaching. Selected quotes bring forth the direct experiences of managers dealing with these varying training methodologies.

Core-Category 1: Organisational Challenges

Managers often face systemic issues within their organisations that hinder effective coaching:

Category 1: Deficient Coaching Culture

Category 2: Inadequate Support/Training

Category 3: Internal Coaches Unavailable

Category 4: Time Constraint

Core-Category 2: Coaching Practice Challenges

These challenges relate to the practical aspects of coaching, highlighting areas where managers struggle in their coaching roles:

Category 5: Technique Deficiency

Category 6: Coaching Model Deficiency

Category 7: Mixing Up Coaching & Mentoring

Category 8: Helplessness

Category 9: Time Consuming and Draining

Core-Category 3: Managerial Role Challenges

These challenges emerge from the conflicting demands placed on managers as they navigate their dual roles:

Category 10: Conflicts of Interest

Category 11: Work/Role Overload

Category 12: Demanding Millennials

Core-Category 4: Training and Development Challenges

Training issues that limit the efficacy of coaching practices:

Category 13: Lack of Formal Coaching Training

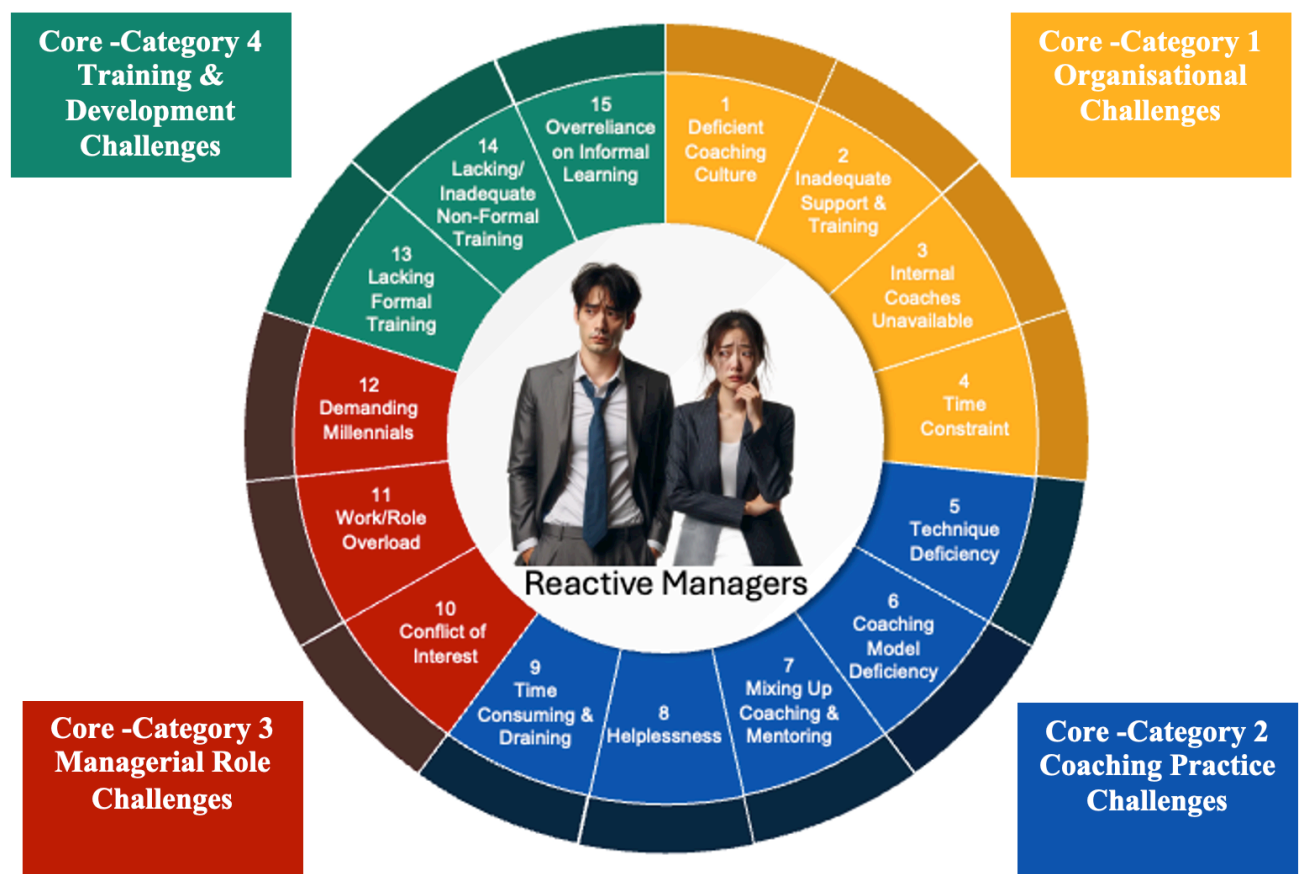
Category 14: Lack/Insufficient Non-Formal Coaching Training

Category 15: Over-Reliance on Informal Coaching Training

By categorising these challenges into common themes (see *Figure B*), we gain a clearer understanding of the multifaceted barriers managers face. This understanding serves as a foundation upon which the conceptual framework was developed to address these complex issues effectively.

Figure B: An Overview of the 15 Challenges

Source: Author's own creation



4.3.1 Core-Category 1: Organisational Challenges

Organisational challenges highlight the systemic barriers that impede effective coaching in managerial roles. These challenges stem from deficiencies in the organisational culture, insufficient support and training, a lack of internal coaching resources, and significant time constraints. They underscore the need for comprehensive organisational strategies to foster an environment conducive to managerial coaching success.

4.3.1.1 Deficient Coaching Culture

Exploring the landscape of organisational coaching, we uncover first-hand reflections on the 'Deficient Coaching Culture'. These narratives shed light on the practical challenges of embedding coaching into organisational DNA.

Prudence: ‘[Translation] *HR may briefly mention it [Coaching Culture] when they request that we serve as someone's coach. They elaborate somewhat on the rationale behind the need for coaching. Given my extensive work experience, I can readily discern the underlying implications with minimal explanation*’.

Flavian: ‘[Translation] *No, it has never been articulated within the office that we possess it [Coaching Culture] ... There simply isn't the time available to implement it [Ensuring the Operation of a Coaching Culture]*’.

Devon ‘[Translation] *No one would engage in any follow-up; no one would discuss any [Coaching] culture, so there is effectively no culture. It resembles an ad hoc project, merely aimed at encouraging us to engage in some coaching practices*’.

These insights from Prudence and Flavian highlight the absence or lack of a comprehensive coaching culture within their organisations.

Margaret: *'Okay, so regarding openness, we used to have evaluation criteria that originally came from people in the office who didn't really know the job. They didn't understand how people operate in [DEPARTMENT], but this has started to change. Groups have been formed, and we are changing how we evaluate each other by actually involving the core performers from the [STAFF] themselves to define what the criteria should be. This includes setting standards that are acceptable or not, to gauge if someone is doing a good job. It's different when you're just in the office and don't know the job. So now, we're getting people from each department who are actually doing the job to list out the criteria. They will be revamping the whole evaluation process.*

I think when we do our trainings, we are given links to the sources of the ideas. [Interviewer: Really?] Yes, they provide us with links. At [COMPANY NAME], on our website in the training-for-the-trainers section, we have a pool of resources, including books. We have WhatsApp groups where people share useful readings, especially if you are training the same group of people, like, for me, the service leaders. We share articles with each other because we receive more modules on facilitator guidelines, on how to conduct the trainings. These include footnotes about where the concepts originated. Also, among the trainers, when we conduct training together, we share notes on how to help participants understand better, giving examples or using internet resources. So, we do these things'.

Margaret's account provides a contrasting perspective, illustrating efforts to embed coaching culture within the organisational fabric through participatory evaluation processes and shared resources for continuous learning.

4.3.1.2 Inadequate Support/Training

Diving into the 'Inadequate Support/Training' category, participants' voices highlight the critical gaps in equipping managers with the tools for coaching success. The following insights underscore the tangible effects of these deficiencies.

Winnie: *‘[Translation] I believe there should be more comprehensive support, particularly in the area of foundational coaching skills, augmented by contemporary techniques. As we have just discussed, a variety of coaching methods are needed to enrich and elevate our skillset. We should proactively seek continued coaching support to reinforce what we have learnt from those 'one-off' training sessions, as there has been a lack of follow-up to date. In essence, it would be advantageous to have more specialised, topic-specific coaching training, which is currently lacking. This kind of ongoing support is what we particularly need’.*

Ellen: *‘[Translation] Ultimately, I would like to receive some level of support from the heads of the various departments. When it comes to mentoring, it is they who would need to designate someone for the role. However, the extent of that individual's commitment, their genuine enthusiasm for the practice, and their actual knowledge of coaching are separate matters entirely. While it is indeed the purview of Human Resources to ensure the most suitable person is assigned, one might question*

what expertise HR itself possesses in coaching to adequately prepare these designated mentors [coaches] and guide them in delivering effective mentorship [coaching]. This, too, is a distinct issue worthy of consideration'.

Note: Throughout the interviews, the terms 'mentor', 'mentoring', 'coach' and 'coaching' were used interchangeably by the participants, indicating their confusion regarding the distinction between these roles. This disclaimer applies to this section and all subsequent sections where the term 'mentor' was used in place of 'coach'.

4.3.1.3 Internal Coaches Unavailable

Pioneering through the 'Internal Coaches Unavailable' landscape, we unearth a vital organisational challenge: the conspicuous absence of internal coaching resources. This section unfolds through participant narratives, spotlighting the void left by the unavailability of internal coaches and its ripple effects on coaching efficacy within organisations'.

Maggie: *'[Translation] Indeed, I've contemplated this previously. While we do have training focusing on [COACHING STYLES], if such training becomes overly broad or superficial, its effectiveness is questionable. Returning to a previous point, should there exist a business unit or even a regional office with a dedicated person in the role of [INTERNAL COACH], then that would be highly beneficial, providing us with consistent support'.*

Thomas: *'They [HEAD OF COACHING] may help to organise the different trainings and such for coaching and have a team of coaches working under them. They would be kind of forming match strategy and stuff and ensuring that the [COACHING] culture is in place... Gradually, I would say, it's better if they [THE INTERNAL*

COACHES] *spread through all aspects of the company always and not want them to stay in one area. Because, for example, if they're in HR, they may have absolutely no idea how your, I don't know, trading department works. So, spreading them around into each business function would be better*'.

Yetta: '[Translation] *The efficacy [OF COACHING] is significantly influenced by several factors: the number of employees, their openness to coaching, the depth of the relationship between you and the employee, your level of organisational knowledge, and any potential biases that may be present, particularly if the coaching is conducted by an internal individual*'.

Flavian: '[Translation] *In relation to [COACHING] training programmes for employees, it would be more effective to employ an external facilitator for the training, as well as for conducting the coaching sessions, rather than tasking me [THE MANAGER] with these responsibilities. Additionally, utilising a third party could mitigate potential conflicts*'.

4.3.1.4 Time Constraint

Venturing into the 'Time Constraint' territory, we dissect a critical barrier to effective coaching: the relentless race against time. This section draws upon the experiences of our participants, illuminating the struggle to carve out moments for coaching amidst the whirlwind of daily responsibilities and the relentless pace of organisational life.

The interviews revealed that managers who were less proficient in coaching dedicated, on average, around 90 minutes per week to coaching. The frequency

of these coaching sessions varied depending on the manager's workload and the team's needs, without a fixed weekly schedule. Additionally, it was established that each manager typically oversaw a team of 6 to 8 employees. This information provides a clear picture of the time commitment and team size involved in their coaching responsibilities.

Winnie: *'[Translation] As I've previously articulated, the company's bustling environment renders me exceptionally time-constrained. Although cognisant of the necessity for coaching, I genuinely find myself devoid of the requisite time to engage in such activities'.*

Joyce: *'[Translation] My primary desire for additional support centres around the variable of 'time'. The most significant internal barrier precluding me from the act of coaching is, unequivocally, time itself'.*

Yetta: *'[Translation] The support I find most essential can be succinctly summarised as time and manpower. Indeed, the purview of coaching extends beyond conventional office hours. For instance, should a colleague seek my guidance, I am inclined to engage in telephonic coaching even upon my return home'.*

4.3.2 Core-Category 2: Coaching Practice Challenges

Coaching practice challenges focus on the practical difficulties managers encounter in their coaching roles. These include a lack of effective coaching techniques and models, confusion between coaching and mentoring, and feelings of helplessness. Additionally, coaching can be seen as time-consuming and draining, creating further barriers. These challenges reveal the need for clear guidelines, robust models, and supportive resources to enhance the coaching process.

4.3.2.1 Technique Deficiency

Under the spotlight in 'Technique Deficiency', we present participant accounts that bring to the fore the impact of lacking crucial coaching skills, emphasising the need for refined coaching techniques.

Giselle: *'[Translation] I do not adhere to a rigidly structured approach when I engage in coaching. Instead, each time I sit down [WITH THE EMPLOYEE], I generally gravitate towards the method [ENCOMPASSING (A) ACTIVE LISTENING, (B) PROVOCATION OF THOUGHT, AND (C) FOLLOW-UP DISCUSSIONS]. Specifically, when interacting with members of the Millennial or Gen-Z cohorts, I consciously eschew formulaic conversations, opting instead for a more facilitative approach that allows them to speak more than I do'.*

Jennifer: *'[Translation] I have not engaged in any [DELIBERATE FORMULATION OF A COACHING MODEL]; rather, it is a practice that evolves naturally in my day-to-day interactions. My approach typically begins by alerting the colleague to a specific behaviour I have observed. Subsequently, I would pose a query regarding the rationale behind said behaviour. Familiar with the "sandwich" approach, I proceed to offer commendations for aspects performed well before drawing attention to areas requiring improvement—such as the beef not being cooked adequately. I would then invite her to consider strategies for rectification. The interaction concludes with a summarising wrap-up, accompanied by words of encouragement. These are steps with which I am conversant and can proficiently implement'.*

Charles: *'I, nothing. I've never really thought of it [HAVING A COACHING MODEL OF MY OWN] to be honest'.*

4.3.2.2 Coaching Model Deficiency

Stepping into the realm of 'Coaching Model Deficiency', we encounter a pivotal challenge facing organisations: the absence of a structured coaching framework. Through the lens of our participants, this section illuminates the stark realities of navigating coaching without a compass, highlighting the crucial need for defined methodologies in coaching practices.

Prudence: *'No, I have never heard of it'.*

Kipps: *'The GROW model? What is it'?*

Flavian: *'Nope! Never heard of it'!*

4.3.2.3 Mixing Up Coaching & Mentoring

Venturing into the nuanced territory of 'Mixing Up Coaching & Mentoring', this section unveils the confusion between these pivotal roles through the lived experiences of those navigating these blurred lines.

Prudence: *'[Translation] It [THE COMPANY] posits that newcomers, often deemed inexperienced and in need of guidance, should smoothly integrate into the existing workforce through a mentor-mentee coaching system. For instance, they [those seniors] are encouraged to devote time to aid these junior employees, essentially guiding them in their early career stages. My approach entails a threefold inquiry: Firstly, I ascertain the*

senior staff's willingness to mentor; secondly, I probe into their availability; and thirdly, some initial pairing [MAPPING] has already been undertaken. I present the senior staff with a selection of 10 junior employees and inquire about their compatibility. If a mutual agreement is reached, the task is deemed complete'.

Donna: *'If I was to say, in my own words, what it would be, it would mean that it's about having constant guidance, someone that's looking out for your interest, giving you advice along the way. You know, good or bad advice, right? That is something that is, is a transparent culture where anyone can give that advice, whether it's to someone senior above or to someone junior. It should be very open. I've never worked in an environment where that's happened, but it would be nice if it did'.*

Thomas: *'...because we were in quite a stressful situation at the time we were moving support and things over to China and these young graduates were under a sharp pace, all this pressure on top of them. And so, they were getting stressed and upset and I had to comfort them really. So that was kind of my initial experience really, managing a team. But the other thing, which is different, is in China, the guys there expect to be told what to do. So, I had the team quite regimented. ... But when I moved to Hong Kong it was very different. People don't like being told what to do, you have to kind of get their trust and buy-in. That's probably where I learned more of the coaching techniques to get people's buy-ins and understand what makes them tick, and to get agreement on things. So more of a*

negotiation technique was needed to use in Hong Kong’.

4.3.2.4 Helplessness

In the exploration of 'Helplessness' within the managerial coaching context, we delve into a poignant aspect of coaching challenges. Through the lens of our participants, this section reveals the profound sense of being overwhelmed and under-resourced that managers and employees often face, impeding their ability to drive meaningful development.

Ellen: *‘[Translation] I previously reported to a CFO who would evaluate my proposals [ON HOW TO ENHANCE THE COACHING INFRASTRUCTURE], and her willingness to act upon them was a significant factor. Moreover, when I inquired about leveraging resources from the existing platform—the platform where I was previously situated—the CFO would articulate that gaining the company's agreement is one matter, whereas obtaining its support [ON COACHING] is an entirely different consideration’.*

Joyce: *‘[Translation] Alas, the reality is that I find it perplexing. As I've just explained, the organisational structure and scheduling do not particularly allocate time for coaching endeavours; the number of sessions I conduct is solely a function of my own volition [YET TIME IS A RESOURCE I LACK]’.*

Flavian: *‘[Translation] In truth, I am keen to discern a strategy to make the organisation cognisant of this glaring omission [LACK OF A COACHING CULTURE]. It might require external intervention to bring this to their attention, or if*

the prevailing trend leans towards endorsing coaching, then I anticipate that my firm would likely accede. Conveying this deficiency [OF COACHING CULTURE] to my organisation presents a formidable challenge for me'.

4.3.2.5 Time Consuming and Draining

Wading through the complexities of 'Time Consuming and Draining' aspects of coaching, this subsection unveils the profound challenges managers face in juggling the extensive time and emotional investment required by coaching with their myriad other responsibilities. The voices of our participants paint a vivid picture of the real-world balancing act necessitated by these dual demands.

Devon: *'[Translation] As for the drawbacks, the crux of the issue lies in time allocation. For the manager, engaging in coaching activities could consume a substantial amount of both time and cognitive resources'.*

Patrick: *'[Translation] Coaching is fundamentally an act of inspiration, thus direct instructions or directives are typically eschewed. Frequently, I find the process to be rather time-consuming and slow-paced, particularly if the coachee is resistant to inspiration. In such instances, the coaching exercise can become a highly time-intensive endeavour with limited measurable outcomes'.*

Charles: *'So, yes, there's a conflict because it's time-consuming along with everything else that you have to do. And but it depends on your mindset, which is why I say yes and not sure. Yes, it's time-consuming, but no, actually, it needs to be prioritised alongside all your other business*

objectives. And I think that's part of the problem; sometimes it's seen as a bureaucratic responsibility rather than a business endeavour'.

4.3.3 Core-Category 3: Managerial Role Challenges

Managerial coaching challenges reflect the intricacies that arise from the demands of leadership within coaching roles. These challenges often involve navigating conflicts of interest, balancing heavy workloads, and addressing the specific needs of diverse employee groups. They underscore the complexities managers face in integrating coaching responsibilities into their multifaceted roles, highlighting the necessity for strategic approaches that support effective coaching within these constraints.

4.3.3.1 Conflicts of Interest

Addressing the 'Conflicts of Interest', this section presents authentic experiences where the dual roles of supervision and coaching intersect, revealing the complexities this duality introduces into the coaching dynamic.

Ellen: *'[Translation] Indeed, this encapsulates the sort of dilemma I consistently encounter—conflict of interest. When I opt to coach someone, my expectation is for that individual to align with my way of thinking, cooperate, and achieve the outcomes I desire. If I encounter issues with this person or perceive that they are unable to collaborate with me for whatever reason, my inclination is to develop a disfavour towards them. This is largely because I am result-oriented and expect them to meet my objectives. However, they ultimately fail to act in accordance with my needs'.*

Charles: *'There's always a conflict between business development, business delivery, and softer skills, like coaching. To be honest, I think the softer skills often become the victim because they're not seen as required. At the end of the year – and this is a selfish view, I'll just be honest with you – people are judged on what they've delivered, not on what they've developed'.*

4.3.3.2 Work/Role Overload

Embarking on the journey through 'Work/Role Overload', we uncover the daunting challenge of managing a heavy workload while striving to provide impactful coaching. Participant narratives in this section lay bare the struggle to maintain coaching commitments against the backdrop of ever-expanding managerial responsibilities.

Donna: *'Yeah, I think a lot of it [CHALLENGE] is workload, trying to balance how, you know, because doing coaching requires time to sit down and have headspace to be thoughtful and think about things. But most of the time, we're just on this treadmill trying to get through the work'.*

Charles: *'So, yes, there's a conflict because it's time-consuming along with everything else that you have to do'.*

Thomas: *'I mean, there are lots of buzzwords flying around every year at the [TYPE OF ORGANISATION] like this. The last few years, things have been about agility... And now we've got a new CIO that's come in. So, there are other new buzzwords flying around, and then other things as well like diversity and stuff like that. So, the coaching culture is just another sort of common strategy that*

they've strategised. So, it's sort of for me to put in some of their communications and stuff, because basically, we're inundated with emails about different trainings and different things we should be thinking of. And because it's a big organisation with 18,000 people working in the [TYPE OF ORGANISATION], there's a lot of information overload, I guess'.

4.3.3.3 Demanding Millennials

Here, we explore the unique coaching challenges presented by a generation reshaping the workplace. Participants share their encounters, offering a window into this generational divide.

Jennifer: *'[Translation] Yes, there's pressure [WORKING WITH THEM], particularly with the millennials...The pressure comes from the younger millennials as they simply won't listen'.*

Charles: *'And I think sometimes it's the individual's willingness to be coached. Many people are open to coaching and hearing from others, but sometimes all they want is positive affirmation of what they already think. So, they're not ready for honest feedback'.*

Phil: *'I think how they see the world is different from how I see the world. I think their set of values is different, in a sense, like, for example, their work-life balance. What is work-life balance for them is very different than for me, or not just work. So, about balancing life, they want more free time. They don't want to work so hard. They want more because my company is a 24-7 company, twenty-four hours, 7 days a week, and also we sometimes*

hire people to work in shifts. So, those people who come in, and they don't like the shift work, they would resign. They don't think that they want to do that. So, the different values are there in the sense that they feel that it's important for them to have me time, downtime, and all that'.

Donna: *'Um, I think maybe they're not so receptive. Millennials, I think, want to get to the end game. They're looking at the end goal, but sometimes that's harder to achieve without going through certain steps along the way, right? You know, you can't become a CEO without experiencing adversity and challenges. I think millennials, and I'm generalising here, struggle when they come up against a challenge or adversity. It's too easy to walk away rather than persevere. So, when it becomes hard, even if it's coaching that's hard, or something harder, I'm not sure they all want to take on those hard tasks'.*

Avery: *'I think they are a pain. Yeah, I think they're a pain. A real pain... I mean, they are very different, with a very different mindset, personality... They're very innovative. They're very creative. They, well, they represent the future, whether we like it or not, they represent the future'.*

Joyce: *'[Translation] The variance is remarkably significant, indeed, it's a tremendous difference [WHEN IT COMES TO COACHING THE OLDER AND YOUNGER MILLENNIALS]. Their cognitive frameworks differ so vastly that they [NORMAL COACHING SKILL] cannot be employed. Those who have reached the age of 40 may already have explicit life objectives and some*

measure of achievement. Conversely, the younger generation is often more proactive and bears an outlook entirely disparate from my own. I find myself in a position where I must acquaint myself with this new cohort, who are largely non-existent in my current circle [SOCIAL CIRCLE]. This demands a radical shift in my own perceptions to navigate their unique, individualistic thought processes. It is far from facile to coach them; indeed, it presents a formidable challenge’.

Giselle: ‘[Translation] In terms of positive [ATTRIBUTES], youth coupled with ambition can be channelled as a potent catalyst, encouraging individuals to transcend their assumed limitations and to think and act creatively. On the other hand, negative [TRAITS] manifest idiosyncratically from one person to another. Specifically, the interplay between a pronounced sense of ambition and an absence of long-term planning can culminate in career-related frustrations if individuals remain unaware of, or fail to comprehend, their own blind spots’.

4.3.4 Core-Category 4: Training and Development Challenges

Training and development challenges underscore the limitations in current coaching training practices, affecting both the quality and consistency of managerial coaching. These challenges include a lack of formal training programs, insufficient non-formal training opportunities, and an over-reliance on informal coaching methods. Addressing these issues is crucial for equipping managers with the necessary skills and knowledge to provide effective coaching and drive organisational growth.

As defined by Nelson, Cushion and Potrac (2006) and Piggott (2012), formal learning is characterised as structured education within an institutionalised, chronological, and

hierarchically organised system, requiring prerequisites for entry, compulsory attendance, and leading to certification. Non-formal learning is described as systematic educational activities conducted outside the formal system, offering learning to specific subgroups and focusing on particular areas of interest, such as coaching seminars or workshops. Informal learning is recognised as a lifelong process in which individuals gain skills, attitudes, and knowledge from everyday experiences and their environment, extending across various contexts beyond formal educational institutions. This includes learning through practice, mentoring, and interactions within informal networks or communities of practice. These definitions highlight the spectrum of learning modalities, emphasising the interconnectedness and importance of diverse learning experiences in the development of coaching expertise.

4.3.4.1 Lack of Formal Coaching Training

Entering the domain of 'Lack of Formal Coaching Training', this section unfolds the critical gap identified in the realm of managerial coaching. Through participant insights, we uncover the significant disparity between the intuitive approach to coaching and the transformative potential of formal, evidence-based coaching education.

Phil: *'I went to [Name of University] University, which is in [NAME OF CITY]. I did evidence-based coaching for 1.5 years. This was my own personal interest because I believe in lifelong learning. Thereafter, I equipped myself with various accreditations: I'm MBTI accredited, D.I.S.C. accredited, and HOGAN accredited. Following that, I did the WBECS conversational intelligence course, completing two courses in that area. Then, I did team transformation coaching, taking both the masters in team coaching and the foundation coach training. So yeah, oh my goodness, too much. I think there are too many, and I'm kind of upset that sometimes people go for 3-day*

courses and then call themselves a coach. You don't put in the number of hours. I think there are too many of them, especially in Hong Kong'.

Joyce: *'[Translation] I have undergone comprehensive coaching training, encompassing everything from my coaching model to the actual practice of coaching. In addition, I delve into articles concerning [COACHING] ethics and actively enrol in e-learning courses via various online platforms. Furthermore, I have attained a postgraduate certificate by successfully completing the Corporate Coaching module at [NAME OF COMMUNITY COLLEGE]'.*

Ellen: *'[Translation] Indeed, formal training has been immensely beneficial for me, providing a sense of liberation. While I can't assert that it [FORMAL LEARNING] has boosted my confidence, it has certainly clarified various facets [OF COACHING]'.*

4.3.4.2 Lack/Insufficient Non-Formal Coaching Training

Exploring 'Lacking/Insufficient Non-Formal Coaching Training' uncovers a crucial area for enhancement within the coaching development spectrum. This section illuminates the voices of our participants, who navigate the nuanced landscape of acquiring coaching skills outside formal education frameworks.

Nigel: *'Yeah, I've had both [FORMAL and NONFORMAL LEARNING]. And I've had great experiences and terrible experiences. Some of my poor experiences have been with professional bodies who've been paid to come in and train, as opposed to individuals who coached me from within an organisation. And maybe that's because,*

to the external world, training is a business, but inside, it's about your culture. And there's a skin in the game question here, I think, Peter [THE RESEARCHER], that makes a difference. To tell you what I mean, a long time ago, I began my career in management consulting, working for [Company Name]. We used to go into organisations, tell them how to run themselves, charge them a lot of money, and then go somewhere else and tell somebody exactly the same story. My disillusionment with consultancy was that I was never there to work through the outcomes of the advice that we'd given. And it's a bit like that with the training companies'.

Albert: *'[Translation] I consider myself largely self-taught in [COACHING SKILLS], except for a workshop I attended in the UK that offered genuine guidance. It was an enlightening experience, although the details of that week remain somewhat hazy. However, your questions have helped me recollect some elements. At that time, if memory serves and if it aligns with your theoretical framework, the foremost principle in coaching was clear: refrain from commenting and passing judgement. One should not, and is not permitted to, judge'.*

4.3.4.3 Over-Reliance on Informal Coaching Training

Diving into the 'Over-Reliance on Informal Coaching Training', we discern the contours of a landscape where informal learning methods predominate. Participant stories in this section draw attention to the eclectic and unstructured journey of acquiring coaching competencies without formalised training.

Maggie: *‘[Translation] Informal [TRAINING]! Whilst I have perused training materials, I’ve never been formally educated on how to be a coach or on the responsibilities a coach should undertake’.*

Thomas: *‘I don’t like doing all the online trainings and things like that; I prefer, perhaps, sitting down with somebody and having that kind of one-on-one and learning those experiences first-hand. That’s what obviously works for me. So, I did that with my line manager at Morgan Stanley. And that was the most effective way for me to learn. This is what I’m trying to do at Standard Chartered now, you know, identifying people that I want to learn something from, and then I’m trying to have some time with them to sit down, to talk through things, and just find out what makes things click, really’.*

Nigel: *[About coaching skills] ‘I’ve had training in this context, as I mentioned before. And I’ve observed people who I think are good at it. I’ve conducted my own mental gap analysis between their skills and mine and tried to pick up some of those skills along the way. But if there is a checklist I’ve gone through, then it’s probably not as formal as that’.*

4.3.5 Recognition and Contextualisation of Managerial Coaching Challenges in Hong Kong

The challenges outlined in the previous sections reveal the multifaceted obstacles that managers face in their coaching roles. Each challenge, whether organisational, related to coaching practices, managerial, or involving training and development, requires a nuanced approach for effective resolution. The findings of this study highlight a critical need for Hong Kong managers to address a set of challenges that impede their coaching practices. Unlike their Western counterparts, who have been addressing these

challenges for several years, Hong Kong managers have not fully recognised these issues as primary challenges. This discrepancy is partly due to workplace coaching in Hong Kong being a relatively recent practice compared to its longer history in Western regions. Consequently, there have been limited studies to unearth the specific challenges managers in Hong Kong face when conducting workplace coaching.

Workplace coaching can be seen as a form of conflict resolution, as it involves addressing interpersonal issues, enhancing communication, and fostering a collaborative environment. These aspects are critical in resolving conflicts and improving workplace dynamics. The article by Tinsley and Brett (2001) discusses the management of workplace conflicts in the United States and Hong Kong, highlighting that conflict resolution practices in Hong Kong have lagged behind those in Western regions. This delay is reflected in the adoption and recognition of workplace coaching as an effective strategy for conflict resolution.

As a result, Hong Kong managers have not realised that they are encountering challenges similar to those that Western managers have already navigated. These challenges include issues such as time constraints, deficient coaching culture, inadequate support and training, mixing up coaching with mentoring, and conflicts of interest. The shift from focusing on coaching Millennials to a broader examination of managerial challenges is supported by the data and underscores the importance of developing a framework that can guide managers in resolving these challenges. The larger sample size and the iterative nature of the interviews, where each interview built upon the previous one, further support the use of grounded theory for this study.

Figure C below visually encapsulates these challenges, grouping them by their core categories. It highlights how these distinct, yet interconnected challenges contribute to a reactive managerial stance. This diagram serves as a visual representation of the data presented, and the potential resolutions, reinforcing the need for a comprehensive framework that addresses these challenges and transforms managerial coaching into a proactive and effective function.

Figure C: Categorised Overview of Managerial Coaching Challenges with Potential Resolutions

Source: Author's own creation



4.4 Summary of Key Challenges and Transition to Framework Development

This section synthesises the key challenges identified in the data analysis, forming the empirical foundation for the subsequent discussion. These challenges highlight the complexities within managerial coaching in Hong Kong's corporate sector and provide essential insights for developing strategic solutions.

Organisational Challenges

1. **Deficient Coaching Culture:** A lack of embedded coaching culture within organisations, leading to inconsistent practices and undervaluation of coaching.
2. **Inadequate Organisational Support and Training:** Insufficient backing from senior leadership and inadequate training programmes hinder the effectiveness of coaching.
3. **Shortage of Internal Coaches:** A lack of qualified internal coaches exacerbates the challenges of implementing effective coaching programmes.
4. **Time Constraints:** Managers struggle to allocate sufficient time to coaching due to their other responsibilities.

Challenges in Coaching Practices

5. **Deficiencies in Coaching Techniques:** Many managers lack the necessary skills and techniques to conduct effective coaching sessions.
6. **Ineffective Coaching Models:** The models used often do not fit the specific needs of the organisation or the individual, reducing their effectiveness.

7. **Confusion Between Coaching and Mentoring:** Ambiguity in roles leads to the misapplication of coaching methods and confusion between coaching and mentoring.
8. **Helplessness and Concerns Over Psychological Well-being:** The pressures of coaching, combined with other responsibilities, contribute to concerns about the psychological well-being of managers.
9. **Time Consuming and Draining:** The demands of coaching are time-consuming and mentally exhausting, especially when combined with other managerial duties. Managers often find themselves overextended, leading to burnout and reduced coaching effectiveness.

Managerial Role Challenges

10. **Conflicts of Interest:** Managers often face conflicts between their coaching role and their other managerial duties, leading to ethical dilemmas.
11. **Role Overload:** The added responsibility of coaching exacerbates managers' already heavy workloads.
12. **Cultural Diversity:** Managing a culturally diverse workforce presents unique challenges in coaching, as managers must navigate different communication styles, expectations, and values. This complexity can make it difficult to apply a one-size-fits-all approach to coaching, requiring managers to adapt their strategies to meet the diverse needs of their teams.

Training and Development Challenges

13. **Gaps in Formal Coaching Training:** Formal training programmes are insufficient, leaving managers ill-equipped to coach effectively.

14. **Lack of Continuous Professional Development:** There is a deficiency in ongoing training opportunities, leading to stagnation in coaching skills.
15. **Over-reliance on Informal Training:** Informal coaching practices dominate, often at the expense of more structured, effective approaches.

These challenges underscore the need for a comprehensive and adaptive approach to managerial coaching that addresses both organisational and individual factors.

A recurring category identified among participants was the challenge of balancing multiple business responsibilities alongside coaching. Many managers expressed frustration at being unable to devote consistent time to coaching, citing the demands of daily operations, budgeting, and client management. As one manager noted, *‘Coaching is important, but with so much going on, it often gets pushed down the list of priorities’*. This highlights the reality that coaching is not a standalone function but is interwoven with other leadership responsibilities.

As we conclude the detailed discussion of the four core categories and present direct insights from participants, it becomes essential to take a step back and examine the underlying connections between the fifteen categories that emerged from this study. While the four core categories — Organisational Challenges, Coaching Practice Challenges, Managerial Role Challenges, and Training and Development Challenges — provide a structured outline of the findings, a deeper analysis of how the fifteen categories interact is necessary to capture the complex nature of managerial coaching challenges fully.

The challenges identified in this study are not isolated phenomena but part of an interconnected system influenced by organisational and managerial factors. These interrelationships reveal how deficiencies in coaching culture, training, and resource allocation contribute to operational barriers and role-specific challenges faced by managers. By synthesising these insights, the Proactive Coaching Integration Framework (PCIF) offers a structured lens to address these complexities. The following section examines the dynamic interconnections among the 15 categories and the four core categories, demonstrating how organisational challenges shape coaching

practices and managerial roles, while training and development challenges exacerbate these issues. This analysis provides the foundation for understanding how these systemic interconnections impact coaching effectiveness and inform the development of a cohesive and adaptive framework.

4.5 Interrelationships Between the 15 Categories and the 4 Core Categories

The interrelationships among the 15 categories of managerial coaching challenges and the 4 core categories — Organisational Challenges, Challenges in Coaching Practices, Managerial Role Challenges, and Training and Development Challenges — form a dynamic system. These interconnections highlight how challenges do not exist in isolation but interact reciprocally to create a complex environment for coaching. This section explores these interrelationships in depth, demonstrating how these categories collectively impact managerial coaching and inform the development of the PCIF.

4.5.1 Organisational Challenges

Organisational challenges provide the foundational context within which all coaching activities occur. Key categories such as Deficient Coaching Culture (Category 1), Inadequate Support/Training (Category 2), Internal Coaches Unavailable (Category 3), and Time Constraints (Category 4) shape the initial conditions that define managerial coaching practices and their outcomes.

A Deficient Coaching Culture (Category 1) serves as a critical root issue. Organisations that fail to prioritise coaching embed a culture where managerial coaching is undervalued. This deficiency creates a cascading effect, where inadequate support and training (Category 2) limit managers' access to necessary resources, further weakening their ability to perform coaching effectively. For example, the unavailability of internal coaches (Category 3) often stems from this lack of prioritisation, as organisations fail to allocate resources to develop internal coaching capacity. These limitations compound over time, leading to increased time constraints

(Category 4) as managers struggle to balance coaching responsibilities with other duties.

Organisational challenges are cyclical, as the absence of structured support exacerbates other categories, creating a self-reinforcing loop. Addressing these root causes through proactive leadership and distributed leadership, as advocated by the PCIF, is essential to breaking this cycle and fostering a supportive organisational culture.

4.5.2 Challenges in Coaching Practices

Challenges in coaching practices represent the operational barriers managers face in delivering effective coaching. Categories such as Technique Deficiency (Category 5), Coaching Model Deficiency (Category 6), Mixing Up Coaching & Mentoring (Category 7), Helplessness (Category 8), and Time Consuming and Draining (Category 9) illustrate the practical difficulties that arise from organisational limitations.

Technique Deficiency (Category 5) often results from Inadequate Support/Training (Category 2), leaving managers without the tools necessary to deliver consistent and effective coaching. Similarly, Coaching Model Deficiency (Category 6) creates ambiguity and inconsistency in coaching practices, as managers operate without a clear framework. These deficiencies lead to role confusion, exemplified by the Mixing Up of Coaching and Mentoring (Category 7), where managers conflate coaching with other managerial roles.

Helplessness (Category 8) emerges as a consequence of these compounded challenges. Managers frequently feel unsupported and overwhelmed, particularly when coaching responsibilities become Time Consuming and Draining (Category 9). These operational challenges are not only interrelated but also influenced by organisational constraints, creating a feedback loop that diminishes coaching effectiveness. By addressing these systemic issues, the PCIF equips managers with the resources and

frameworks necessary to overcome these obstacles and establish clarity in their coaching roles.

4.5.3 Managerial Role Challenges

Managerial role challenges pertain to the unique pressures managers face as they balance coaching with other responsibilities. Key categories such as Time Consuming and Draining (Category 9), Work/Role Overload (Category 11), and Helplessness (Category 8) underscore the complexity of the managerial role in coaching.

Work/Role Overload (Category 11) often arises from organisational constraints, such as a Deficient Coaching Culture (Category 1) and inadequate training resources (Category 13-15). These pressures force managers to prioritise immediate operational demands over coaching responsibilities, exacerbating Time Constraints (Category 4) and further reducing the time available for effective coaching.

Helplessness (Category 8) is both a cause and consequence of these role challenges. Managers who feel unsupported by their organisations often struggle to perform their coaching duties effectively, leading to diminished confidence and capability. This, in turn, reinforces Work/Role Overload and perpetuates a cycle of inefficiency. The PCIF's emphasis on proactive leadership and distributed leadership provides a framework for alleviating these pressures, enabling managers to delegate responsibilities and focus on coaching as a strategic priority.

4.5.4 Training and Development Challenges

Training and development challenges are pivotal in shaping the capacity of managers to fulfil their coaching roles. Categories such as Insufficient and Imbalanced Coaching Training (Categories 13-15) and Internal Coaches Unavailable (Category 3) highlight the gaps in training and development that hinder effective coaching.

Insufficient and Imbalanced Coaching Training (Categories 13-15) creates disparities in managers' skills and knowledge, leading to inconsistencies in coaching practices. This deficiency is compounded by the unavailability of internal coaches (Category 3), who could otherwise serve as mentors or guides for less experienced managers. The absence of adequate training resources perpetuates Technique Deficiency (Category 5) and contributes to the broader challenges in coaching practices.

These challenges are interwoven with organisational and managerial role challenges, illustrating the systemic nature of coaching obstacles. For instance, inadequate training exacerbates Helplessness (Category 8) and contributes to Work/Role Overload (Category 11) as managers struggle to navigate their coaching responsibilities. By addressing these foundational training gaps, the PCIF enables organisations to build a sustainable coaching culture and equip managers with the skills necessary for effective coaching.

In Summary

The interrelationships among the 15 categories and the 4 core categories (see [Figure D](#)) reveal a complex, dynamic system of coaching challenges. Organisational challenges create the foundational context that shapes managerial practices and employee outcomes, while training and development challenges exacerbate these issues. The systemic nature of these interconnections underscores the need for a holistic approach to addressing managerial coaching challenges. The PCIF provides a structured framework to break these cycles and establish a sustainable, adaptable coaching environment. This foundation sets the stage for the subsequent theoretical integration and practical application of the PCIF.

Figure D: Interconnected Relationships Between 15 Managerial Coaching Challenges and 4 Core Categories

Source: Author's own creation



4.6 Definition of Coaching Based on Participating Managers' Practices

The managers interviewed in this study perceive coaching as an integral yet challenging aspect of their roles. For many, coaching extends beyond merely guiding or instructing team members; it serves as a platform for personal engagement, skill-building, and creating trust-based relationships. The managers typically approach coaching with a practical orientation, integrating it into everyday tasks, such as performance feedback, problem-solving discussions, and team development initiatives. This understanding of coaching is predominantly task-focused, aiming at immediate improvements and addressing performance-related issues in a manner that supports incremental growth rather than formalised, long-term development.

One recurring theme is the emphasis on trust-building as the foundation of effective coaching. Managers highlight that building a sense of mutual respect and trust with employees facilitates open communication, enabling employees to express concerns and seek guidance without fear of judgment. Trust fosters an environment where employees feel encouraged to explore solutions independently, with managers providing feedback and steering them toward constructive outcomes. However, the actual practice of coaching among these managers often remains informal, shaped by individual discretion rather than a structured or systematic approach. This informality reflects a common struggle to integrate coaching consistently within the constraints of their demanding schedules and organisational expectations.

Managers also describe coaching as a pathway to enhancing team cohesion and personal connections, viewing it as a means to create a supportive atmosphere within teams. Nonetheless, the balancing act between managerial duties and coaching responsibilities is frequently cited as a limiting factor. Many managers express frustration over the lack of time and resources, which restricts their ability to coach effectively. These limitations often lead to a reactive approach to coaching, where managers address issues as they arise, rather than through proactive, structured coaching practices aimed at long-term development.

Despite aspirations to foster a coaching culture, managers encounter significant challenges in shifting from directive to empowering leadership styles. This transition

is further complicated by organisational pressures, including the need to meet performance targets and the scarcity of formal coaching training. Managers often find themselves oscillating between traditional hierarchical management and an emerging coaching approach, struggling to balance authority with a coaching mindset that encourages employee autonomy.

The findings highlight an urgent need for a structured framework that can support managers in adopting a proactive coaching orientation. Such a framework would provide them with the necessary tools and strategies to embed coaching within their managerial functions effectively. By equipping managers with a structured approach to align coaching practices with organisational and employee development goals, coaching can become an integral part of managerial practice, promoting both individual growth and organisational resilience.

4.7 Chapter Summary

This chapter transitions from the methodologies established in Chapter Three to the empirical core of this study, offering a detailed presentation of the findings. It provides an in-depth exploration of the data gathered, systematically addressing the study's primary research questions. Each question is revisited at the outset to reinforce its role in guiding the research process, setting a foundation for the findings that follow. These guiding questions focus on the challenges managers encounter when balancing coaching with other responsibilities, the influence of various coaching training methods on managerial effectiveness, and the potential frameworks that could offer innovative solutions to these challenges.

The chapter's core findings revolve around four major categories of challenges faced by managers in coaching roles: organisational, coaching practice, managerial role, and training and development challenges. Organisational challenges highlight systemic barriers, such as a deficient coaching culture, inadequate support structures, the absence of internal coaches, and significant time constraints. Coaching practice challenges delve into the practical obstacles managers encounter, including a lack of effective techniques and models, confusion between coaching and mentoring, and the

taxing nature of coaching, which is often perceived as time-consuming and emotionally draining. Managerial role challenges reflect the complexities inherent in balancing coaching with other responsibilities, as managers grapple with conflicts of interest, role overload, and the unique demands of coaching Millennials. Training and development challenges focus on limitations within existing coaching training programmes, including a lack of formal training, insufficient non-formal learning opportunities, and an over-reliance on informal methods, which tend to lack structure and consistency.

Throughout the chapter, participant narratives provide valuable insights into these challenges, illustrating how organisational contexts and varying approaches to training shape managers' coaching practices. These narratives bring to life the empirical data, allowing the reader to appreciate the nuanced and often difficult realities faced by managers in Hong Kong's corporate sector. For example, direct quotes from managers highlight frustrations with time constraints, concerns over inadequate support for coaching, and the sense of helplessness that can arise from lacking formal frameworks to guide their practices.

By categorising these challenges and presenting them in a structured manner, Chapter Four offers a comprehensive understanding of the barriers managers face, forming an empirical basis for the conceptual framework introduced in the following chapter. This analysis highlights a pressing need for structured support that can help Hong Kong managers integrate coaching effectively into their managerial roles, enhancing both organisational outcomes and employee development.

The chapter concludes with a synthesis of these findings, establishing a transition to Chapter Five, where the Proactive Coaching Integration Framework (PCIF) is introduced. This framework is designed to address the identified challenges through a systematic approach, aiming to foster a proactive coaching culture and provide managers with the tools required for effective and sustainable coaching practices.

CHAPTER 5 – PROACTIVE COACHING INTEGRATION FRAMEWORK (PCIF)

5.1 Introduction

Coaching frameworks have undergone significant evolution over the decades, transitioning from performance-focused models in the 1990s to contemporary approaches that integrate personal development with organisational growth (Grant, 2016). This evolution reflects the increasing complexity of workplace dynamics and the need for holistic frameworks that address both immediate challenges and long-term objectives. The Proactive Coaching Integration Framework (PCIF) builds on this progression, incorporating Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) to provide a comprehensive and adaptable approach to managerial coaching.

The PCIF emerges as a response to the diverse and dynamic challenges of modern organisations, offering a structured, evidence-based approach to managerial coaching. Grounded in empirical data collected through semi-structured interviews with 21 management professionals in Hong Kong, the framework addresses fifteen core challenges grouped into four categories: organisational, coaching practice, managerial role, and training and development. A pivotal insight from this research is the critical role of a proactive mindset in resolving these challenges and preventing their recurrence.

At its core, the PCIF promotes a proactive approach to managerial coaching, encouraging managers to anticipate and address challenges strategically rather than reactively. By integrating PLPs and DLT, the framework highlights the value of forward-thinking leadership and collaborative problem-solving as essential components of effective coaching practices.

Tailored to the unique context of Hong Kong, the PCIF serves as a conceptual framework that synthesises empirical findings and theoretical insights to address the challenges identified in this study. Rather than offering a prescriptive model, it

provides a structured lens through which managers can understand and navigate managerial coaching complexities. The framework highlights key themes and actionable strategies rooted in the research, offering practical guidance for fostering resilience and adaptability within organisations. Its components are grounded in the evidence collected, reflecting a deep engagement with the specific socio-cultural and organisational dynamics of Hong Kong's corporate sector.

In summary, the PCIF marks a significant advancement in managerial coaching, bridging theoretical insights and practical applications. By addressing real-world challenges with a proactive and evidence-based approach, it empowers organisations and managers to cultivate sustainable coaching practices that drive both individual and organisational success.

5.1.1 Overview of Chapter Structure

This chapter is structured to not only elucidate the components and theoretical underpinnings of the PCIF but also to emphasise the pivotal role of managerial proactivity in overcoming identified coaching challenges.

1. Introduction
2. Introduction to Proactive Coaching Integration Framework (PCIF)
3. Steps Taken to Develop the PCIF
4. Rationale Behind the Components of the PCIF
5. Beneficiaries of the Research
6. Managerial Proactivity in Addressing Coaching Challenges
7. Practical Guidelines for Implementing PCIF
8. Reflections on the Development Process of PCIF
9. Practical Guidelines for Implementing
10. Limitations and Challenges in PCIF Implementation
11. Application of PCIF in Managerial Coaching
12. Theoretical and Practical Implications of the PCIF
13. Integrating Empirical Foundations and Theoretical Concepts in PCIF Development

14. Integrating PCIF with Broader Managerial Coaching Literature
15. Future Direction and Research Opportunities
16. Integrating Feedback Mechanism for Continuous PCIF Improvement
17. Enhancing the User-Friendly Accessibility of PCIF
18. Conclusion
19. Chapter Summary

5.2 Introduction to Proactive Coaching Integration Framework (PCIF)

The PCIF, as presented in this chapter, is designed to be a flexible and empowering guide rather than a rigid, prescriptive model. Its strength lies in its adaptability to diverse organisational contexts and varying levels of experience, resources, and capacities. Recognising that organisations and individuals operate under different circumstances, the PCIF does not impose a singular pathway or fixed steps for implementation. Instead, it encourages practitioners to proactively seek and utilise resources — both internal and external — to build coaching practices that align with their organisational goals and realities.

Managers engaging in workplace coaching play a pivotal role as stewards of organisational resources, whether human or financial. By delivering coaching to their teams, managers actively contribute to strengthening the organisation as a learning entity, ensuring its attractiveness to younger generations, such as Gen-Y and Gen-Z, who value opportunities for continuous learning and self-betterment (Ndungu & Karimi, 2003). In doing so, managers create a more harmonious, high-performing work environment that benefits not only their teams and the organisation but also the individuals' own professional development (Drake & Pritchard, 2017).

The proactive mindset underpins the PCIF's adaptability. Practitioners are encouraged to look beyond their immediate capacities and organisational limitations, stretching their boundaries and stepping outside their comfort zones. Effective coaching often requires managers to collaborate with colleagues, seek input from stakeholders, or engage credentialed internal coaches where applicable, ensuring coaching practices

meet high standards. By doing so, managers are better equipped to address challenges collaboratively, recognising that most workplace issues cannot be resolved in isolation.

This adaptability and proactivity ensure that the framework is not a measure of individual capability but rather a dynamic standard that evolves with the practitioner's approach and available resources. Whether implemented swiftly in resource-rich environments or developed incrementally in more constrained settings, the PCIF provides a robust foundation for fostering sustainable coaching cultures. By empowering managers to engage in continuous resource-seeking, innovation, and collaboration, the PCIF champions ownership and practical outcomes, ensuring its relevance to organisations of all sizes, complexities, and resource levels.

The PCIF addresses the distinct challenges faced by managers in Hong Kong's corporate sector. Rooted in Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), it emphasises a proactive and collaborative approach to managerial coaching. Managers are encouraged not only to anticipate challenges but also to engage actively with others, leveraging diverse perspectives and resources to build coaching cultures that are resilient, adaptable, and sustainable.

The following subsections elaborate on the theoretical foundations and structural components of the PCIF, illustrating how Proactive Leadership Principles and Distributed Leadership Theory collectively enable the framework's adaptability, collaborative nature, and practical relevance.

5.2.1 Emergence of the Three Propositions

The development of the PCIF was guided by recurring themes and insights identified during the data analysis process. Through careful examination of the challenges faced by managers and the strategies employed to address them, three critical propositions emerged as foundational principles of the framework. These propositions synthesise the core findings of this study, offering a structured approach to managerial coaching that bridges theory and practice.

1. Resilience and adaptability are achieved through proactive leadership practices, which include embedding a coaching culture and optimising resource planning.
 - This proposition emerged from challenges related to organisational constraints (e.g., lack of a coaching culture and limited resources) and managerial role overload. These challenges highlighted the need for managers to adopt a proactive mindset, enabling them to anticipate obstacles, optimise available resources, and embed coaching into organisational systems to build resilience.
2. Collaboration and shared ownership are enabled by distributed leadership, which reduces managerial burden and fosters team-driven problem-solving.
 - Challenges such as role conflicts and inconsistent coaching methodologies underscored the importance of decentralising coaching responsibilities. The findings revealed that shared ownership and collaboration through distributed leadership help alleviate the burden on individual managers while encouraging team-wide engagement and collective problem-solving.
3. Continuous learning and improvement are supported by iterative feedback mechanisms, adaptive training practices, and a culture of ongoing development.
 - This proposition was shaped by challenges associated with training and development gaps and feedback system deficiencies. These challenges underscored the importance of creating iterative processes that allow managers to assess, refine, and improve their coaching strategies. Continuous learning and feedback loops ensure that coaching practices remain aligned with evolving organisational needs.

These propositions form the backbone of the PCIF, underpinning its adaptability, relevance, and practical utility in addressing managerial coaching challenges. By linking the propositions to the specific challenges identified in the study, the framework demonstrates its empirical grounding and its ability to offer targeted solutions to real-world issues.

5.2.2 Foundations of the PCIF: Bridging Theory and Practice

The PCIF bridges the theoretical and practical dimensions of managerial coaching. It integrates two foundational theories — Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) — to form a comprehensive coaching strategy that addresses contemporary organisational challenges.

PLPs advocate for a forward-thinking approach where managers anticipate coaching needs and embed proactive strategies into their leadership practices. This perspective fosters a resilient and adaptable coaching culture, enabling managers to address challenges pre-emptively. DLT complements this by promoting shared coaching responsibilities across organisational hierarchies. This collaborative model reduces role overload and fosters team-wide engagement in coaching initiatives.

These theoretical underpinnings enhance the PCIF's utility, offering a robust framework adaptable to various organisational contexts. Future research should focus on validating its propositions through empirical testing and cross-industry application, ensuring its scalability and relevance.

5.2.3 Theoretical Underpinnings of the PCIF

The PCIF is anchored in two complementary leadership theories: PLPs and DLT. Together, these theories provide a robust foundation, supporting the framework's practical applications and reinforcing its empirical validity. The integration of PLPs and DLT ensures that the PCIF addresses both the proactive and collaborative dimensions of effective managerial coaching.

5.2.3.1 Proactive Leadership Principles (PLPs)

PLPs underscore the importance of foresight, initiative, and pre-emptive action in managerial practices (Grant & Ashford, 2008; Strauss & Parker, 2014; Lam et al., 2018;

and Wu & Wang, 2011). Within the PCIF, these principles form the basis for cultivating resilience and adaptability, transforming coaching into a strategic leadership competency.

The integration of PLPs into the PCIF manifests through several core practices. Firstly, managers are encouraged to anticipate challenges by identifying potential obstacles early and crafting strategies to address them. This proactive approach creates a coaching environment that is adaptive and forward-thinking, ensuring that immediate concerns are managed while future uncertainties are mitigated.

Secondly, PLPs emphasise the efficient utilisation of resources, such as time, expertise, and organisational support systems. The PCIF operationalises this by guiding managers to mobilise resources strategically, thereby addressing coaching challenges effectively while fostering organisational resilience.

Furthermore, embedding coaching as a strategic leadership competency ensures alignment with organisational objectives. This integration not only supports immediate coaching goals but also contributes to the organisation's broader mission and long-term success.

Finally, feedback integration is central to PLPs within the PCIF. Iterative feedback loops allow managers to continuously assess and refine their coaching practices. By fostering a culture of continuous learning and improvement, these loops ensure that coaching remains aligned with evolving organisational needs.

Through PLPs, the PCIF transforms managerial coaching from a reactive task into a proactive, forward-looking endeavour. This strategic foresight equips managers to navigate the complexities of Hong Kong's corporate sector, fostering innovation, resilience, and sustainable organisational growth.

5.2.3.2 Distributed Leadership Theory (DLT)

DLT complements the principles of PLPs by decentralising leadership responsibilities and fostering collective efforts across organisational levels. Within the PCIF, DLT serves as a mechanism for embedding coaching practices as an integral organisational competency.

The operationalisation of DLT within the PCIF begins with the division of labour, which distributes coaching responsibilities across managers, teams, and internal coaches (Gronn, 2002, 2003, 2004; Bolden, 2011). This collaborative model reduces the burden on individual managers and enhances resilience by ensuring coaching is a shared and sustained effort.

Collaboration is another critical element, as DLT leverages the collective expertise of managers and employees to address coaching challenges. This collaborative approach within the PCIF improves decision-making quality and fosters shared ownership of organisational goals.

Additionally, DLT supports sustainable leadership development by embedding coaching roles at all levels. The PCIF ensures that leadership capacity is cultivated throughout the organisation, creating a continuous pipeline of leaders capable of sustaining and advancing coaching initiatives.

Finally, decentralising leadership responsibilities promotes organisational adaptability. By empowering team members to take on coaching roles, the PCIF enhances the organisation's ability to respond to dynamic challenges while maintaining coaching excellence.

Through DLT, the PCIF ensures that coaching is not an isolated managerial task but a collective effort embedded into the organisational fabric. This distributed approach strengthens resilience, adaptability, and collaboration, aligning coaching practices with long-term strategic objectives.

5.2.3.3 Synthesising PLPs and DLT in the PCIF

The PCIF synthesises the principles of PLPs and DLT into a unified framework that bridges theoretical constructs with practical applications. Proactive leadership ensures anticipation of challenges and strategic responses, while distributed leadership promotes shared responsibility and collaboration. Adaptability is reinforced through iterative feedback loops that enable continuous improvement and alignment with organisational goals.

This synthesis ensures that the PCIF responds dynamically to managerial coaching challenges, providing a comprehensive framework that is theoretically grounded and empirically validated. By integrating the principles of PLPs and DLT, the PCIF achieves relevance across diverse organisational contexts, offering a robust solution for navigating the complexities of managerial coaching.

5.2.4 Significance and Theoretical Contributions of the PCIF

The PCIF synthesises PLPs and DLT to address the multi-faceted challenges of managerial coaching. These theories underscore the importance of strategic foresight, decentralised responsibility, and continuous improvement, forming the foundation of a framework that is both adaptive and evidence based.

At its core, the PCIF integrates these theoretical pillars, with PLPs emphasising proactive decision-making and resource optimisation, while DLT highlights collaborative problem-solving and shared leadership. Together, these principles ensure the framework is both strategically comprehensive and operationally flexible, enabling managers to navigate the complexities of workplace coaching effectively.

The three propositions that emerged during the data analysis process operationalise these theoretical underpinnings, translating them into actionable strategies for addressing managerial coaching challenges. As introduced in Section 5.2.1, these propositions are grounded in the key themes identified through empirical research and provide a structured approach for resolving core challenges:

1. Resilience and adaptability are achieved through proactive leadership practices, which include embedding a coaching culture and optimising resource planning.
2. Collaboration and shared ownership are enabled by distributed leadership, which reduces managerial burden and fosters team-driven problem-solving.
3. Continuous learning and improvement are supported by iterative feedback mechanisms, adaptive training practices, and a culture of ongoing development.

These propositions are not standalone constructs but are deeply interwoven with the four core categories of challenges faced by organisations in managerial coaching:

- **Organisational Challenges:** Issues such as a lack of coaching culture and resource constraints are mitigated through resilience and adaptability (Proposition 1).
- **Coaching Practice Challenges:** Problems like inconsistent methodologies and inadequate feedback systems are resolved through continuous learning and improvement (Proposition 3).
- **Managerial Role Challenges:** Role overload and conflicts of interest are addressed by fostering collaboration and shared ownership (Proposition 2).
- **Training and Development Challenges:** Gaps in training opportunities and professional development are overcome through iterative processes and feedback loops (Proposition 3).

The interrelationships within the PCIF ensure its adaptability and relevance across diverse organisational contexts. These dynamic connections highlight how the propositions provide targeted solutions to core challenges, reinforcing the framework's practical utility. Importantly, the feedback loops embedded within the PCIF foster a culture of continuous refinement and improvement. Lessons learned

from addressing challenges contribute to the ongoing evolution of coaching strategies and leadership practices, ensuring alignment with changing organisational needs.

By integrating these theoretical and practical elements into a unified system, the PCIF bridges the gap between theoretical discourse and managerial practice. Its emphasis on proactive planning, collaborative leadership, and continuous learning positions it as a robust solution for navigating the complexities of managerial coaching. The framework not only addresses immediate organisational challenges but also ensures long-term resilience, adaptability, and success.

5.2.5 Developmental Stages of the PCIF

The development of the PCIF followed a structured and iterative process informed by empirical research and theoretical exploration. Initially, a comprehensive review of managerial coaching literature was conducted to identify gaps and challenges. This was followed by in-depth interviews with managers across various industries in Hong Kong, which provided insights into the recurring obstacles and practical requirements for effective coaching.

The framework evolved through iterative refinement, incorporating feedback from experts and stakeholders to ensure both theoretical robustness and practical relevance. Each stage of development emphasised aligning the framework with the core principles of Proactive Leadership and Distributed Leadership, ensuring its adaptability to diverse organisational contexts. This dynamic process ensured that the PCIF remained grounded in empirical evidence while addressing the real-world complexities of managerial coaching.

5.2.6 Background and Development

The PCIF was developed as a structured response to the fifteen coaching challenges identified in Hong Kong's corporate sector, as discussed in Chapter 4. By transitioning from reactive approaches to a proactive and evidence-based framework, the PCIF

integrates empirical insights and addresses the unique managerial obstacles within this dynamic business environment.

5.2.6.1 Literature Review and Theoretical Foundations

The development of the Proactive Coaching Integration Framework (PCIF) was anchored in two complementary leadership theories: Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT). These theories provided a strong conceptual foundation for addressing the challenges of managerial coaching with both strategic insight and practical relevance.

Proactive Leadership Principles (PLPs) focus on equipping managers to anticipate future challenges and strategically prepare to address them. This approach emphasises initiative, foresight, and resource optimisation, empowering managers to cultivate a culture of innovation and adaptability. Within the PCIF, PLPs encourage forward-thinking leadership by fostering the development of strategies that resolve issues and prevent their recurrence. By embedding proactive planning and clear goal setting, PLPs enable managers to lead effectively in dynamic environments and sustain long-term organisational success.

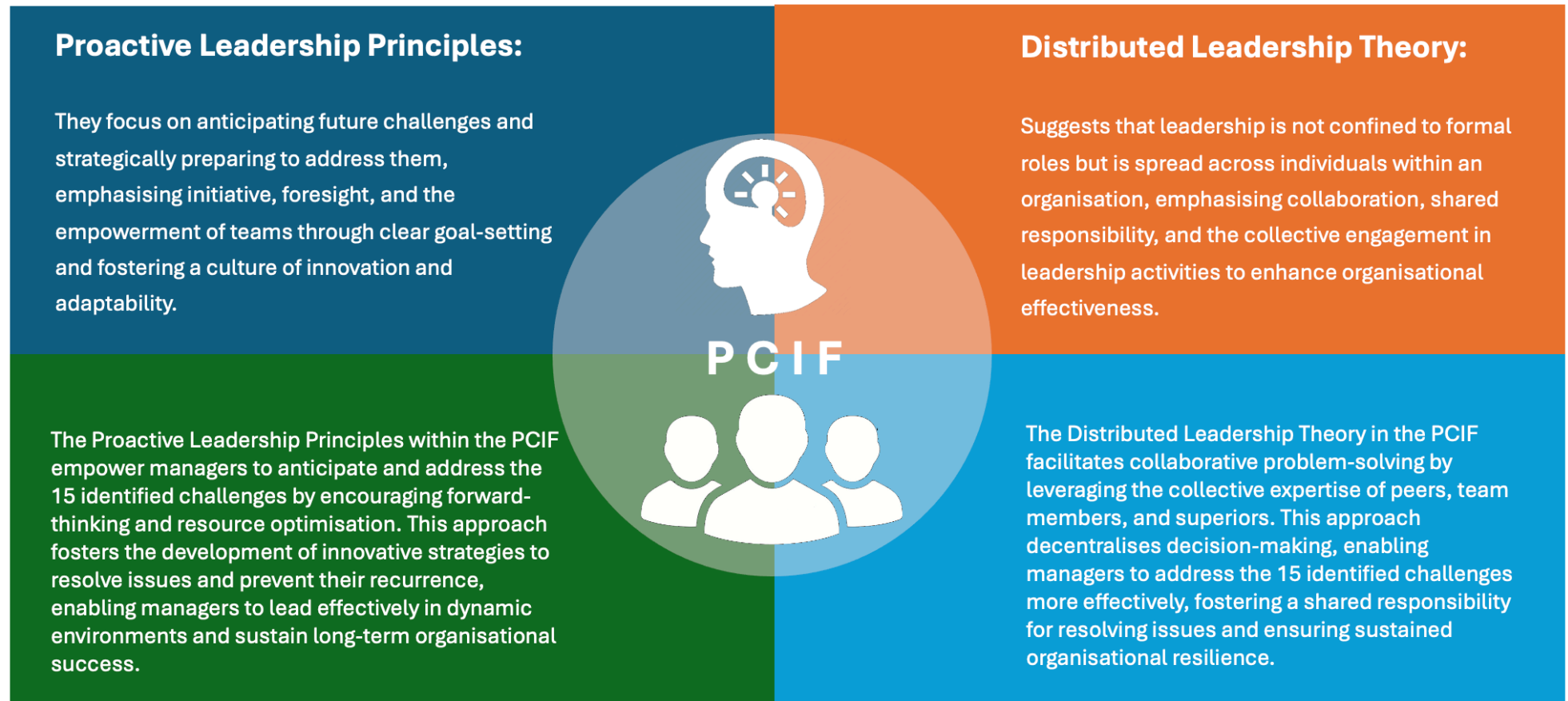
Distributed Leadership Theory (DLT) highlights the decentralisation of leadership responsibilities, recognising that effective leadership is not confined to formal roles. Instead, it is spread across individuals within an organisation, emphasising collaboration, shared responsibility, and collective engagement in leadership activities. Within the PCIF, DLT facilitates collaborative problem-solving by leveraging the collective expertise of peers, team members, and superiors. This approach reduces the burden on individual managers, enhances decision-making quality, and fosters shared ownership of organisational goals, ensuring resilience and adaptability in addressing coaching challenges.

Together, PLPs and DLT form a cohesive theoretical foundation for the PCIF. By combining the strategic foresight of PLPs with the collaborative engagement of DLT,

the framework addresses the complexities of managerial coaching while promoting innovation, adaptability, and sustainable organisational success (see *Figure E*).

Figure E: Integrating Proactive Leadership and Distributed Leadership: The Pillars of PCIF in Addressing Managerial Coaching Challenges

Source: Author's own creation



5.2.6.2 Empirical Research and Data Collection

The framework's empirical foundation was established through semi-structured interviews with twenty-one management professionals from diverse industries in Hong Kong. These interviews explored specific coaching challenges and generated comprehensive qualitative data. Key issues identified included a deficient coaching culture, inadequate support and training, role overload, and conflicts of interest. These insights informed the development of the PCIF, ensuring its relevance to the practical realities faced by managers in Hong Kong.

5.2.6.3 Data Analysis and Framework Development

The analysis of interview data followed a rigorous, multi-step process:

- **Open Coding:** Initial identification of key themes and concepts, providing a basis for deeper analysis.
- **Axial Coding:** Organisation of these concepts into coherent categories, revealing interconnections among challenges.
- **Selective Coding:** Synthesis of categories into a comprehensive theoretical model.

This iterative process ensured that the PCIF was empirically grounded and theoretically aligned. Feedback from participants and stakeholders was integrated throughout, refining the framework to ensure it accurately addressed the identified challenges and aligned with leadership and coaching theories.

5.2.6.4 Cultural Context and Local Adaptation

A critical element in the PCIF's development was its adaptation to the cultural and organisational nuances of Hong Kong (Lam, 2016). The framework balances the hierarchical structures typical of Eastern business practices with the emphasis on individual initiative common in Western organisations. This cultural sensitivity

ensures that the PCIF is practical and effective, offering tailored solutions that resonate with the unique needs of Hong Kong's corporate environment. By blending these cultural paradigms, the PCIF equips managers to navigate the region's complex business landscape with confidence and adaptability.

5.2.7 Empirical Foundations of the PCIF

The PCIF is grounded in empirical research conducted in Hong Kong's corporate sector, drawing insights from semi-structured interviews and thematic analysis. The data revealed four core challenges faced by managers: the absence of a coaching culture, inconsistencies in coaching practices, role conflicts and overload, and inadequate training resources. These findings informed the framework's components, which are designed to address these challenges systematically.

Empirical evidence also highlighted the importance of proactive leadership and distributed responsibilities in fostering resilience, collaboration, and continuous learning. By integrating these principles, the PCIF offers practical solutions that align with the identified challenges while ensuring adaptability to varied organisational environments. The framework's empirical foundation strengthens its credibility and applicability, bridging the gap between theoretical constructs and managerial realities.

5.2.8 Empirical Validation of PCIF Components

The PCIF is validated through its ability to address the multi-faceted challenges faced by managers in Hong Kong's corporate sector. These challenges, summarised in four core categories — Organisational Challenges, Coaching Practice Challenges, Managerial Role Challenges, and Training and Development Challenges — highlight the intricate balance managers must maintain between their leadership responsibilities and coaching roles. The PCIF responds with structured strategies that integrate coaching into managers' daily routines without adding undue burden.

Structured Framework for Addressing Challenges

The PCIF leverages empirical findings and integrates PLPs and DLT to offer solutions tailored to complex managerial scenarios. The framework's design stems from semi-structured interviews with 21 managers who coach, identifying 15 core challenges that inform its structure and application.

5.2.8.1 Strengthening Corporate Culture Conducive to Coaching

Organisational culture plays a critical role in shaping the effectiveness of coaching practices (Milner, Milner & McCarthy, 2020). Many organisations face challenges such as a lack of coaching culture, insufficient support or training, unavailability of internal coaches, and significant time constraints. The PCIF addresses these issues by embedding coaching into organisational values and ensuring leadership buy-in. This alignment positions coaching as a strategic priority, fostering a consistent and supportive environment for managerial development. Continuous training and professional development initiatives bridge competency gaps, equipping managers with the necessary skills to implement effective practices (McCarthy & Milner, 2013). Furthermore, the PCIF integrates coaching into existing workflows, addressing time-related barriers and ensuring that coaching becomes a natural component of organisational operations. By cultivating a proactive coaching culture, the framework fosters collaboration, resilience, and adaptability across all levels of the organisation.

Category #1 Deficient Coaching Culture: The empirical data indicated a prevalent lack of awareness and understanding of coaching within organisations. Respondents mentioned, 'Never heard of it' and 'What is it?'. To address this, managers and organisations implementing the PCIF focus on establishing a robust coaching culture through awareness programs and engagement initiatives.

Maggie stated, '[Translation] *Let's discuss what makes a coaching culture. I believe the top management team should first buy into the concept, recognising its necessity. It's true that lower-tier employees are unlikely to execute the initiative if it is not driven by senior personnel.*

Margaret added, *'It is not very good. If I had to rate it with a number or as good, very good, I would say it is still very conservative. It's an old style of coaching, and not everyone has freely adapted to the new way it should really be done'.*

Practicing the PCIF aims to rectify the deficiency in coaching culture by providing a structured pathway to inculcate a proactive coaching ethos. The focus on top management buy-in is crucial, as leadership endorsement is fundamental to fostering a coaching culture that permeates all organisational levels.

Category #2 Inadequate Support/Training: Several participants highlighted the need for professional coaching support and training, stating, 'Need professional help'. Managers and organisations using the PCIF address this gap by including continuous support mechanisms and comprehensive training modules to enhance coaching competencies.

Winnie remarked, *'[Translation] Um... I think that we need more experience sharing. Because, actually, there are theories, but in practical situations, it's quite difficult due to different personalities and circumstances. So, it is really challenging. I would like to have more real opinions. Am I... I should say, am I really doing this coaching well? Is it correct? Actually, somehow, as a coach, there may not be anyone giving feedback'.*

Practicing the PCIF emphasises the importance of continuous professional development and real-time feedback mechanisms to ensure that coaching practices are effectively refined and adapted to varying organisational contexts.

Category #3 Internal Coaches Unavailable: Respondents noted the unavailability of internal coaches, with comments like 'Head coach unavailable'. Managers and organisations applying the PCIF develop internal coaching talent to ensure a sustainable coaching infrastructure.

Thomas shared, *'He [head coach] might help organise various training programs for coaching and oversee a team of coaches. He would be responsible for developing matching strategies and ensuring that the coaching culture is well established'*.

Practicing the PCIF's emphasis on building internal coaching capabilities aligns with the DLT, which advocates for the decentralisation of coaching responsibilities to enhance organisational resilience and capacity.

Category #4 Time Constraint: Many participants expressed concerns about the lack of time for coaching, noting, 'Too busy' and 'No time to coach'. Managers and organisations integrating the PCIF propose time management solutions and integrate coaching practices into existing workflows to mitigate these constraints.

Lily stated, *'[Translation] Actually time is one factor that affects whether there is a coaching culture. However, another important factor is the management's mindset on time management'*.

Practicing the PCIF involves continually refining time management strategies and fostering a mindset shift towards viewing coaching as an integral part of managerial responsibilities rather than an additional task.

Organisational challenges, such as a deficient coaching culture and lack of support structures, are addressed through the PCIF components *Strengthening Corporate Culture Conducive to Coaching* and *Cultivating a Learning and Coaching Culture*. These elements of the framework foster a shift towards embedding coaching within the organisation's core practices, rather than viewing it as an isolated function. Empirical data from the study underscores the necessity of a supportive environment where coaching becomes a shared organisational value, equipping managers with the resources and cultural backing to integrate coaching effectively. This cultural shift enhances alignment with proactive leadership principles, empowering organisations to prioritise coaching as a strategic organisational asset.

5.2.8.2 Enhancing Coaching Practice

Managerial coaching often suffers from inconsistencies in techniques, unclear distinctions between coaching and mentoring, and role ambiguity, leading to varying outcomes (Ladyshevsky, 2010). The PCIF focuses on refining these practices through structured training programmes that align coaching activities with organisational objectives. These programmes clarify the differences between coaching and mentoring, ensuring that managers can apply the appropriate methodologies effectively. To support this refinement, iterative feedback mechanisms are introduced, allowing for continuous improvement of coaching strategies. Existing frameworks, such as the GROW model, may be adapted selectively to suit the unique needs of different organisations, ensuring that coaching approaches remain both practical and contextually relevant (Bishop, 2015). By tackling these deficiencies, the PCIF equips managers with tools to establish consistent, effective, and goal-aligned coaching practices.

Category #5 Technique Deficiency: Participants frequently mentioned a lack of effective coaching techniques, with comments like ‘Real feedback needed’. Managers and organisations employing the PCIF develop and refine coaching techniques through a structured framework.

Nigel expressed, ‘I have received training in this context, as I mentioned. I have also observed people who I think are good at it and performed my own mental gap analysis between them and myself, trying to pick up some of those skills along the way. However, there hasn’t been a formal checklist that I’ve gone through’.

Practicing the PCIF involves developing a comprehensive toolkit for coaching techniques, including formal checklists and guidelines to standardise and enhance coaching practices across the organisation.

Category #6 Coaching Model Deficiency: There was a noted deficiency in existing coaching models, as respondents indicated, ‘We need a better model’. Managers and

organisations utilising the PCIF introduce a comprehensive and adaptable coaching model to address this need.

Giselle remarked, '[Translation] *I have heard of the GROW model, but I can't remember the details. Personally, I don't use a fixed model for coaching, but I definitely follow the approach I mentioned. I conduct coaching sessions by listening, asking thought-provoking questions, and doing follow-ups*'.

Practicing the PCIF involves integrating flexible and adaptable coaching models, such as the GROW model, tailored to fit the unique needs of various organisational contexts, ensuring a more effective and personalised coaching approach.

Category #7 Mixing Up Coaching & Mentoring: There was notable confusion between coaching and mentoring roles, with comments such as 'Mixing coaching & mentoring'. Managers and organisations implementing the PCIF clarify these roles through clear guidelines and training modules.

Charles stated, '*We have an abundance of leadership courses available, some more basic than others. I've always participated in them, but I haven't focused much on how to apply what I've learned when managing people. As a result, my coaching stroke mentoring style has become somewhat hurried, and I've decided to adapt it to suit my approach*'.

Practicing the PCIF involves establishing clear distinctions between coaching and mentoring, supported by detailed training modules to ensure managers can effectively navigate and apply both practices appropriately.

Category #8 Helplessness: Feelings of helplessness among managers were highlighted, with comments like 'Help was not available'. Managers and organisations using the PCIF equip managers with practical coaching tools and confidence-building strategies to empower them.

Maggie explained, '[Translation] *It's still the same thing. There is an intention to do it, a will to do it, but there is still a lack of execution. There is still no*

clear understanding of what the final desired result is. There is no evaluation in place. It's the same as when I started. Another thing is, how should I say it, my view is that there is a strong desire to do it, but not a genuine commitment. Because if you were truly committed, you would be using a more practical approach, not just talking about it without aiming for a concrete goal'.

Practicing the PCIF focuses on equipping managers with the necessary tools and strategies to move from intention to execution, ensuring that coaching efforts are goal-oriented and results-driven.

Category #9 Time Consuming & Draining: Coaching was perceived as time-consuming and exhausting, with respondents noting, 'Takes too much time' and 'Draining'. Managers and organisations integrating the PCIF introduce streamlined coaching processes and efficient methods to reduce these burdens.

Laney shared, '[Translation]...but once I act on my thinking and you (the employee) choose to act on your own thinking, then what do I base my conclusions on when evaluating it [the coaching session]? This is something I can't control much. This is one of the situations where coaching becomes time-consuming'.

Practicing the PCIF aims to streamline coaching processes by integrating coaching into everyday workflows and utilising efficient methods to make coaching less time-consuming and more effective.

Coaching practice challenges, including deficiencies in coaching techniques and models, align with the PCIF components *Enhancing Coaching Practice* and *Continuous Evaluation and Iterative Improvement*. These components support the development of a structured, evidence-based approach to coaching, which emphasises refining techniques and models through ongoing assessment and improvement. Insights from participant interviews indicate that many managers face difficulty in consistently applying coaching techniques, often due to a lack of formalised processes and models. The PCIF offers a solution by advocating for regular evaluation, allowing

managers to adjust and refine their practices continually, thus promoting a sustainable and adaptable coaching approach.

5.2.8.3 Supporting Managerial Roles

Balancing coaching responsibilities with broader managerial duties presents significant challenges, including role overload and conflicts of interest (Kalkavan & Katrinli, 2014). The PCIF addresses these challenges by encouraging the distribution of coaching responsibilities across teams, thereby reducing the burden on individual managers and fostering collaborative problem-solving. Ethical guidelines and transparent communication help managers clearly define their dual roles, ensuring that coaching and appraisal responsibilities do not conflict. The PCIF also includes tailored coaching strategies designed to engage Millennial employees, addressing their unique expectations and fostering trust and retention. These approaches enable managers to integrate coaching seamlessly into their daily functions, aligning their responsibilities with broader organisational objectives while mitigating the challenges of managerial role strain.

Category #10 Conflicts of Interest: Issues related to conflicts of interest were identified, with respondents noting, ‘Conflict with current role’. Managers and organisations utilising the PCIF outline ethical guidelines and strategies to effectively manage these conflicts.

Joyce stated, ‘[Translation] *It’s easy to encounter a conflict of interest because we, as coaches, also need to conduct performance appraisals*’.

Practicing the PCIF involves following ethical guidelines and practical strategies to manage conflicts of interest, ensuring that coaching and performance appraisals can be effectively balanced.

Category #11 Work/Role Overload: Managers expressed concerns about balancing coaching with their workload, stating, ‘Too busy to coach’. Managers and

organisations implementing the PCIF propose integrating coaching into existing managerial responsibilities to streamline this process.

Yetta stated, *‘[Translation]...if we don’t have the right mindset and skillset, then we need to determine if we have the luxury to attend to these employees when there are so many other things going on. Sometimes I don’t even have enough time to handle my own tasks, so coaching often has to take a back seat and wait until I can find the time, possibly next month’.*

Practicing the PCIF involves integrating coaching into the managerial workflow, ensuring that coaching responsibilities are seen as part of the manager's role rather than an additional burden.

Category #12 Demanding Millennials: Participants highlighted the unique challenges posed by millennial employees, describing them as ‘demanding’, ‘dysaudial’. Managers and organisations using the PCIF include tailored coaching approaches to address the specific needs and expectations of millennial employees.

Ellen remarked, *‘[Translation]...you need to maintain a relationship with these little friends [young colleagues], but I don't believe this would help them. These little friends might think, “Okay, I'll keep working here for now,” but in fact, the relationship cannot be sustained for long. If they don’t feel that they are learning anything from the organisation, based on my experience, no matter how much time you spend chatting with them, they will eventually leave’.*

Margaret added, *‘So, we have recently completed module three on COVID, which involved calling in all the service leaders and managers. We focused on changing their approach to coaching, improving how they communicate with millennials, and giving millennials more autonomy in their tasks, trusting them more. That’s what we’ve been doing’.*

Practicing the PCIF involves implementing tailored coaching strategies to effectively engage and retain millennial employees, ensuring that their unique needs and expectations are met.

Managerial role challenges, such as conflicts of interest and role overload, are addressed within the PCIF by *Supporting Managerial Roles* and *Proactive Action and Preventive Planning*. These components provide managers with the tools to balance their coaching responsibilities with other managerial duties effectively. For example, empirical findings reveal that some managers struggle with balancing coaching duties alongside performance management tasks, creating potential conflicts. The PCIF responds to this issue by emphasising proactive planning and targeted role support, equipping managers to anticipate potential conflicts and implement strategies to maintain clear boundaries between coaching and managerial oversight.

5.2.8.4 Advancing Training and Development

Effective managerial coaching requires robust training initiatives (Grant & Hartley, 2013), yet many organisations suffer from limited formal training opportunities, insufficient non-formal options such as workshops, and an overreliance on informal learning. The PCIF addresses these gaps by promoting a comprehensive approach to training and development. This approach integrates formal education with practical tools and resources, ensuring managers have a strong foundational understanding of coaching principles. It also includes non-formal training initiatives like peer coaching and workshops, which provide dynamic opportunities for skill enhancement. Informal methods, such as experiential learning, are balanced within this structured framework to offer well-rounded professional growth (McCarthy & Milner, 2013). By fostering a proactive learning environment, the PCIF supports managers in refining their coaching competencies and ensuring these practices remain responsive to evolving organisational needs.

Category #13 Lacking Formal Coaching Training: The data revealed a significant lack of formal training opportunities, with participants commenting, ‘We need formal coaching courses’. Managers and organisations applying the PCIF develop formal training programs and certification processes.

Prudence stated, '[Translation] *It's like being educated on how to coach because we have never been coaches before. The first time, I really didn't know what I was supposed to do. I guess coaching relies on common sense. I feel that there are courses that cover topics like coaching and provide a foundational framework for coaching*'.

Avery explained, *'I think they should definitely undergo formal training, as there are many courses available. Additionally, they should also practice, as practice is key'*.

Practicing the PCIF emphasises the development of formal training programs and certification processes to ensure that managers have a solid foundation in coaching principles and practices.

Category #14 Lacking/Insufficient Non-Formal Coaching Training: Participants noted insufficient non-formal training opportunities, mentioning, 'Need more workshops'. Managers and organisations using the PCIF promote non-formal training opportunities such as workshops, peer coaching, and continuous learning initiatives.

Donna shared, *'Most people I have worked with and experienced have only learned on the job and through doing the work. This learning has been supported by specific leadership or change programs, not dedicated coaching programs. It's more about generic management programs'*.

Thomas remarked, *'But since I've returned to the [firm], there are many different training resources available to us. In fact, it's kind of mandated that we have to complete a certain number of training hours each year to improve and grow our skills. Obviously, as a result of that, I encourage my team to sign up for training courses and learn new things. I'm okay with them taking the time out to do that'*.

Practicing the PCIF encourages a balance between formal and non-formal training opportunities, promoting continuous learning and peer coaching to enhance coaching skills and practices.

Category #15 Overreliance on Informal Coaching Training: Respondents highlighted an overreliance on informal training, noting, ‘Learned by observation’. Managers and organisations applying the PCIF promote a balanced approach that combines formal, non-formal, and informal training methods.

Albert stated, [Translation] *No, no one at work has ever mentioned anything about a coaching culture. However, I have friends who are also coaches, and we sometimes discuss coaching. There are different types of coaching, and some of them are more like counselling’.*

Practicing the PCIF involves advocating for a holistic training approach that includes formal education, non-formal workshops, and informal learning opportunities to ensure comprehensive coaching development.

In summary, the PCIF’s empirical foundation is grounded in real-world experiences and challenges faced by managers in Hong Kong's corporate sector. By addressing these challenges with targeted strategies and solutions, the PCIF enhances the effectiveness and sustainability of managerial coaching practices. The framework's adaptability and empirical validation ensure its relevance and applicability across various organisational contexts, making it a robust tool for promoting proactive and distributed leadership within corporate environments.

Training and development challenges, including limited formal training and reliance on informal coaching knowledge, are addressed within the PCIF through *Advanced Training Initiatives and Flexible Application*. The framework promotes adaptable, structured training that provides managers with essential coaching skills. Findings reveal a clear need for formal training, as many managers lack structured resources to develop competencies. With flexible training solutions, the PCIF supports managers’ continuous development, enabling adaptation to evolving coaching and organisational needs.

5.2.8.5 Enhancing Relationships Between Challenges, Components, and Propositions

The PCIF integrates its components to address the four primary challenges identified in this study—Organisational Challenges, Coaching Practice Challenges, Managerial Role Challenges, and Training & Development Challenges—while aligning these efforts with its three refined propositions.

Organisational challenges, such as the absence of a coaching culture, are addressed through embedding coaching values into the organisational framework and ensuring efficient resource planning. These measures directly support Proposition 1, which emphasises resilience and adaptability.

Coaching practice challenges, including inconsistent techniques and limited feedback mechanisms, are resolved through structured methodologies and continuous improvement processes. This reflects Proposition 3, which highlights the importance of iterative learning and adaptive training.

Managerial role challenges, such as role overload and conflicts of interest, are mitigated by decentralising coaching responsibilities, aligning with Proposition 2's focus on shared ownership and collaboration.

Training and development challenges, which involve inadequate skill-building opportunities and unclear growth pathways, are addressed by creating comprehensive development plans and fostering a proactive learning environment, further reinforcing Proposition 3.

This alignment of challenges, components, and propositions ensures the PCIF remains cohesive, empirically grounded, and practically applicable.

Figure F depicts the PCIF as a comprehensive model for addressing and preventing managerial coaching challenges. It highlights the interconnected relationships between the PCIF, key stakeholders (Peers, Supervisors, Team Members, and Self), and the four primary challenges.

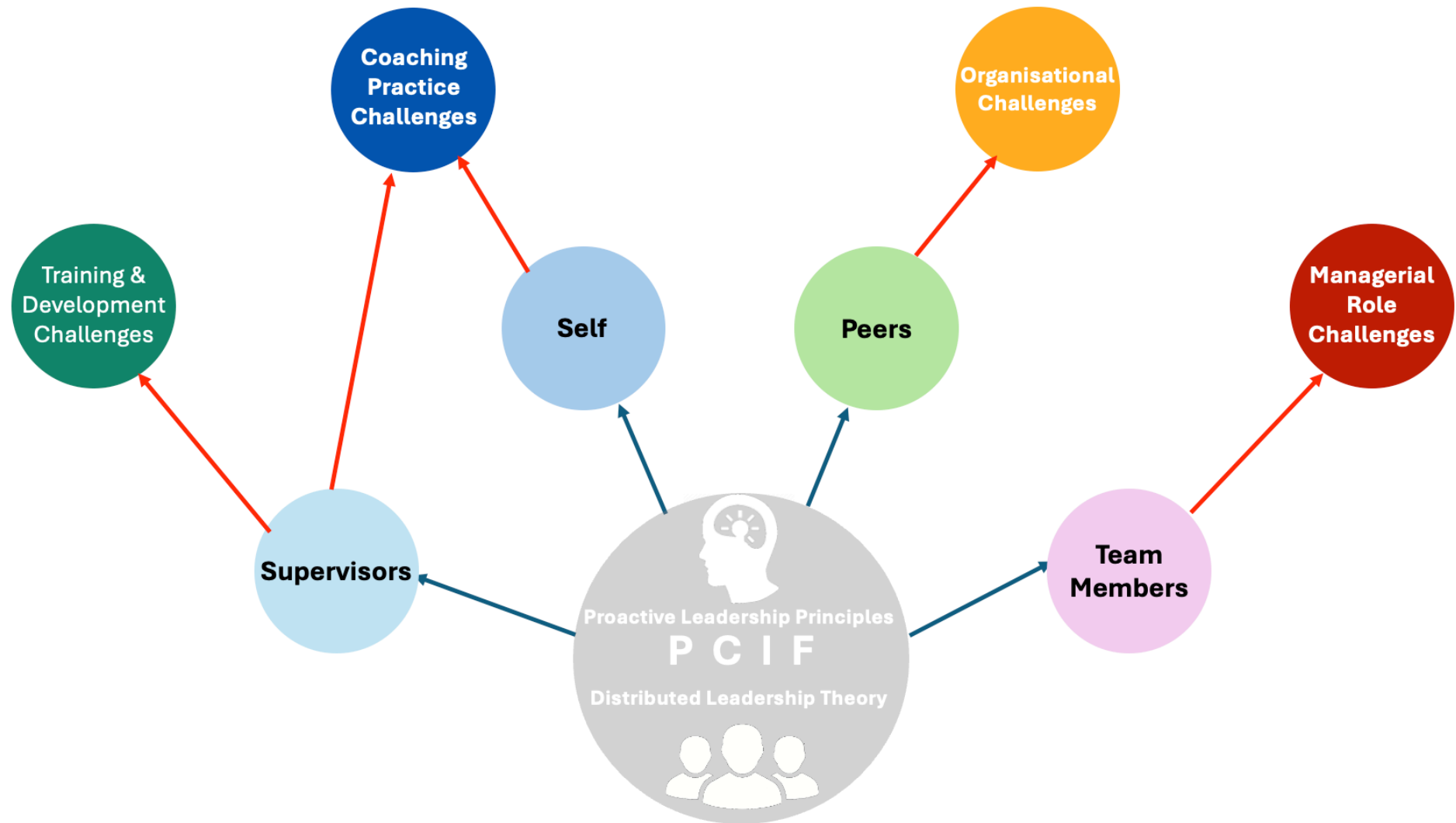
The figure highlights the following relationships:

1. Peers contribute to overcoming Organisational Challenges through collaboration, knowledge-sharing, and collective efforts to embed a coaching culture.
2. Supervisors play a pivotal role in addressing both Coaching Practice Challenges and Training & Development Challenges by implementing structured feedback mechanisms, resource planning, and fostering continuous improvement.
3. Team Members assist in resolving Managerial Role Challenges by sharing responsibilities, aligning with Proposition 2's focus on collaboration and shared ownership.
4. Self focuses on tackling Coaching Practice Challenges and Training & Development Challenges through reflective practices, proactive learning, and individual accountability.

The arrows in the figure signify the reciprocal connections between the stakeholders and the challenges, emphasising that solutions are dynamic, collaborative, and rooted in the Proactive Coaching Integration Framework. By systematically addressing these challenges, the PCIF enables organisations to establish sustainable coaching practices that align with its overarching propositions.

This visual representation reinforces the PCIF's role as a practical and empirically grounded framework, providing clarity and direction for managers in navigating coaching challenges.

Figure F: PCIF as a Framework for Addressing and Preventing Managerial Coaching Challenges



5.2.8.6 Feedback Loops in the PCIF

Feedback loops are integral to the Proactive Coaching Integration Framework (PCIF), fostering continuous improvement and alignment with organisational objectives. As illustrated in *Figure G*, these loops operate across four interconnected components, ensuring adaptability and sustainability in coaching practices.

1. Strengthening Corporate Culture (01 → 02):

At the foundation of the PCIF is the cultivation of a coaching culture. By fostering an environment that values and prioritises coaching, this component creates the conditions necessary for sustainable improvement. Strengthening corporate culture sets the stage for enhancing coaching practices and organisational alignment.

2. Enhancing Coaching Practice (02 → 03):

Improvements in coaching practices are achieved by providing managers with better tools, frameworks, and support mechanisms. As coaching practices advance, managers can more effectively balance their coaching responsibilities with other operational duties, ensuring that coaching becomes a natural part of their leadership approach.

3. Supporting Managerial Roles (03 → 04):

When managers are adequately supported through improved coaching practices, they are better equipped to identify and pursue relevant training and development opportunities. This component focuses on empowering managers to enhance their coaching competencies and overall leadership effectiveness.

4. Advancing Training and Development (04 → 01):

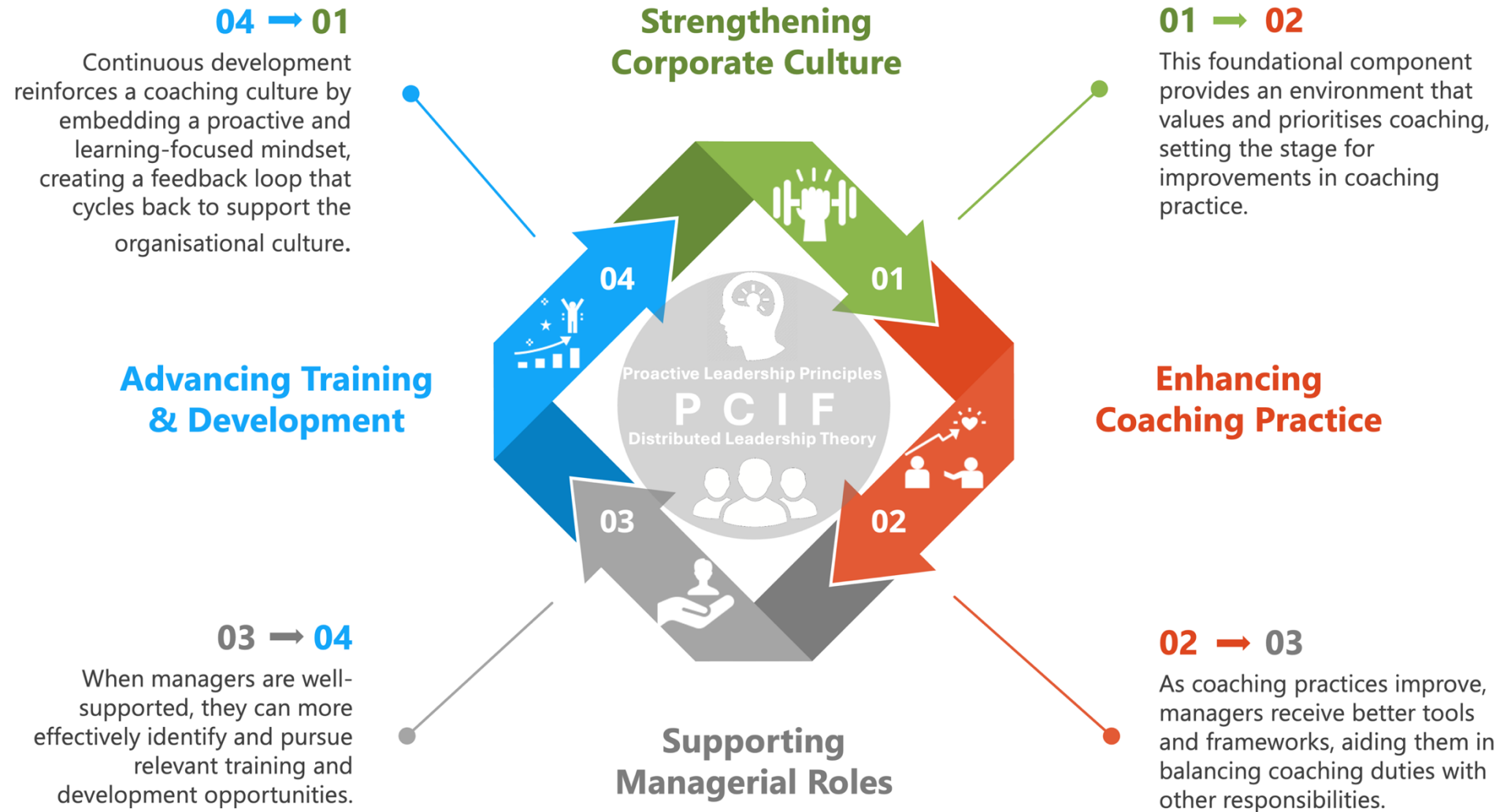
Continuous development reinforces the organisation's coaching culture by embedding a proactive and learning-focused mindset. This creates a cyclical feedback loop, where insights from training and development feed back into

strengthening corporate culture, thereby sustaining the momentum for improvement.

These feedback loops ensure that the PCIF remains responsive and dynamic, adapting to the unique needs of organisations and their leadership teams. By promoting iterative learning, resource optimisation, and strategic alignment, the PCIF fosters a culture of continuous improvement that supports long-term organisational success.

Figure G: Interconnected Components and Feedback Loops within the Proactive Coaching Integration Framework (PCIF)

Source: Author's own creation



5.2.8.7 Core Challenges, PCIF, and Propositions

The PCIF systematically addresses the four core challenges identified in this study—organisational, coaching practice, managerial role, and training and development challenges. Each challenge explicitly aligns with one or more of the three refined propositions.

Organisational challenges, such as the absence of a coaching culture and suboptimal resource planning, are addressed through proactive leadership practices that foster resilience and adaptability, reflecting Proposition 1. Coaching practice challenges, including inconsistencies in methods and lack of feedback mechanisms, are resolved through iterative refinement and adaptive training, which align with Proposition 3. Managerial role challenges, such as role overload and conflicts of interest, are alleviated through distributed responsibilities, directly addressing Proposition 2. Training and development challenges are mitigated through structured learning initiatives that promote continuous improvement, further supporting Proposition 3.

By addressing these challenges in alignment with its theoretical foundations, the PCIF provides a comprehensive and empirically validated approach to managerial coaching.

5.2.8.8 Aligning Core Challenges with PCIF Proposition

The PCIF explicitly connects its components and challenges to its three refined propositions, ensuring coherence between empirical findings and theoretical constructs. Organisational challenges, such as a lack of coaching culture, are addressed through proactive leadership practices that foster resilience and adaptability, supporting Proposition 1. Coaching practice challenges, such as methodological inconsistencies, align with Proposition 3, which focuses on iterative improvement and adaptive learning. Managerial role challenges, such as conflicts of interest and role strain, are mitigated by decentralising responsibilities, reflecting Proposition 2's emphasis on collaboration and shared ownership. Training and development challenges are tackled through structured and adaptive training programmes, reinforcing Proposition 3's commitment to continuous learning.

This alignment grounds the PCIF in empirical evidence while strengthening its utility as a framework for addressing managerial coaching challenges in diverse contexts.

5.2.9 Reflection of the Development Process

The development of the PCIF is the result of an iterative and reflective process designed to address the multifaceted challenges of managerial coaching in Hong Kong's corporate sector. This process began with empirical research, including semi-structured interviews with managers from various industries, which uncovered recurring challenges such as deficient coaching cultures, inadequate support systems, and conflicts of interest. These findings served as the foundation for the framework, which combines Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) to ensure both theoretical rigor and practical applicability.

Feedback from experienced managers played a crucial role in refining the PCIF. Their insights helped bridge the gap between theoretical constructs and real-world applications, ensuring the framework addressed actual managerial challenges. The iterative nature of the development process ensured that the framework remained adaptable and relevant, reflecting both empirical findings and advancements in leadership theories.

A significant discovery during this process was the need for a proactive mindset among managers (see *Figure H*), which was often missing. By encouraging managers to anticipate challenges and adopt strategic, forward-thinking solutions, the PCIF transforms coaching from a peripheral task into a central leadership competency. This focus on proactive leadership and distributed responsibilities ensures that the framework not only addresses current challenges but also supports long-term organisational resilience.

Figure H: Proactive Managers: Strategies to Overcome Coaching Challenges

Source: Author's own creation



5.2.10 Strategies for Enhancing PCIF Effectiveness

Maximising the impact of the PCIF requires a strategic approach that integrates digital tools, organisational culture, and continuous evaluation. Digital platforms enable real-time feedback and progress tracking, ensuring that coaching practices remain aligned with organisational goals. Promoting a culture of learning and collaboration further embeds coaching as a core organisational value, enhancing its long-term sustainability.

Regular evaluations are essential for maintaining the framework's relevance and effectiveness. By actively gathering user feedback, organisations can refine the PCIF to meet emerging challenges and evolving needs. This iterative process ensures that the framework remains dynamic and responsive, reinforcing its role as a practical and adaptable tool for managerial coaching.

5.2.11 Theoretical Model and Future Testing

Building on the theoretical underpinnings and propositions outlined in Section 5.2.3, this section focuses on the implications for future research and testing of the proposed theoretical model. While the Proactive Coaching Integration Framework (PCIF) integrates Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) into a cohesive framework, its full theoretical validation requires empirical testing across diverse organisational and cultural contexts.

Future research could explore the following:

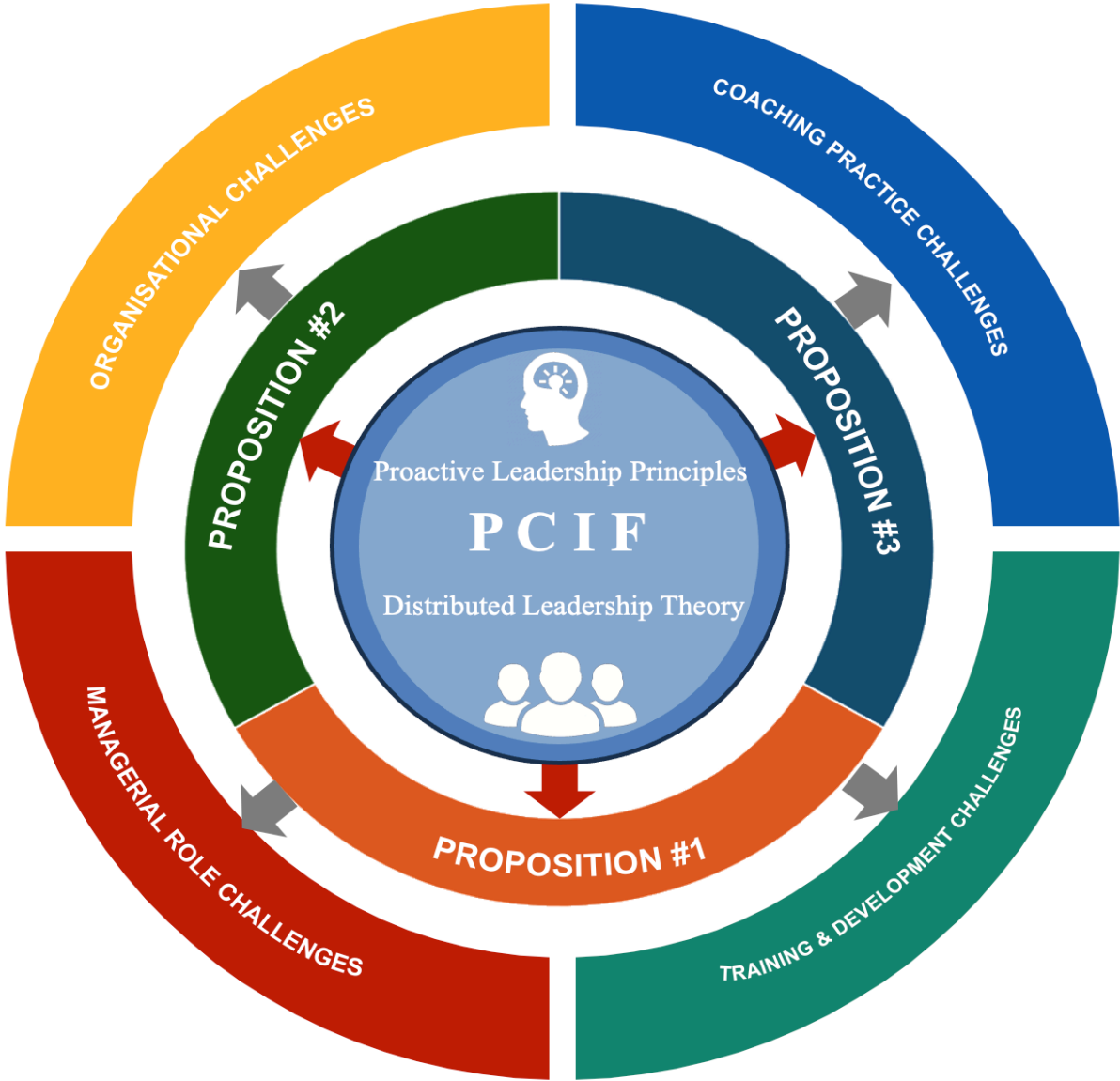
1. **Proposition Testing:** Empirical studies could validate the three propositions by investigating the relationships between proactive leadership practices, distributed coaching responsibilities, and organisational outcomes such as resilience, adaptability, and continuous improvement.
2. **Framework Adaptability:** Cross-regional studies could examine how the PCIF functions in organisational contexts beyond Hong Kong, accounting for variations in cultural, economic, and structural factors.

3. **Feedback Mechanisms:** Longitudinal studies could analyse the impact of iterative feedback mechanisms on the refinement and sustainability of coaching strategies.
4. **Impact Assessment:** Quantitative and qualitative methodologies could measure the specific impacts of resilience, collaboration, and continuous learning on managerial coaching effectiveness and organisational performance.

This theoretical model (see *Figure 1*) provides a foundation for further exploration, bridging empirical insights with academic theory. Its propositions, while grounded in this study's findings, invite broader validation and adaptation, underscoring the PCIF's potential as a flexible and evolving framework for addressing managerial coaching challenges.

Figure 1: Theoretical Model of PCIF

Source: Author's own creation



5.3 Advanced Strategies for Maximising PCIF Implementation

The effective implementation of the PCIF extends beyond initial adoption; it requires advanced strategies that ensure sustained impact and alignment with organisational goals. These strategies enhance the framework's applicability, encouraging innovation and continuous improvement.

Leveraging Technology for Enhanced Application

Digital tools play a pivotal role in optimising the PCIF's implementation. Coaching platforms enable real-time feedback, progress tracking, and analytics that provide actionable insights. Virtual coaching environments foster seamless engagement, particularly in hybrid or remote settings, ensuring accessibility and inclusivity. Additionally, AI-driven solutions can identify trends, predict challenges, and customise coaching approaches, aligning with organisational objectives.

Customisation for Organisational Relevance

Tailoring the PCIF to specific organisational needs is essential for maximising its effectiveness. Customisation involves developing industry-specific modules, case studies, and training scenarios that reflect the unique challenges and opportunities within each sector. This targeted approach ensures the framework resonates with users, fostering deeper engagement and practical application.

Iterative Evaluation and Refinement

Continuous improvement is integral to the PCIF's success. Organisations should establish feedback loops and performance metrics to assess the framework's impact. Regular evaluations identify areas for refinement, ensuring that the PCIF evolves in response to organisational dynamics and emerging challenges.

By adopting these advanced strategies, organisations can transform the PCIF into a dynamic tool that drives innovation, enhances coaching culture, and supports sustainable growth.

5.4 Rationale Behind the Components of the PCIF

The Proactive Coaching Integration Framework (PCIF) is underpinned by several interrelated components, each purposefully crafted to address specific challenges and advance managerial coaching practices. Grounded in both theoretical foundations and empirical evidence, these components collectively form a robust framework tailored to meet the unique demands of Hong Kong's corporate sector.

Central to the PCIF is the integration of Proactive Leadership Principles (PLPs), which underscore the importance of anticipation and strategic foresight in managerial coaching. PLPs encourage managers to adopt a forward-thinking approach, enabling them to identify potential challenges and proactively formulate strategies to address them. This anticipatory mindset equips managers to navigate the complexities of a dynamic corporate environment effectively, preparing them not only to mitigate future risks but also to leverage emerging opportunities. By fostering organisational resilience and adaptability, PLPs ensure that coaching practices align with long-term strategic objectives, empowering managers to lead with confidence and precision.

The emphasis on resource utilisation within the PCIF reflects a strategic approach to leveraging both tangible and intangible assets. Managers are encouraged to optimise available resources—such as time, expertise, and organisational support systems—to achieve coaching and broader organisational goals. This component aligns with the principle of maximising existing resources, a cornerstone of proactive leadership. Through efficient resource management, the PCIF ensures that coaching initiatives remain sustainable and impactful, even within resource-constrained environments, thereby addressing one of the core challenges faced by managers.

Collaborative decision-making is another vital component of the PCIF, fostering a culture of shared leadership and collective problem-solving. This element promotes an

inclusive approach to addressing coaching-related challenges, encouraging managers and their teams to leverage diverse perspectives and expertise. Collaborative decision-making enhances the quality of solutions, strengthens team cohesion, and fosters a sense of ownership and commitment to organisational goals. By creating an environment where mutual support and shared responsibility are valued, the PCIF enhances the effectiveness of managerial coaching practices.

The integration of Distributed Leadership Theory (DLT) further reinforces the PCIF's emphasis on collaboration. DLT advocates for the decentralisation of leadership responsibilities, suggesting the delegation of roles based on individual strengths and areas of expertise. Within this framework, credentialed internal coaches (CICs) play a pivotal role. These specialised professionals bring expertise, consistency, and accessibility to coaching practices, ensuring alignment with organisational values and strategic objectives. The utilisation of CICs offers numerous benefits, including cost-effectiveness, enhanced credibility, and increased employee engagement. This approach not only alleviates the burden on individual managers but also fosters a more inclusive and adaptive organisational culture.

A commitment to continuous improvement is embedded within the PCIF, promoting regular evaluation and refinement of coaching practices. This component encourages managers to engage in ongoing self-assessment and incorporate feedback to enhance their techniques. By embedding a mindset of perpetual learning and adaptation, the PCIF ensures that coaching practices remain relevant and responsive to evolving organisational needs. This principle fosters a culture of innovation and resilience, enabling managers to address emerging challenges with agility and foresight.

Finally, the empirical grounding of the PCIF is a cornerstone of its design, ensuring its relevance and applicability to the specific challenges of Hong Kong's corporate sector. Derived from comprehensive empirical research, this component incorporates the lived experiences of managers, making the framework practical and actionable. By reflecting real-world insights, the PCIF bridges the gap between theoretical constructs and managerial realities, providing tailored solutions that resonate with day-to-day practices.

By integrating these carefully designed components, the PCIF offers a holistic and practical approach to managerial coaching. The synergy between theoretical insights and empirical data ensures that managers are equipped with the tools and strategies necessary to foster a proactive, collaborative, and continuously improving organisational culture. This comprehensive framework addresses the multifaceted challenges of managerial coaching, supporting organisational success and sustainability.

5.5 Beneficiaries of the Research

This research makes both practical and theoretical contributions, offering significant value to a range of stakeholders within the realm of managerial coaching. By examining the challenges managers face in integrating coaching practices into their roles, this study bridges the gap between theory and practice, providing actionable insights that resonate with diverse beneficiaries.

The primary beneficiaries of this research are managers and corporate leaders, especially those operating in Hong Kong's dynamic and fast-paced corporate environment. The PCIF equips them with practical strategies to address prevalent coaching challenges, such as deficiencies in techniques, time constraints, and role conflicts. By applying the PCIF, managers can integrate coaching more effectively into their existing responsibilities, enhancing their ability to lead and support their teams.

Human Resources (HR) professionals also stand to gain significantly from this research. Positioned as key drivers in the structuring and implementation of coaching initiatives, HR departments can use the study's findings to design robust coaching interventions and support mechanisms tailored to organisational needs. The research highlights areas for improvement, such as formal coaching training and enhanced organisational support systems, providing HR professionals with a roadmap to foster a more structured and effective coaching culture.

At an organisational level, companies benefit from the widespread adoption of improved coaching practices. Enhanced managerial coaching fosters increased employee engagement, satisfaction, and productivity, aligning with the organisation's long-term strategic objectives. By addressing the challenges identified in this study, organisations can create a proactive, coaching-oriented culture that supports sustainable growth and innovation.

Although not directly targeted, employees are indirect beneficiaries of this research. They stand to gain from improved managerial coaching practices that provide clearer feedback, more tailored professional development opportunities, and greater support in achieving their career aspirations. Effective coaching fosters a more supportive and growth-oriented workplace, enhancing employees' overall satisfaction and engagement.

Finally, this research contributes to the academic discourse on coaching and management studies, offering valuable insights for academic and professional researchers. The study's focus on managerial coaching within Hong Kong's corporate sector provides a comparative perspective that enriches the existing literature. By laying a foundation for future research, this study invites further exploration of coaching practices in diverse cultural and organisational contexts.

In summary, the beneficiaries of this research extend across multiple levels, from individual managers and employees to organisations and the academic community. The practical applicability and theoretical grounding of the findings ensure that the Proactive Coaching Integration Framework (PCIF) serves as a versatile and impactful tool in advancing managerial coaching practices.

5.6 Managerial Proactivity in Addressing Coaching Challenges

The competitive corporate landscape of Hong Kong presents several challenges for managerial coaching, including balancing appraisal duties with coaching responsibilities, managing workload pressures, and resolving conflicts of interest (Grant & Ashford, 2008). To navigate these complexities, the Proactive Coaching

Integration Framework (PCIF) fosters a culture of managerial proactivity. This approach transforms obstacles into opportunities for growth, enabling managers to pre-emptively address challenges while enhancing their coaching effectiveness and sustainability.

The Essence of Proactivity

Managerial proactivity entails anticipating challenges, initiating strategic solutions, and implementing them consistently. It marks a shift from reactive problem-solving to a forward-thinking approach. The PCIF encourages managers to adopt a mindset of anticipation and preparation, actively seeking solutions, engaging in continuous learning, and adapting their coaching strategies to evolving organisational needs. Empirical findings revealed that many managers operated reactively, often addressing issues after they arose, leading at times to passive-aggressive behaviours. The PCIF counters this tendency by embedding a proactive ethos, equipping managers to foresee potential issues and address them pre-emptively.

Proactive leadership is particularly vital in Hong Kong's dynamic corporate environment, where rapid market changes and intense competition require managers to lead with foresight and strategic thinking (Grant, 2016). This approach aligns closely with the principles of continuous improvement, which emphasise the importance of regularly assessing and refining coaching practices to maintain their effectiveness in a constantly changing context (Senge, 1990).

Transforming Challenges into Opportunities

The PCIF enables managers to transform coaching challenges, such as conflicts of interest and work/role overload, into opportunities for professional growth and organisational development. For example, conflicts between coaching and appraisal duties highlight the need for clear role definitions and effective communication. By clarifying their dual roles to team members, managers can

build transparency and trust, addressing a common empirical finding of unclear roles undermining coaching effectiveness.

Work and role overload provide an opportunity for managers to hone negotiation and time management skills. The PCIF promotes strategies such as prioritising tasks and delegating responsibilities, ensuring that coaching remains central to managerial functions. These strategies directly respond to empirical data, where workload constraints were frequently cited as barriers to effective coaching (Ellinger & Kim, 2014b). Additionally, leveraging distributed leadership principles, the PCIF advocates for sharing coaching responsibilities across organisational levels. This collaborative approach not only alleviates the burden on individual managers but also fosters a culture of mutual accountability and shared growth (Yukl & Gardner, 2020).

Cultivating a Proactive Coaching Culture

Beyond individual strategies, the PCIF emphasises the importance of cultivating a proactive coaching culture at the organisational level. This involves recognising and rewarding proactive coaching behaviours, investing in conflict resolution training, and establishing policies that support coaching as a strategic priority. Aligning organisational culture with proactivity ensures a supportive ecosystem where coaching can thrive. Empirical findings highlighted the absence of formal structures and resources in many organisations, underscoring the need for a cultural shift to sustain effective coaching practices (Bachkirova, Arthur, & Reading, 2020).

Promoting continuous learning and development is another pillar of a proactive coaching culture. Encouraging self-reflection, peer learning, and regular skill updates ensures that managers remain adaptable and effective in their coaching roles. This focus on ongoing development aligns with the principles of a learning organisation, which prioritises continuous improvement and knowledge sharing to address evolving organisational needs (Senge, 1990).

Enhancing Proactive Coaching with Technology

The integration of digital tools and platforms further enhances the PCIF's proactive coaching initiatives. Technology can streamline communication, track progress, and provide real-time feedback, making the coaching process more efficient and responsive to organisational dynamics. Additionally, mentorship programmes pairing less experienced managers with seasoned coaches promote a culture of continuous development, reinforcing the scalability and sustainability of coaching practices (Ellinger & Kim, 2014b).

A Transformative Approach

By promoting managerial proactivity, the PCIF represents a transformative shift in addressing coaching challenges. It equips managers with strategies, skills, and a proactive mindset to tackle obstacles head-on, turning challenges into catalysts for growth and innovation. This forward-thinking ethos fosters continuous improvement and excellence in coaching practices, ensuring managers are prepared to navigate the complexities of modern corporate environments effectively.

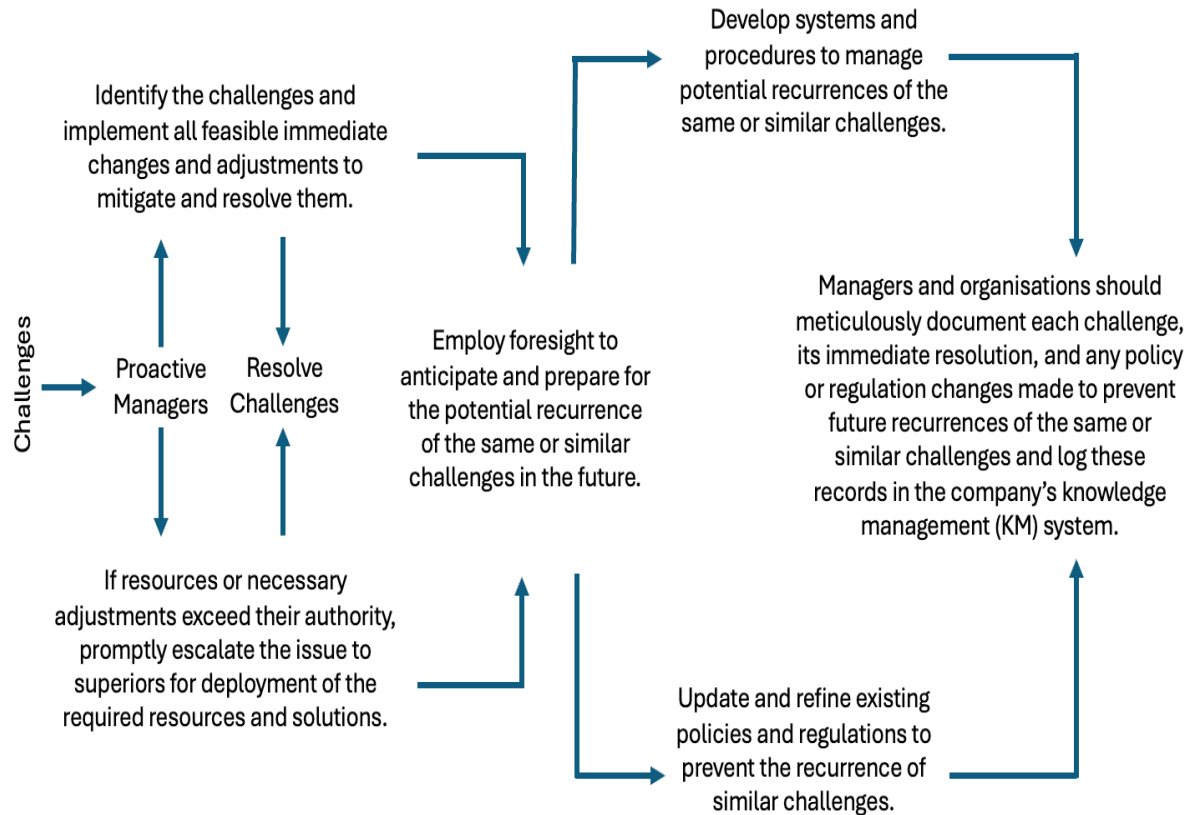
The explicit alignment between the PCIF's proactive measures and the empirical challenges identified ensures its practical relevance and impact. By providing structured solutions to these challenges, the PCIF enhances managerial capabilities and strengthens organisational resilience, positioning organisations to succeed in Hong Kong's dynamic corporate sector.

5.7 Practical Guidelines for Implementing PCIF

This section presents practical guidelines for implementing the Proactive Coaching Integration Framework (PCIF) in organisational settings (see [Figure J](#)). These recommendations are designed to support the seamless adoption of the framework, enabling managers to optimise their coaching practices and align them with organisational goals.

Figure J: Proactive Managerial Response and Knowledge Continuity Structure

Source: Author's own creation



Cultivating a Proactive Coaching Culture

The foundation of PCIF implementation lies in fostering a proactive coaching culture. This process begins with securing the commitment of senior leadership to champion coaching as a strategic priority. Leadership advocacy should be complemented by clear communication of the benefits of coaching to all employees, ensuring that it becomes embedded in the organisation's core values and daily practices. Establishing such a culture positions coaching as an integral part of leadership development and organisational growth.

Comprehensive Training and Development

Investing in robust training programmes is essential for equipping managers and internal coaches with the skills needed to implement the PCIF effectively. These programmes should encompass both theoretical foundations, such as

proactive leadership principles (PLPs) and distributed leadership theory (DLT), and practical coaching techniques tailored to the organisation's context. Credentialed internal coaches (CICs) play a pivotal role in this training process, offering expert guidance and serving as exemplars of best practices. Comprehensive training ensures that coaching is practiced consistently and with a high standard of professionalism.

Maximising the Role of Credentialed Internal Coaches (CICs)

CICs are instrumental in the success of the PCIF. Their expertise enhances the quality and credibility of coaching practices across the organisation. By integrating CICs into the framework, organisations ensure that coaching responsibilities are distributed, reducing the burden on individual managers while promoting a collective effort. CICs can also provide targeted coaching solutions, aligning practices with organisational goals and addressing specific challenges identified within the corporate environment.

Addressing Coaching Challenges

One of the PCIF's strengths is its ability to tackle the fifteen challenges identified through empirical research, including a deficient coaching culture, inadequate support, and time constraints. CICs, alongside managers, should employ tailored strategies to address these issues, ensuring that the unique needs of the organisation and its workforce are met. By proactively managing these challenges, the PCIF fosters a supportive and effective coaching ecosystem, promoting engagement and growth across all levels.

Embedding Continuous Improvement

The PCIF encourages a culture of continuous improvement. Organisations should implement feedback loops and evaluation mechanisms to refine coaching practices regularly. Establishing clear success metrics and conducting periodic assessments ensures that coaching strategies remain effective and aligned with organisational goals. Feedback gathered through these

mechanisms enables iterative refinement, fostering adaptability and sustained progress.

Aligning Coaching with Organisational Goals

For coaching to deliver maximum impact, it must be aligned with the organisation's strategic objectives. Managers and CICs should collaborate to integrate coaching initiatives with the organisation's mission and vision. Aligning coaching with these goals ensures that developmental efforts contribute to broader strategic outcomes, enhancing both individual and organisational performance.

Monitoring and Evaluation

Effective implementation of the PCIF requires robust systems for monitoring and evaluation. Organisations should utilise both qualitative and quantitative measures to assess the impact of coaching on performance and organisational outcomes. Regular reviews help track progress, identify areas for improvement, and guide data-driven adjustments to coaching strategies. Such monitoring not only validates the effectiveness of the PCIF but also strengthens its relevance to evolving organisational contexts.

Concluding Remarks

By adhering to these practical guidelines, organisations can successfully implement the PCIF, enhancing managerial coaching practices and cultivating a proactive, resilient organisational culture. The framework's holistic approach—integrating proactive leadership, resource optimisation, collaborative decision-making, and continuous improvement—provides a robust foundation for addressing coaching challenges. In doing so, the PCIF serves as an indispensable tool for navigating the complexities of modern corporate environments and driving sustained success.

5.8 Reflections on the Development Process of PCIF

The development of the Proactive Coaching Integration Framework (PCIF) represents a meticulous and reflective journey, shaped by the coaching challenges faced by managers within Hong Kong's dynamic corporate sector. This process highlights the seamless integration of empirical evidence, theoretical underpinnings, and iterative feedback, culminating in a transformative tool designed to advance managerial coaching practices.

Initial Insights and Theoretical Foundation

The foundation of the PCIF lies in a comprehensive analysis of semi-structured interviews conducted with managers from diverse industries. These interviews provided nuanced insights into the multifaceted challenges encountered in managerial coaching. The empirical findings revealed recurring themes such as a deficient coaching culture, inadequate support systems, and conflicts of interest, offering a critical lens through which to understand the realities of coaching in Hong Kong's corporate landscape.

In parallel, the framework's conceptual underpinning was reinforced by an extensive review of relevant theoretical models in leadership and coaching. Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) were particularly influential in shaping the framework. This integration of theoretical constructs with empirical insights ensured that the PCIF was both academically robust and practically applicable, addressing coaching challenges with a holistic and context-sensitive approach.

Incorporating Managerial Feedback

Managerial feedback played a pivotal role in shaping the PCIF's development. Collaborative discussions with experienced managers enriched the framework's strategies, ensuring alignment with the lived realities of managerial coaching. These iterative consultations refined the PCIF's components, bridging the gap between theoretical constructs and practical

applications. By engaging directly with practitioners, the framework was continuously adjusted to reflect the challenges and expectations encountered in real-world scenarios.

This iterative process also allowed for the identification of potential gaps and opportunities for improvement. For instance, feedback underscored the need for structured training in proactive leadership and distributed coaching responsibilities, both of which were subsequently prioritised in the PCIF design.

Addressing the Proactivity Gap

A key finding from the interviews was the prevalence of the Dunning-Kruger Effect among managers, wherein individuals with limited coaching competence overestimated their abilities (Dunning, 2011). This cognitive bias hindered self-awareness and receptivity to constructive feedback, perpetuating ineffective coaching practices. The lack of proactivity was another significant challenge, as many managers viewed coaching as peripheral to their core responsibilities.

To address these gaps, the PCIF emphasises fostering a proactive mindset. Managers are encouraged to reframe challenges as opportunities for growth, transforming the perception of coaching from a reactive task into a strategic leadership competency. This shift is central to cultivating resilience and adaptability, aligning coaching practices with broader organisational goals.

Commitment to Continuous Iteration

The development of the PCIF was characterised by a steadfast commitment to continuous refinement. As new theoretical advancements emerged and the needs of managers evolved, the framework was adjusted to maintain its relevance and efficacy. This adaptive approach not only ensured that the PCIF remained aligned with the latest developments in leadership and coaching theories but also enabled it to address the dynamic challenges of the corporate environment.

The iterative nature of the PCIF's development is particularly evident in its response to cognitive and behavioural barriers, such as the Dunning-Kruger Effect (Dunning, 2011). The Dunning-Kruger Effect refers to a cognitive bias where individuals with low competence in a given area overestimate their abilities, while those with high competence tend to underestimate theirs. This bias can create significant challenges in managerial coaching, as individuals may lack the self-awareness needed to recognise their developmental gaps or seek improvement.

By prioritising self-awareness, openness to feedback, and proactive engagement, the PCIF equips managers to overcome such biases. It fosters a culture of continuous learning and growth, encouraging managers to identify and address their limitations while enhancing their coaching effectiveness. This commitment to iteration ensures that the framework evolves alongside both theoretical advancements and practical realities, offering managers a dynamic and robust tool to navigate the complexities of the corporate coaching landscape.

Reflections on the Development Journey

Reflecting on the development process of the PCIF reveals a path defined by rigorous empirical analysis, theoretical engagement, and a deep commitment to practical applicability. The integration of continuous managerial feedback ensured that the framework was adaptable and grounded in real-world experiences. Its emphasis on proactive leadership and distributed responsibilities fosters a coaching culture where challenges are seen as opportunities for growth and innovation.

This reflective approach positions the PCIF as a dynamic tool capable of addressing the unique coaching challenges within Hong Kong's corporate sector. By promoting self-awareness, adaptability, and a proactive mindset, the PCIF not only supports individual managerial development but also strengthens organisational resilience and success. Through its tailored design

and continuous refinement, the PCIF emerges as a transformative framework that enhances coaching practices and fosters a culture of excellence across organisations.

5.9 Strategies for Enhancing PCIF Effectiveness

Organisations seeking to optimise the PCIF's long-term impact should focus on advanced strategies that enhance its practical application and adaptability. These strategies build on foundational principles, deepening the framework's integration and value.

Expanding Digital Integration

The integration of technology amplifies the PCIF's effectiveness. Advanced coaching platforms and analytics tools streamline implementation, offering predictive insights and personalised solutions. Virtual collaboration tools ensure continuity in coaching practices, even across geographically dispersed teams.

Embedding a Culture of Learning

Fostering an organisational culture that prioritises learning and coaching ensures sustained engagement with the PCIF. Managers should encourage peer learning, reflective practices, and collaborative problem-solving, embedding coaching as a core organisational value.

Aligning with Organisational Goals

The PCIF should evolve in alignment with strategic objectives. Regularly revisiting the framework to reflect organisational priorities ensures it remains relevant. This alignment fosters a cohesive approach to leadership development, enhancing both individual and collective outcomes.

Strengthening Feedback Mechanisms

A robust feedback system ensures the PCIF stays responsive to changing organisational needs. By actively collecting and incorporating insights from users, organisations can refine the framework and address emerging challenges effectively.

These strategies reinforce the PCIF's adaptability, ensuring it remains a powerful tool for navigating organisational complexities and fostering leadership excellence.

5.10 Limitations and Challenges in PCIF Implementation

Implementing the PCIF within the intricate and dynamic environment of Hong Kong's corporate sector presents several unique challenges and limitations. Recognising these potential obstacles is crucial for equipping managers and organisations to navigate the implementation process effectively and ensure the PCIF achieves its intended impact. This section outlines key limitations and challenges in implementing the PCIF and suggests strategies for overcoming them.

Cultural and Organisational Resistance

A primary challenge in implementing the PCIF is the potential resistance from existing organisational cultures and structures that may not be immediately conducive to proactive coaching practices. In many organisations, traditional hierarchical models and a focus on short-term results can impede the adoption of a coaching culture that prioritises long-term development and empowerment. To address this, it is essential to engage organisational leadership in championing the adoption of the PCIF. Leaders should model proactive coaching behaviours and communicate the long-term benefits of a coaching culture. Additionally, providing comprehensive training and resources that emphasise the advantages of coaching for both individual growth and organisational resilience can facilitate this cultural shift.

Managerial Skill Gaps

The success of the PCIF hinges on the assumption that managers possess, or can develop, the necessary skills for effective proactive coaching. These skills include communication, empathy, conflict resolution, and time management. However, gaps in these competencies can limit the framework's effectiveness. To mitigate this, organisations should implement targeted training programmes designed to develop these critical coaching skills among managers. Furthermore, leveraging peer learning and mentorship opportunities can aid in skill development and reinforce a culture of continuous learning and professional growth.

Time Constraints and Workload Management

The demanding nature of managerial roles often results in significant time pressures, which can hinder the ability to engage in proactive coaching practices. Integrating coaching into an already packed schedule is a practical limitation that must be addressed. To overcome this challenge, organisations should develop policies that explicitly allocate time for coaching activities and recognise coaching as an essential managerial responsibility. Additionally, demonstrating the tangible benefits of coaching, such as improved team performance and employee engagement, can help managers prioritise coaching within their daily tasks.

Measuring Impact and Success

Quantifying the impact of the PCIF on managerial effectiveness and organisational outcomes presents another challenge. The qualitative nature of many coaching benefits can complicate the establishment of clear success metrics. To address this, it is important to develop a balanced set of qualitative and quantitative indicators that measure the impact of coaching practices on team dynamics, employee engagement, and individual development. Regular feedback mechanisms, such as surveys and performance reviews, can offer

valuable insights into the effectiveness of the PCIF and identify areas for further refinement.

Adaptability and Continuous Improvement

The constantly evolving nature of the corporate sector necessitates that any coaching framework remains adaptable to changing business needs and individual circumstances. Ensuring that the PCIF stays relevant and responsive is an ongoing challenge. To address this, organisations should establish regular review and update cycles for the PCIF, incorporating new insights, feedback, and emerging best practices. Encouraging a mindset of continuous improvement among managers is also vital, as it fosters adaptability and responsiveness in coaching practices, allowing the framework to evolve in alignment with organisational and market changes.

Acknowledging and proactively addressing these challenges and limitations is crucial for the successful implementation of the PCIF. By fostering a supportive organisational culture, developing managerial skills, managing workloads effectively, measuring success accurately, and maintaining adaptability, organisations can overcome these barriers and fully realise the benefits of the PCIF. This comprehensive approach ensures that the framework not only meets the immediate needs of the organisation but also adapts to future challenges, promoting a sustainable and effective coaching culture.

5.11 Application of PCIF in Managerial Coaching

The practical application of the Proactive Coaching Integration Framework (PCIF) in managerial coaching is a critical step towards fostering a culture of proactive development and empowerment within Hong Kong's corporate environment. Incorporating the PCIF into daily managerial routines enables organisations to address coaching challenges with greater strategic insight and efficiency. This section outlines the key strategies and actionable steps for managers and organisations to implement the PCIF effectively.

Understanding the Framework

The practical application of the Proactive Coaching Integration Framework (PCIF) in managerial coaching is a critical step towards fostering a culture of proactive development and empowerment within Hong Kong's corporate environment. Incorporating the PCIF into daily managerial routines enables organisations to address coaching challenges with greater strategic insight and efficiency. Managers must first acquire a comprehensive understanding of the framework's components and the specific coaching challenges it addresses. Orientation sessions that provide an overview of the PCIF's structure, objectives, and supporting empirical research can ensure managers are well-equipped for its application. These sessions should encourage interaction and engagement, deepening managers' conceptual knowledge and their ability to apply the framework effectively (Ellinger & Kim, 2014b).

Adopting a Proactive Coaching Mindset

To successfully implement the PCIF, managers must adopt a proactive coaching mindset, actively seeking to enhance their practices while anticipating potential challenges. This shift involves creating opportunities for reflection and shared learning among managers. Periodic reflective practice sessions offer a platform for managers to discuss their experiences and develop innovative strategies for improvement. These sessions foster a culture of continuous learning and proactive coaching, enabling managers to transition from reactive problem-solving to anticipating and mitigating potential challenges before they arise (Grant, 2016). This proactive mindset is essential for navigating the dynamic corporate environment of Hong Kong.

Integrating PCIF into Daily Managerial Activities

Integrating the PCIF into daily managerial activities is essential for its effective application. Managers should use the framework to guide their coaching strategies, adapting their methods to meet the unique needs of their teams.

Organisations can support this integration by providing practical tools, such as checklists, question prompts, and scenario-based exercises, to help managers apply the PCIF principles in real-time (Bachkirova, Arthur, & Reading, 2020). Embedding the PCIF into daily routines ensures that coaching becomes an intrinsic part of leadership practice, enhancing both its impact and sustainability.

Leveraging Organisational Support

The application of the PCIF also requires robust organisational support. Organisations must provide the resources and infrastructure necessary to facilitate the framework's implementation. This includes advocating for policies that recognise coaching as a critical leadership function and allocating time and resources for coaching activities. For instance, organisations might incorporate coaching effectiveness into performance evaluations and provide opportunities for the professional development of coaching skills (Ellinger, Beattie, & Hamlin, 2018). Such institutional support signals to managers and employees alike that coaching is a valued organisational priority, thereby encouraging broader engagement with the framework.

Measuring and Refining Coaching Practices

Continuous evaluation and refinement are vital components of the PCIF's application. Managers should regularly assess the impact of their coaching practices, using feedback from team members to make informed adjustments. Establishing a quarterly review process allows managers to reflect on the effectiveness of their strategies and refine their approaches based on the feedback received (Nelson, Cushion, & Potrac, 2006). This iterative process ensures that coaching practices remain dynamic and responsive to the evolving needs of the organisation and its employees. By continuously refining their approaches, managers align their coaching practices with organisational goals and adapt to changing circumstances, enhancing both individual and organisational performance.

By following these guidelines, organisations can successfully implement the PCIF and foster a proactive coaching culture that enhances managerial effectiveness and organisational performance. The integration of the PCIF into daily practices, supported by organisational policies and continuous evaluation, provides a comprehensive approach to addressing the challenges of managerial coaching. This framework not only improves the quality of coaching but also contributes to a resilient and adaptable organisational culture, capable of navigating the complexities of the corporate environment in Hong Kong. The PCIF's emphasis on proactive, strategic coaching ensures that managers are well-prepared to lead their teams through the challenges and opportunities of a dynamic corporate landscape.

5.12 Theoretical and Practical Implications of the PCIF

The Proactive Coaching Integration Framework (PCIF) represents a critical intersection of theoretical insight and practical application, advancing leadership and coaching practices in organisational settings. By integrating Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), the PCIF offers a robust framework for addressing the multifaceted challenges of managerial coaching.

Theoretical Implications

The PCIF's dual theoretical foundation bridges the individual and collective dimensions of leadership, enriching the discourse on coaching and leadership development. The incorporation of PLPs emphasises foresight and strategic planning as essential attributes of proactive leadership, equipping managers to anticipate and navigate challenges effectively. Simultaneously, DLT decentralises leadership roles, fostering a culture of shared responsibility and collaboration across organisational hierarchies.

This integration offers a theoretical contribution to the academic field by positioning proactive and distributed leadership as complementary forces that enhance organisational adaptability and resilience. The PCIF's unique synthesis provides a structured approach for understanding how leadership

models can be leveraged to foster a proactive coaching culture, addressing both immediate needs and long-term objectives. In doing so, it enriches managerial coaching literature with a forward-looking perspective tailored to the demands of dynamic corporate environments.

Practical Implications

The PCIF's practical applications extend to multiple facets of organisational practice, offering actionable strategies for fostering a proactive and collaborative coaching culture. It emphasises the importance of embedding coaching into managerial training programmes, enabling managers to implement the framework's principles effectively. This integration strengthens leadership capacity while promoting a supportive environment for employee development.

Adopting the PCIF also encourages cultural transformation within organisations. By prioritising continuous learning, empowerment, and shared accountability, the framework fosters a culture of growth and development. Such cultural shifts are instrumental in building trust, improving team performance, and aligning organisational practices with strategic objectives.

Additionally, the PCIF provides practical solutions to real-world challenges such as time constraints and resource limitations. By offering adaptable tools and strategies, the framework ensures that managerial coaching is accessible and impactful, even in resource-constrained environments. Its flexibility and scalability make it an invaluable resource for organisations aiming to align coaching practices with long-term goals.

In summary, the PCIF stands as a comprehensive framework that bridges theoretical innovation and practical implementation. By integrating key leadership theories and addressing organisational challenges, the PCIF equips managers to navigate complexities with foresight and collaboration, promoting sustained organisational success.

5.13 Integrating Empirical Foundations and Theoretical Concepts in PCIF Development

The development of the Proactive Coaching Integration Framework (PCIF) is firmly anchored in the integration of empirical findings and theoretical constructs, ensuring that it is both practically applicable and theoretically robust. This dual foundation establishes the PCIF as a dynamic framework capable of addressing contemporary managerial coaching challenges while contributing to academic discourse.

Empirical Foundations

The empirical research conducted during this study identified critical challenges that hinder effective managerial coaching, such as organisational inefficiencies, role overload, and gaps in training. These insights were instrumental in shaping the practical components of the PCIF, ensuring that it directly addresses the real-world issues faced by managers. By grounding the framework in the lived experiences of organisational leaders, the PCIF aligns closely with the operational realities of the corporate sector, particularly within Hong Kong's dynamic environment.

Theoretical Contributions

The PCIF is guided by Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), which provide the conceptual framework for interpreting empirical data. PLPs emphasise foresight and anticipatory action, encouraging managers to identify and address challenges proactively. DLT complements this approach by promoting the decentralisation of leadership roles, enabling collective responsibility and fostering organisational adaptability. Together, these theories inform the strategic integration of proactive and distributed leadership practices within the PCIF, creating a framework that is both innovative and grounded in established principles.

Synthesis of Evidence and Theory

The integration of empirical evidence and theoretical constructs results in a unique framework that bridges the gap between research and practice. Key aspects of this synthesis include:

- **Empirical Validation:** The PCIF is rooted in data collected from organisational contexts, ensuring its relevance and practical applicability.
- **Theoretical Innovation:** By combining PLPs and DLT, the PCIF introduces a forward-looking approach to managerial coaching, empowering organisations to anticipate and address challenges with greater agility.

This synthesis not only ensures the framework's flexibility and responsiveness to varying organisational contexts but also contributes a novel perspective to the field of managerial coaching. The PCIF stands as a robust model that connects empirical insights with theoretical advancements, offering both practical utility and academic significance.

5.14 Integrating PCIF with Broader Managerial Coaching Literature

The Proactive Coaching Integration Framework (PCIF) introduces a fresh perspective to managerial coaching by addressing gaps in both academic discourse and practical implementation. Its unique integration of Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT) positions it as a transformative tool for enhancing managerial practices and organisational performance.

Unique Contributions

The PCIF's emphasis on a proactive coaching mindset distinguishes it from traditional frameworks that primarily adopt a reactive approach. By

encouraging foresight and strategic planning, the PCIF empowers managers to anticipate challenges and foster a culture of continuous improvement. This shift from immediate problem-solving to long-term strategic thinking enhances organisational adaptability and resilience.

Moreover, the framework's integration of proactive and distributed leadership approaches promotes collaborative decision-making and shared accountability. By decentralising leadership roles, the PCIF leverages the diverse expertise within teams, fostering an inclusive culture of innovation and problem-solving. This emphasis on collaboration not only enriches coaching practices but also aligns them with broader organisational objectives.

Alignment with Existing Theories

The PCIF resonates with established theories in managerial coaching, reinforcing its academic and practical validity. Its proactive leadership focus aligns with the principle of anticipatory action, which prepares organisations to address emerging challenges with agility and foresight. Meanwhile, its adherence to distributed leadership complements the growing recognition of shared responsibility as a driver of organisational success.

This alignment enhances the PCIF's relevance, ensuring that it serves as a bridge between theoretical constructs and practical application. By integrating these established principles, the PCIF contributes to a more comprehensive understanding of managerial coaching, offering a framework that is both academically grounded and practically adaptable.

Addressing Critical Gaps

The PCIF addresses key challenges in managerial coaching, such as scalability, sustainability, and integration within organisational structures. Its flexible design allows for adaptation across diverse industries and organisational contexts, ensuring that coaching practices remain relevant and effective over time. By embedding coaching into organisational policies and aligning it with

strategic goals, the PCIF ensures that it is not only a tool for immediate challenges but also a catalyst for enduring cultural transformation.

In conclusion, the PCIF represents a significant advancement in managerial coaching literature. By integrating proactive and distributed leadership principles, it introduces a forward-looking, scalable framework that addresses the complexities of modern organisational environments. Its unique contributions and alignment with established theories position the PCIF as both a theoretical innovation and a practical tool for fostering effective leadership and coaching practices.

5.15 Future Directions and Research Opportunities

The Proactive Coaching Integration Framework (PCIF) represents a significant advancement in managerial coaching practices within Hong Kong's corporate sector. Nonetheless, the evolving corporate landscape and the dynamic needs of managers and teams indicate a wealth of opportunities for further research. Exploring these areas will not only deepen the understanding of the PCIF but also enhance its applicability and broaden its impact across varied contexts.

Longitudinal Studies on PCIF Implementation

Future research should focus on longitudinal studies to track the implementation and outcomes of the PCIF across diverse organisational settings. Such studies would provide valuable insights into the long-term effects of the framework on leadership development, coaching practices, and organisational performance. Specifically, monitoring the sustained impacts on manager-coachee relationships, employee engagement, and team dynamics would highlight potential areas for refinement and further adaptation.

Ideal Participant Demographic Diversity and Direct Reports

To capture a comprehensive view of managerial coaching dynamics, future studies should involve participants across varying levels of seniority. A balanced participant ratio might include:

- **Senior-Level Executives (30%):** This group, including CEOs, Vice Presidents, and other C-suite leaders, would provide insights into the strategic integration of coaching within organisational culture.
- **Mid-Level Managers (40%):** Department heads and team leaders could offer perspectives on coaching practices embedded within operational frameworks.
- **Junior Managers and Team Supervisors (30%):** Early-stage leaders could highlight the challenges of adopting coaching practices while navigating their leadership development.

In addition, participant teams should reflect varied sizes to explore coaching responsibilities effectively. For example, senior executives typically focus on strategic coaching with 3–5 direct reports, mid-level managers balance performance and development with 10–20 reports, and junior managers engage in hands-on coaching for individual growth with 5–10 reports. Including this diversity ensures that future studies capture a wide spectrum of coaching experiences and challenges.

Cross-Cultural Applicability of the PCIF

Although the PCIF is designed for Hong Kong's corporate environment, examining its application across diverse cultural contexts would offer valuable insights into its global relevance. Comparative studies could identify adaptations required to suit different cultural environments, enhancing the framework's versatility and applicability in a globalised corporate landscape.

Integration of Technology in Coaching Practices

The rapid advancement of technology presents both opportunities and challenges for coaching frameworks. Future research should explore how digital tools, such as coaching platforms, virtual reality applications, and AI-driven analytics, can enhance the PCIF's accessibility and relevance. By understanding how technology supports coaching processes, the framework can evolve to remain effective amidst ongoing technological innovation.

Impact on Organisational Culture and Change Management

The PCIF's focus on proactive leadership and empowerment positions it as a potential catalyst for transforming organisational culture and change management practices. Future studies could explore how the framework influences cultural shifts, readiness for change, and organisational resilience. These insights would offer a deeper understanding of the PCIF's role in fostering sustainable organisational development.

Customisation for Specific Industries

Hong Kong's corporate sector spans diverse industries, such as finance, technology, and manufacturing. Tailoring the PCIF to address the unique challenges and opportunities within specific industries would maximise its relevance and impact. Industry-specific research would ensure that the framework remains responsive to the distinct needs of various sectors.

Theoretical Model Development for Managerial Coaching

While this study emphasises practical applications, there remains a need for a robust theoretical model to deepen understanding and predict coaching outcomes. Future research could focus on constructing a comprehensive framework that integrates elements such as proactive leadership, coaching techniques, and organisational culture. Specifically, this model should examine

key variables such as leadership style, organisational culture, employee engagement, and coaching efficacy, as well as their interrelationships in influencing coaching success.

The theoretical model would provide a structured approach to understanding the dynamics of managerial coaching and its outcomes, addressing the unique challenges of the Asian corporate sector. Testing this model across diverse organisational and cultural contexts would validate its adaptability and enhance its academic contributions. Furthermore, aligning this theoretical model with the core components and propositions of the PCIF would ensure continuity between practical applications and theoretical advancements.

By advancing the theoretical development of managerial coaching, future research could bridge the gap between practice and theory, offering valuable insights for academic discourse and practical implementation alike.

The future directions and research opportunities for the PCIF are extensive and hold immense potential to enrich both practice and scholarship. By exploring these avenues, researchers and practitioners can refine and expand the framework, ensuring it remains a vital tool for enhancing managerial coaching practices. Continued development of the PCIF will sustain its relevance, supporting organisational growth and leadership development in an increasingly complex and dynamic corporate environment.

5.16 Integrating Feedback Mechanisms for Continuous PCIF Improvement

The dynamic nature of the corporate environment and coaching practices necessitates that the Proactive Coaching Integration Framework (PCIF) remains adaptable and responsive. Integrating systematic feedback mechanisms is essential to ensure the framework's ongoing relevance, efficacy, and continuous improvement.

Establishing a Multi-Source Feedback System

A comprehensive multi-source feedback system is foundational for gathering insights into the PCIF's implementation and impact. This system should solicit feedback from diverse stakeholders, including managers applying the framework, their coachees, peer coaches, and organisational leadership. By collecting input from these varied perspectives, organisations can gain a holistic understanding of the PCIF's strengths and areas for refinement. Methods such as regular surveys, structured interviews, and outcome assessments should form the backbone of this feedback collection process, ensuring that all voices are heard and that the evaluation remains comprehensive.

Incorporating Real-Time Adaptation

Collecting feedback is only the first step; its analysis and integration into the framework must occur promptly to ensure timely adjustments. A dedicated team or committee should oversee this ongoing review process, tasked with analysing trends, identifying areas for improvement, and implementing necessary changes. This structure ensures that the PCIF remains responsive to emerging challenges and evolves in alignment with organisational goals. Real-time adaptation underscores the framework's flexibility, enabling it to remain relevant in a rapidly changing corporate landscape.

Leveraging Technology for Feedback Integration

Technological tools can significantly enhance the efficiency and effectiveness of feedback collection and analysis. Digital platforms allow for real-time data gathering, advanced analytics, and sentiment analysis, enabling organisations to monitor the PCIF's performance continuously. These technologies can help identify trends, predict potential challenges, and provide actionable insights for proactive framework adjustments. By leveraging these tools, organisations can ensure that the PCIF evolves in step with their needs, further solidifying its role as a dynamic coaching framework.

Fostering a Culture of Continuous Improvement

An organisational culture that values continuous improvement is vital for the sustainable development of the PCIF. Encouraging open communication and constructive feedback creates an environment where employees and managers feel empowered to contribute to the framework's refinement. Organisations should promote the principles of continuous learning and innovation at all levels, creating a collaborative workplace where the PCIF can thrive. Regularly engaging managers and employees in discussions about their coaching experiences can generate valuable insights and foster a shared commitment to improving the framework.

Ensuring Transparency in the Improvement Process

Transparency in how feedback is utilised to enhance the PCIF builds trust and engagement among stakeholders. Regular updates on improvements, informed by feedback, should be shared through channels such as newsletters, meetings, or publicly accessible revision logs. Communicating these updates reinforces the organisation's commitment to collaboration and ensures that stakeholders feel involved in the PCIF's ongoing evolution. This transparency not only maintains trust but also encourages continued participation in the feedback process.

In conclusion, the integration of feedback mechanisms into the PCIF's development process is critical for ensuring its adaptability and effectiveness in addressing the evolving needs of organisations and their leaders. By implementing a structured and transparent system for feedback collection and integration, leveraging technology, and fostering a culture of continuous improvement, the PCIF remains a vital tool in the ever-changing corporate landscape. This commitment to ongoing refinement ensures that the framework continues to empower managers and organisations, driving success and resilience in the face of future challenges.

5.17 Enhancing the User-Friendly Accessibility of PCIF

The success of the PCIF in transforming managerial coaching practices hinges on its accessibility and ease of implementation. By ensuring that the framework is user-friendly, organisations can encourage its widespread adoption and integration into daily managerial routines. This section explores strategies to enhance the accessibility and usability of the PCIF, thereby maximising its practical impact.

Development of Comprehensive Guides and Toolkits

Comprehensive guides and toolkits are indispensable for ensuring that managers can seamlessly integrate the PCIF into their practices. These resources should detail the framework's components, principles, and application processes in a clear and structured manner. User-friendly materials such as step-by-step implementation guides, practical checklists, and adaptable templates can simplify the adoption of the framework. By creating intuitive and accessible resources, organisations enable managers to understand and apply the PCIF effectively, even in complex coaching scenarios.

Leveraging Digital Platforms for PCIF Deployment

Digital platforms play a pivotal role in enhancing the accessibility of the PCIF. A dedicated web-based portal or mobile application can serve as a central repository for all PCIF-related resources, including guides, case studies, and training materials. These platforms can also facilitate interactive features such as webinars, online tutorials, and discussion forums, creating a dynamic community of PCIF users. By leveraging technology, organisations ensure that the framework is accessible to a wider audience and can support continuous learning, resource sharing, and engagement.

Customisation and Localisation of PCIF Resources

Given the diversity of Hong Kong's corporate sector, customisation and localisation are crucial for ensuring the PCIF's relevance across different

industries and cultural contexts. Developing sector-specific case studies and tailored materials allows the framework to address unique challenges and operational nuances effectively. Customisation can extend to incorporating cultural sensitivities and industry-specific requirements, enabling managers to relate the framework to their specific environments. Such adaptations enhance the practical utility and resonance of the PCIF, ensuring its successful integration across varied organisational settings.

Training Programs

Formal training programs are critical for equipping managers with the skills and knowledge required to apply the PCIF effectively. These programs should cover the framework's theoretical foundations, practical applications, and advanced coaching techniques, ensuring a thorough understanding of its principles. Certification opportunities and continuous professional development can further empower managers, enabling them to act as advocates for the PCIF within their organisations. Trained managers can mentor their peers, fostering a wider adoption of the framework and embedding its principles into the organisational culture.

Continuous User Feedback and Support

A robust feedback and support system is essential for the ongoing refinement and optimisation of the PCIF. Organisations should implement mechanisms such as surveys, feedback forms, and dedicated support hotlines to gather user input on the framework's usability and effectiveness. Continuous support through help desks or resource teams ensures that managers receive timely assistance when encountering challenges. By integrating user feedback into iterative framework improvements, the PCIF remains responsive to the evolving needs of its users and maintains its relevance in dynamic organisational contexts.

Enhancing the accessibility of the PCIF is vital for its effective application and sustained impact. By providing comprehensive resources, leveraging technology,

customising content, offering structured training, and fostering a culture of feedback and support, the framework can be made both practical and user-friendly. These efforts ensure that the PCIF is not only theoretically robust but also readily implementable, enabling managers to lead with foresight and adaptability while fostering a culture of proactive leadership and continuous improvement within their organisations.

5.18 Chapter Summary

The Proactive Coaching Integration Framework (PCIF) represents a groundbreaking advancement in the field of managerial coaching. Developed through rigorous empirical research and grounded in Proactive Leadership Principles (PLPs) and Distributed Leadership Theory (DLT), the PCIF addresses the intricate challenges faced by managers in the corporate sector. By providing a comprehensive strategy, the PCIF enhances coaching effectiveness, fosters a proactive leadership culture, and promotes shared responsibilities in coaching. As organisations integrate the PCIF into their practices, they initiate a transformative journey that leads to improved managerial practices, heightened team performance, and a strengthened culture of continuous learning and development. The evolution of the PCIF from a conceptual framework to a practical tool underscores its capacity to revolutionise coaching and leadership development, making it an invaluable asset for modern organisations.

Chapter Five introduces the PCIF as an innovative approach to enhancing managerial coaching within Hong Kong's corporate sector. The framework is anchored in PLPs and DLT, addressing both immediate and long-term coaching challenges as identified through semi-structured interviews with twenty-one management professionals. The PCIF emphasises four core principles: proactive problem identification, continuous improvement, effective resource utilisation, and clear communication coupled with a composed mindset. It encourages managers to foresee potential challenges and proactively seek solutions, fostering a culture oriented towards foresight and preventative action.

Guidelines for implementing the PCIF stress the importance of senior leadership support, tailored training programmes, and the utilisation of technology. Future

research directions include longitudinal studies and the integration of digital tools to further enhance coaching practices. By adopting the PCIF, organisations are equipped to effectively navigate the complexities of the corporate environment, promoting sustained growth and development. The framework is thus a pivotal tool in advancing leadership and coaching effectiveness, particularly within the context of Hong Kong's dynamic corporate landscape.

CHAPTER 6 – DISCUSSION

6.1 Introduction

In Chapter Six, the focus shifts to an in-depth analysis of the empirical data gathered during the study. This chapter is dedicated to exploring how the findings directly address the three research questions, providing a comprehensive discussion of the challenges faced in managerial coaching within Hong Kong's corporate sector. The chapter is structured to align the empirical evidence with each research question, offering a clear pathway from data to insight. Key themes such as organisational challenges, coaching practices, managerial roles, and training and development are critically examined to demonstrate the study's contributions to both theory and practice.

6.1.1 Overview of Chapter Structure

1. Introduction
2. Navigating Challenges in Managerial Coaching: A Comprehensive Analysis and Solution Framework.
3. Theoretical Contributions and Practical Implications
4. Conclusion and Future Direction
5. Chapter Summary

6.2 Navigating Challenges in Managerial Coaching: A Comprehensive Analysis and Solution Framework

Provided in this section is a thorough examination of the primary challenges identified through the empirical research, categorised into four core areas: organisational challenges, coaching practice challenges, managerial role challenges, and training and development challenges. Each category is discussed in detail, supported by empirical

data, to illustrate the specific obstacles managers face in the context of Hong Kong's corporate sector.

The analysis is not only descriptive but also evaluative, linking these challenges to potential solutions grounded in the Proactive Coaching Integration Framework (PCIF). By integrating these solutions, the study highlights the practical implications of addressing these challenges, thereby enhancing the effectiveness of managerial coaching. The section also draws connections to relevant theoretical perspectives, ensuring that the discussion is well-rounded and grounded in existing literature.

This section serves as a bridge between the empirical findings and the conceptual framework, demonstrating how the challenges identified can be addressed through strategic, proactive interventions.

6.2.1 Core-Category 1: Organisational Challenges

The first core category focuses on the organisational challenges that hinder the effective implementation of managerial coaching within Hong Kong's corporate sector. These challenges, identified through empirical data, are critical to understanding the broader context in which coaching practices are applied. The challenges discussed are as follows:

Deficient Coaching Culture

Challenge: The empirical data highlights a widespread lack of a well-established coaching culture within many organisations. This deficiency often leads to inconsistencies in how coaching practices are perceived, valued, and implemented across different departments and levels of management. While some organisations have begun recognising the importance of coaching, it is not yet embedded in their operational frameworks, resulting in a fragmented approach to coaching.

Solution: To address this, organisations should foster a more ingrained coaching culture by integrating coaching practices into their core values and everyday operations. Proactive organisations can achieve this by promoting coaching as a critical component of leadership development and ensuring that senior management actively supports and models coaching behaviours (Milner, Milner & McCarthy, 2020; Megginson & Clutterbuck, 2006). Proactive managers might develop specific strategies for embedding coaching into organisational culture, such as implementing structured coaching programs and providing continuous professional development opportunities for managers.

Inadequate Support/Training

Challenge: Many managers reported insufficient support and training in coaching, which hampers their ability to effectively coach their teams. The data suggests that existing training programs are often superficial, lacking the depth and practical relevance needed to equip managers with the necessary skills. This inadequacy contributes to a lack of confidence among managers, who may feel ill-prepared to undertake coaching responsibilities.

Solution: To mitigate this challenge, it is essential to develop comprehensive and context-specific training programs that go beyond theoretical knowledge and focus on practical coaching skills. Proactive organisations should invest in continuous learning opportunities, such as workshops, mentorship programs, and on-the-job coaching experiences, to build managers' competencies (Passmore & Sinclair, 2020; Cushion et al., 2010). These organisations might implement a tiered training approach, allowing the managers to progress through various levels of coaching proficiency and ensuring they acquire the necessary skills to navigate complex coaching scenarios.

Unavailability of Internal Coaches

Challenge: The absence of dedicated internal coaches was a recurrent theme in the data, with many organisations relying on external coaches for short-term interventions. This reliance on external resources can be costly and often fails

to align with the specific needs and culture of the organisation. The lack of internal coaching capacity limits the ability to provide consistent, ongoing support to managers, which is crucial for sustained coaching success.

Solution: Organisations should consider developing an internal coaching infrastructure by identifying and training internal coaches who can provide consistent and culturally aligned support. By building a cadre of internal coaches, organisations can ensure that coaching is more accessible, cost-effective, and tailored to the specific needs of their managers and employees (Hamlin et al., 2009; Megginson & Clutterbuck, 2006). Proactive organisations might emphasise the importance of ongoing support for these coaches through peer learning and continuous development programs, fostering a strong internal coaching network.

Time Constraint

Challenge: Time management emerged as a significant barrier, with managers frequently citing the difficulty of balancing coaching duties with their other responsibilities. The fast-paced nature of many industries in Hong Kong exacerbates this issue, making it challenging for managers to allocate sufficient time to coaching. This often results in coaching being deprioritised or conducted in a rushed manner, reducing its effectiveness.

Solution: To overcome this challenge, organisations should recognise the value of coaching and allocate dedicated time for managers to engage in coaching activities. This can be achieved by integrating coaching into the performance management process, ensuring that coaching is not seen as an additional burden but as an essential part of a manager's role (Passmore, 2020; Lawrence, 2017). Proactive organisations might consider restructuring managers' workloads to allow for regular coaching sessions, supported by clear organisational policies that prioritise coaching as a key leadership function.

In summary, the organisational challenges identified in this sub-section are significant barriers to the effective implementation of managerial coaching. However, by

adopting targeted strategies such as those outlined in the PCIF, organisations can address these challenges and create a more supportive environment for coaching to thrive.

6.2.2 Core-Category 2: Coaching Practice Challenges

This section explores the specific challenges related to the practice of coaching, as identified through the empirical data. These challenges are critical in understanding the barriers to effective coaching and developing strategies to overcome them.

Technique Deficiency

Challenge: Many managers reported a deficiency in coaching techniques, which often resulted in ineffective coaching sessions. The lack of a structured approach to coaching was highlighted as a significant issue, with managers struggling to apply coaching models consistently and effectively. This deficiency in technique can lead to confusion and frustration among employees, reducing the overall impact of coaching.

Solution: To address this challenge, it is crucial for organisations to provide managers with training in specific coaching techniques and models. This training should focus on the practical application of coaching frameworks, such as the GROW model, to ensure that managers can conduct coaching sessions effectively (Passmore, 2020; Whitmore, 2017). Managers and organisations that adopt proactive leadership principles might recognise the value of organising regular workshops and practice sessions. These sessions provide opportunities for managers to refine their coaching skills and receive constructive feedback on their performance.

Coaching Model Deficiency

Challenge: The empirical data also revealed a deficiency in the use of coaching models, with many managers either unaware of or untrained in established

coaching frameworks. This lack of familiarity with coaching models often leads to inconsistent coaching practices and diminished outcomes. Without a clear model to guide the coaching process, managers may struggle to maintain focus and direction during coaching sessions.

Solution: Organisations should prioritise the adoption and integration of well-established coaching models into their managerial coaching practices. Providing managers with comprehensive training on these models, such as the CLEAR or OSKAR models, can help standardise coaching practices and improve consistency (Passmore, 2020; Wilson, 2011). Managers and organisations that embrace proactive leadership principles might implement a coaching toolkit comprising various models, allowing managers to select the most suitable framework for each specific coaching scenario.

Mixing Up Coaching & Mentoring

Challenge: A common issue identified in the data was the confusion between coaching and mentoring. Many managers inadvertently mixed these two approaches, leading to blurred boundaries and unclear objectives in coaching sessions. While both coaching and mentoring are valuable, they serve different purposes and require distinct skill sets. The confusion between the two can undermine the effectiveness of coaching, as the goals and methods of each are not properly aligned.

Solution: To clarify the distinction between coaching and mentoring, organisations should provide clear guidelines and training on the differences between these two approaches. Managers should be equipped with the knowledge to apply the appropriate method based on the needs of their employees (Clutterbuck, 2008; Khakwani et al., 2012). Managers and organisations that practise proactive leadership principles might develop distinct coaching and mentoring programs, each with separate training modules and objectives, to ensure that both approaches are utilised effectively.

Helplessness

Challenge: The feeling of helplessness among managers was another significant challenge identified in the data. This often stems from a lack of confidence in their coaching abilities or from encountering situations where coaching does not seem to yield the desired results. Managers expressed frustration when their coaching efforts did not lead to noticeable improvements, leading to a sense of helplessness and disengagement from the coaching process.

Solution: To combat feelings of helplessness, organisations should provide ongoing support and supervision for managers engaged in coaching. This could include access to experienced coaches or peer coaching networks, where managers can seek advice and share their experiences (Passmore, 2020; Garvey et al., 2010). Managers and organisations with a proactive mindset might emphasize the importance of a support system that includes regular supervision and reflective practice, enabling managers to overcome challenges and build confidence in their coaching abilities.

Time Consuming and Draining

Challenge: Managers frequently cited that coaching is time-consuming and mentally draining, especially when balancing it with other responsibilities. The empirical data showed that the emotional and cognitive demands of coaching could lead to burnout, particularly in high-pressure environments. This challenge is exacerbated by the perception that coaching is an additional task rather than an integral part of managerial duties.

Solution: To address this challenge, organisations should work to integrate coaching into the broader managerial role, rather than treating it as a separate or additional responsibility. This can be achieved by promoting a coaching culture where coaching conversations are embedded in daily interactions and performance management processes (Passmore, 2020; Milner, Milner & McCarthy, 2020). Managers with a proactive mindset might focus on time

management and stress management resources to help them effectively cope with the demands of coaching within their roles.

In conclusion, the challenges related to coaching practice identified in this section highlight the need for structured training, clear distinctions between coaching and mentoring, and ongoing support for managers. By implementing the solutions outlined in the Proactive Coaching Integration Framework (PCIF), organisations can enhance the effectiveness of their coaching practices and empower managers to overcome these challenges.

6.2.3 Core-Category 3: Managerial Role Challenges

This section examines the specific challenges related to the managerial role in coaching, as identified through the empirical data. These challenges are crucial in understanding the difficulties managers face in integrating coaching into their leadership responsibilities.

Conflicts of Interest

Challenge: One of the primary challenges identified is the potential conflicts of interest that arises when managers are expected to coach their direct reports. The dual role of being both a supervisor and a coach can create tensions, as managers must balance the need to assess performance objectively with the need to support and develop their employees. This conflict can lead to situations where employees feel uncomfortable being open during coaching sessions, fearing that their disclosures could impact their performance evaluations.

Solution: To mitigate this challenge, organisations should establish clear boundaries between the managerial and coaching roles. This can be achieved by developing coaching guidelines that outline the scope and limitations of coaching within the managerial context (Heslin et al., 2006; Passmore & Sinclair, 2020). Proactive organisations might emphasise the importance of

separating coaching from performance evaluations, considering the involvement of third-party coaches or the use of peer coaching methods to address more sensitive issues.

Work/Role Overload

Challenge: Managers frequently reported experiencing role overload, where the demands of their primary responsibilities leave little time for effective coaching. The empirical data highlights that many managers feel overwhelmed by the sheer volume of tasks they must juggle, making it difficult to dedicate the necessary time and energy to coaching. This overload not only affects the quality of coaching but also contributes to manager burnout.

Solution: Organisations need to acknowledge the burden of role overload and work towards redistributing responsibilities to allow managers more time for coaching. This could involve delegating certain tasks, restructuring teams, or providing additional administrative support (Milner, Milner & McCarthy, 2020; Ellinger et al., 2003). Proactive organisations might integrate coaching into the core responsibilities of managers, ensuring that it is viewed as a fundamental part of their role rather than an additional task. Time management training and workload assessment tools can also assist managers in effectively prioritising their coaching duties.

Demanding Millennials

Challenge: Another significant challenge identified is the perceived difficulty in coaching Millennial employees, who are often seen as having high expectations for feedback, development, and career progression. Managers reported that Millennials tend to demand more frequent and immediate feedback (see [Table 5](#)), which can be time-consuming and challenging to provide consistently. The empirical data suggests that some managers struggle to meet these demands, leading to dissatisfaction on both sides.

Table 5: Composite Summary of Surveys on Millennials

Source: Adapted from Bannon, Ford & Meltzer, 2011 and Various Other Sources

Summary of Surveys on Millennials					
Survey	How Generation Defined	Technology of Participants	Diversity	Social Responsibility	Work-Life Balance
Pew Research	Born after 1980	88% text, 75% social networking, 59% Internet as source of news	Most racially tolerant, most diverse generation	Strong moral responsibility	Balanced work ethic
PwC	Entered workforce after 2000	92% are members of an online social network	80% would like to work abroad and most expect to use other languages	88% would choose employers whose social responsibility values reflective their own	66% expect to work regular hours with some flexibility
KPMG	Born June 1976 – June 1991	Driven by new technology	Global perspective	Social conscience, volunteering appeals to sense of making a contribution to the greater good	Demand a more balanced mix between work, family, and outside interests
Johnson Controls	Born 1981-1993	Tech-savvy and will bring transformational technological solutions to the world	38% identity as non-white, inclusive and community minded	96% want an environmentally aware workplace	56% prefer to work flexibly and choose when to work
Deloitte	Born 1982-1995	Tech-savvy and connected 24/7	Inclusive	47% value company culture and reputation	63% favour opportunities for growth and development over security; 23% favour flexible work hours
Brill Street	28 years and younger (as in November 2011)	77%-79% want remote work options and real-time feedback	87% influenced by acceptance of individuality	84% influenced by socially responsible business practices; 53% want a day off to volunteer	92% prefer flexible working hours
ERC	Born after 1980	Grew up with e-mail, Internet, cell phones, and immediate access to information; excellent at integrating technology into workplace	Attuned to and appreciate of diversity; connect easily with a greater diversity of races, religions, and sexual orientations	More likely to observe misconduct of other employees, value privacy less, information is to be shared rather than owned	Believe that doing a good job is about the work you do, not how many hours you put in
Todorović & Pavićević (2016)	Born between 1980 and 2000	Millennials are identified as “digital natives” and they are more technological savvy and better educated than previous generations. They have grown up with broadband, smartphones, laptops and social media being the norm and expect instant access to information	The modern workforce is highly diverse, spanning multiple generations and cultures, necessitating intercultural communication skills. Millennials are described as inclusive and inherently global, seeking international experiences and connected worldwide through social media.	Millennials have a pronounced desire to benefit their communities, as evidenced by a Pew survey (2010) which found that 88% prioritise employers with values of social responsibility aligned with their own. Many would even accept a lower wage if their work had a significant positive impact on their community and environment.	Millennials have become accustomed to flexible work styles and want to have a “life” outside of their careers. Moreover, Krapienski (2016) says that work life balance is generally regarded as more important criteria than the compensation
Pyöriä, Ojala, Saari & Järvinen (2017)	Born in or after the 1980s and who entered the labour market in the 2000s	They are higher educated than earlier generations, highly competent users of information and communication technologies (ICTs), and accustomed to the world of social media	For Millennials, while family and leisure are paramount, they still value gainful employment, indicating a desire for balance and diversity in their lives.	Millennials will want to work for companies that embrace corporate social responsibility rather than traditional owner-driven thinking	Millennials attach more value to family life and to leisure than they do to wage employment

Solution: To address the challenges associated with coaching Millennials, organisations should provide specific training on generational differences and how to effectively coach across different age groups. This training should focus on understanding the unique expectations of Millennials and developing strategies to meet these expectations without overwhelming the manager (Hobart & Sendek, 2014; Schullery, 2013). Proactive managers might recognise the importance of implementing regular feedback mechanisms, such as brief check-ins or digital feedback tools, to provide Millennials with the continuous input they seek, while effectively managing the time demands on managers.

In conclusion, the challenges related to the managerial role in coaching highlight the complexities of balancing multiple responsibilities and the potential conflicts that arise from dual roles. By adopting the solutions outlined in the PCIF, organisations can better support their managers in navigating these challenges, leading to more effective coaching and improved employee outcomes.

6.2.4 Core-Category 4: Training & Development Challenges

Training and development are crucial components of effective managerial coaching, yet the empirical data from this study indicates significant challenges in this area. The challenges identified pertain not only to the content and structure of the training programs available to managers but also to the broader organisational context in which these programs are implemented. This section explores these challenges in depth, highlighting the gaps in current training approaches and their implications for managerial effectiveness. Given the importance of continuous learning and professional development in today's fast-paced corporate environment, addressing these challenges is critical to ensuring that managers are well-equipped to fulfil their coaching roles effectively.

One of the primary issues that emerged from the data is the inconsistency in the availability and quality of coaching training. While some organisations offer extensive programs designed to develop coaching skills, others provide little to no formal

training, leaving managers to learn on the job. This inconsistency creates a disparity in coaching effectiveness across different organisations and even within the same organisation. Managers who receive inadequate training are likely to struggle with the complexities of coaching, particularly when dealing with diverse teams and complex organisational challenges.

Moreover, the data suggests that even when training is available, it often fails to address the specific needs of managers in Hong Kong's unique corporate context. Many training programs are based on Western models of coaching that do not fully account for the cultural and organisational nuances of the local environment. As a result, managers may find it challenging to apply what they have learned in a way that resonates with their teams and aligns with their organisation's goals.

Another significant challenge is the lack of ongoing support and development opportunities following initial training. Managers frequently reported that after completing a coaching course or workshop, there is little follow-up to reinforce or build on what they have learned. Without continued support, the skills acquired during training can quickly become obsolete or forgotten, particularly in the face of day-to-day pressures.

Finally, the empirical data indicates a need for more integrated and practical approaches to coaching training. Managers expressed a desire for training that goes beyond theory and provides hands-on experience with real-world scenarios. This practical focus is essential for ensuring that managers can apply coaching techniques effectively in their daily interactions with employees.

These challenges underline the importance of a comprehensive and culturally relevant approach to coaching training and development. The following subsections will discuss each of these challenges in detail and propose solutions based on the PCIF.

Lack of Formal Coaching Training

Challenge: The empirical data reveals a significant gap in the availability of formal coaching training programs. Many managers reported that their

organisations either do not offer formal training or provide only minimal instruction, which is often insufficient to develop the necessary coaching skills. This lack of formal training leaves managers unprepared to handle the complexities of coaching, particularly when they are expected to coach employees with diverse needs and expectations.

Solution: To address this challenge, organisations should invest in comprehensive formal coaching training programs that are tailored to the specific needs of their managers. These programs should cover essential coaching theories, models, and techniques, with a strong emphasis on practical application. Research suggests that structured programs, such as those based on experiential learning and reflective practices, are effective in developing the necessary coaching competencies (Ellinger et al., 2003; Grant, 2016). Proactive managers would likely seek to continuously refine and apply these competencies in real-world scenarios, ensuring their coaching practices remain effective and responsive to evolving challenges.

Lack/Insufficient Non-Formal Coaching Training

Challenge: In addition to the lack of formal training, the data also indicates that non-formal training opportunities, such as workshops, seminars, and peer learning, are either insufficient or underutilised. Non-formal training is critical for reinforcing the concepts learned in formal training and for providing ongoing professional development. However, many organisations do not prioritise these opportunities, leaving managers with limited avenues for continuous learning.

Solution: Organisations should enhance their non-formal training offerings by incorporating regular workshops, seminars, and peer coaching sessions into their training programs. These non-formal opportunities provide managers with the chance to learn from each other, share best practices, and stay up to date with the latest coaching techniques. Studies have shown that peer learning and collaborative workshops can significantly enhance the effectiveness of managerial coaching (Ladyshewsky, 2010; Milner & McCarthy, 2016).

Proactive organisations would likely foster a culture where such continuous learning and knowledge sharing are integral to their development strategies, ensuring managers are well-equipped to handle coaching challenges effectively.

Over-Reliance on Informal Coaching Training

Challenge: The data highlights an over-reliance on informal coaching training, where managers are expected to learn coaching skills on the job without formal guidance or structure. While informal learning can be valuable, it is often inconsistent and lacks the depth needed to develop comprehensive coaching skills. This reliance on informal training can lead to significant variability in coaching effectiveness, depending on the manager's prior experience and personal initiative.

Solution: To mitigate the risks associated with over-reliance on informal training, organisations should formalise their coaching training efforts by developing clear guidelines and providing structured learning opportunities. While informal learning should still be encouraged, it should complement rather than replace formal and non-formal training. Research indicates that a blended approach, combining formal, non-formal, and informal learning, leads to more robust and sustainable coaching practices (Cushion et al., 2010; Grant, 2012). Proactive organisations would likely adopt this blended approach, ensuring that their coaching practices are well-rounded and capable of adapting to various challenges and contexts.

In conclusion, the challenges related to training and development in managerial coaching underscore the need for a more comprehensive, structured, and culturally relevant approach to coaching education. By implementing the solutions outlined in the PCIF, organisations can better equip their managers with the skills and knowledge needed to coach effectively, ultimately leading to improved organisational outcomes.

6.2.5 Broader Implications of Findings for Managerial Coaching Practices

The findings of this study have significant implications for managerial coaching, particularly in dynamic environments like Hong Kong. A key insight is the essential role of organisational commitment in embedding coaching practices. Without strong support from senior leadership, coaching initiatives risk becoming inconsistent and less impactful (Hamlin, 2019; Ellinger & Kim, 2014a). This highlights the need to integrate coaching as a strategic priority, ensuring it is recognised as a core element of leadership development rather than an optional activity.

The dual role of managers as both leaders and coaches presents another challenge, often leading to conflicts between managerial duties and coaching responsibilities. The study suggests that clear role differentiation and structured coaching protocols, as advocated by the PCIF, are crucial for helping managers navigate these conflicts (Ladyshevsky, 2010; Frisch, 2001). By offering a structured approach, the PCIF provides a practical solution to this widespread issue.

Furthermore, the research emphasizes the importance of continuous professional development for managers in coaching roles. While initial training is often provided, there is a need for ongoing development to keep pace with evolving practices and team needs (McCarthy & Milner, 2013). The PCIF underscores the value of sustained investment in training, peer networks, and reflective practices to ensure coaching remains dynamic and effective.

The study also contributes to the theoretical understanding of managerial coaching by empirically supporting the integration of Proactive Leadership Principles (PLPs) within coaching frameworks. The successful application of the PCIF demonstrates that proactive leadership, characterized by anticipation and strategic problem-solving, can significantly enhance coaching effectiveness (Yukl & Gardner, 2020). This finding extends current literature by offering a practical model for operationalizing PLPs within coaching practices.

The findings of this study highlight the critical role of the PCIF in bridging the gap between theoretical insights and practical applications in managerial coaching. The

PCIF serves as a cohesive solution to the challenges identified in this study by integrating PLPs and DLT into actionable strategies.

- **Organisational Challenges:** The PCIF addresses the lack of a coaching culture by embedding coaching values into organisational frameworks and fostering resilience and adaptability (Proposition 1).
- **Coaching Practice Challenges:** Through structured feedback mechanisms and continuous improvement processes, the PCIF ensures consistency in coaching practices while promoting iterative learning (Proposition 3).
- **Managerial Role Challenges:** By decentralising coaching responsibilities and encouraging collaboration, the PCIF aligns with shared ownership and distributed leadership principles (Proposition 2).
- **Training & Development Challenges:** The PCIF highlights the importance of comprehensive skill-building programmes, enabling organisations to establish clear development pathways.

This framework not only addresses existing coaching challenges but also creates a foundation for sustainable, proactive solutions that align theoretical concepts with practical managerial needs.

In summary, this study provides valuable insights into the complexities of managerial coaching and presents the PCIF as a robust framework for addressing common challenges, ultimately leading to more effective leadership and improved organisational outcomes.

6.2.6 Responses to Research Questions

This subsection synthesises the core findings of the study to directly address the research questions posed at the outset of this thesis. By revisiting each research question in light of the analysed challenges and the proposed PCIF, the following

responses offer a focused and concise elucidation of how the empirical evidence gathered during the research aligns with and answers these critical inquiries.

6.2.6.1 Response to Research Question 1

RQ1: What challenges do managers encounter when balancing coaching with other responsibilities?

Managers in Hong Kong's corporate sector face significant challenges when balancing coaching responsibilities with their managerial duties. These challenges are influenced by the complex interplay between cultural expectations, organisational structures, and the demanding nature of managerial roles. As outlined in the literature, time constraints and the dual role of managers as both leaders and coaches often lead to role conflict and decreased effectiveness (Longenecker, 2010; Ladyshevsky, 2010). The cultural context of Hong Kong, which combines traditional Chinese hierarchical values with modern Western business practices, further complicates these challenges, as managers must navigate varying expectations around authority and collaboration (Lam, 2016; Hui & Sue-Chan, 2018). The literature also highlights a lack of formal coaching training, leaving many managers ill-equipped to transition effectively into coaching roles (Milner, Milner & McCarthy, 2020). To address these challenges, it is crucial for organisations to provide targeted coaching training and support structures that allow managers to integrate coaching seamlessly into their daily routines. Additionally, a cultural shift towards recognising and valuing the role of coaching in leadership development is essential to ensure that coaching is perceived not as an additional burden but as a core component of managerial responsibility.

The findings indicate that managers face significant challenges when balancing coaching responsibilities with their primary roles, including role overload, time constraints, and conflicting priorities. The Proactive Coaching Integration

Framework (PCIF) provides a structured approach to mitigating these challenges:

- **Role Overload:** By decentralising coaching responsibilities through collaboration with peers and team members, the PCIF alleviates the burden on individual managers. This aligns with Proposition 2, which emphasises shared ownership and distributed leadership.
- **Time Constraints:** The framework encourages proactive planning and resource mobilisation, allowing managers to allocate time effectively and integrate coaching into their daily routines.
- **Conflicting Priorities:** The PCIF fosters alignment between managerial goals and coaching objectives by embedding coaching as an integral part of organisational strategy.

These findings demonstrate that the PCIF offers a sustainable solution for managers to balance their responsibilities while maintaining coaching effectiveness.

6.2.6.2 Response to Research Question 2

RQ2: How do different coaching training methods impact managerial effectiveness?

Coaching training methods are critical in enhancing managerial effectiveness within Hong Kong's corporate sector. The literature suggests that a comprehensive training approach combining formal, non-formal, and informal learning opportunities is most effective (Nelson, Cushion, & Potrac, 2006; Bachkirova et al., 2020). Formal education, such as certification programs, provides managers with a solid theoretical foundation, while non-formal methods, including workshops and seminars, offer practical skills that can be directly applied in the workplace. Informal learning, particularly through on-the-job experience and mentoring, further reinforces these skills, allowing

managers to adapt coaching principles to real-world scenarios (Cushion et al., 2010). The effectiveness of coaching is directly linked to the quality and comprehensiveness of the training provided, as highlighted by the need for continuous professional development to ensure managers remain responsive to the evolving needs of their teams and organisations (Ellinger & Kim, 2014b). Managers who undergo thorough and contextually relevant training are better equipped to handle the dual demands of coaching and management, leading to improved employee performance, higher engagement levels, and more cohesive teams.

The study reveals that coaching training methods vary widely in their structure, content, and delivery, leading to varying degrees of managerial effectiveness. The PCIF highlights the importance of iterative learning and adaptive training processes to maximise the impact of coaching training methods.

- **Structured Training Approaches:** Methods that include clear frameworks, feedback mechanisms, and skill-building exercises enable managers to apply coaching strategies more effectively. The PCIF supports these methods through its emphasis on structured methodologies and continuous improvement (aligned with Proposition 3).
- **Flexible and Contextual Training:** Training methods that adapt to the organisation's unique challenges and resources ensure that coaching practices remain relevant and effective. The PCIF encourages managers to tailor training to their specific contexts, fostering resilience and adaptability (Proposition 1).

The findings demonstrate that a combination of structured and flexible training approaches — guided by the PCIF — enhances managerial effectiveness in coaching roles.

6.2.6.3 Response to Research Question 3

RQ3: What new frameworks or theories emerge to understand and address these challenges?

To address the challenges associated with managerial coaching, the PCIF offers a robust and innovative solution. Grounded in PLPs and DLT, the PCIF aligns with contemporary leadership theories that advocate for a proactive, anticipatory approach to managing coaching challenges (Gronn, 2008; Grant, 2016). This framework promotes a distributed leadership model, encouraging collaboration and shared responsibility among managers and their teams, which is particularly effective in complex organisational environments like those found in Hong Kong. The PCIF's emphasis on proactive problem-solving and continuous development is aligned with the need to foster a culture of learning and adaptability within organisations (Passmore, 2007). By serving as a guiding standard, the PCIF ensures that coaching practices are aligned with organisational goals and that managers are equipped with the tools and strategies necessary to navigate the complexities of their dual roles. The integration of proactive and distributed leadership into coaching helps create a resilient and adaptive organisational culture, capable of sustaining long-term success and addressing the unique challenges presented in Hong Kong's corporate sector.

The PCIF emerged as a new, empirically grounded framework that addresses the challenges managers face in balancing coaching with other responsibilities. Built on Proactive Leadership Principles and Distributed Leadership Theory, the PCIF provides a comprehensive approach to resolving coaching challenges:

- **Proactive Leadership Principles (PLPs):** The PCIF emphasises forward-thinking strategies, such as preventive planning, resource mobilisation, and feedback loops, to address challenges systematically.

- **Distributed Leadership Theory (DLT):** The framework decentralises coaching responsibilities by involving stakeholders — supervisors, peers, team members, self, and, where applicable, credentialed internal coaches — to promote shared ownership and collaboration.

The PCIF not only provides a practical guide for managers but also advances theoretical understanding by bridging the gap between theory and practice. It offers a robust response to the challenges identified in this study, serving as a foundation for future managerial coaching research and practice.

6.3 Theoretical Contributions and Practical Implications

This section explores the theoretical contributions of the study and the practical implications that arise from the findings. The research not only advances the understanding of managerial coaching within the context of Hong Kong's corporate sector but also provides actionable insights that can be applied to improve coaching practices across various organisational settings.

6.3.1 Theoretical Contribution

This study significantly enriches the existing knowledge on managerial coaching by highlighting the influence of cultural and organisational contexts, particularly within Hong Kong's corporate environment. It offers a nuanced perspective that deepens the understanding of how these factors shape coaching practices.

Integration of Cultural Context in Coaching Theories

The research underscores the necessity of incorporating cultural context into coaching theories. By focusing on Hong Kong, it reveals how hierarchical structures and communication styles impact coaching effectiveness, contributing to the development of culturally sensitive coaching models

applicable across various regions and industries (Whitmore, 2017; Passmore, 2020).

Expansion of the Proactive Coaching Integration Framework (PCIF)

The study refines and expands the PCIF, integrating Proactive Leadership Principles (PLPs) with coaching strategies. This framework is a valuable tool for managers in complex environments, aligning with contemporary leadership theories and advancing coaching models by emphasizing proactive problem-solving and continuous development (Grant, 2016; Milner, Milner & McCarthy, 2020).

The introduction and validation of the PCIF also underscore the value of proactive leadership in coaching. By integrating PLPs, the study positions coaching as a strategic tool for anticipating and preventing challenges, rather than merely reacting to them (Yukl & Gardner, 2020). Additionally, the study extends the application of Distributed Leadership Theory (DLT) by demonstrating how leadership responsibilities can be shared through coaching practices, fostering a collaborative and participative culture that enhances managerial coaching effectiveness (Gronn, 2008).

The development and empirical grounding of the PCIF contribute significantly to DLT and PLPs.

- **Distributed Leadership Theory:** The PCIF operationalises DLT by decentralising coaching responsibilities and encouraging collaboration among stakeholders (supervisors, peers, team members, and self). This approach highlights the importance of shared leadership in addressing complex organisational challenges.
- **Proactive Leadership Principles:** The PCIF extends PLPs by demonstrating how proactive thinking and planning can resolve coaching challenges while preventing their recurrence. The framework

incorporates resilience, adaptability, and iterative learning as essential components of proactive leadership.

By integrating these theoretical foundations with practical solutions, the PCIF advances managerial coaching literature, providing a robust model for addressing coaching challenges.

In summary, this study challenges the traditional view of coaching as a reactive process and instead positions it as a dynamic, future-oriented practice that contributes to a more strategic and proactive approach to leadership in the corporate sector.

6.3.2 Practical Implications

This study offers significant practical implications for organisations seeking to enhance their coaching practices. By addressing the identified challenges, the research provides actionable strategies to improve managerial coaching effectiveness.

Implementation of Structured Coaching Programs

Organisations should implement structured coaching programs tailored to their specific cultural and organisational contexts. These programs should include regular training, peer coaching opportunities, and continuous professional development, ensuring managers have the necessary skills and knowledge to coach effectively. Integrating coaching into performance management processes can further amplify the impact of these programs (Ellinger et al., 2003; Cushion et al., 2010).

Development of Culturally Relevant Coaching Models

The findings highlight the importance of developing coaching models that are culturally relevant to the organisation's specific environment. Adapting existing models or creating new ones that consider the unique cultural dynamics of the workforce can enhance the effectiveness of coaching practices

and ensure they resonate with employees' values and expectations (Whitmore, 2017; Passmore, 2020).

Enhancement of Managerial Support and Resources

To support effective coaching practices, organisations must provide managers with adequate resources, including time, training, and access to coaching networks. Removing barriers like time constraints and insufficient support can create an environment where coaching is integral to the managerial role, leading to improved employee outcomes and organisational performance (Milner & McCarthy, 2016; Lawrence, 2017).

Enhancing Practical Implications for Managerial Coaching

The study underscores the need for organisations to embed coaching deeply within leadership development programmes, making it a core component of managerial responsibilities rather than an optional add-on. Effective implementation requires a supportive infrastructure, clear protocols, regular training, and peer coaching networks to integrate coaching seamlessly into daily managerial activities (Ellinger & Kim, 2014a).

Continuous access to professional development opportunities is also essential. In dynamic corporate environments, managers must stay current with coaching techniques and strategies. Regular workshops, coaching certifications, and participation in coaching communities are crucial for maintaining effectiveness and enhancing employee engagement and performance (Milner, Milner & McCarthy, 2020).

Aligning coaching practices with broader organisational goals is critical for demonstrating their value. By linking coaching outcomes to key performance indicators and organisational objectives, organisations can secure ongoing support and investment in coaching initiatives (Grant, 2016).

The PCIF provides a structured guide for practitioners to operationalise coaching strategies and address managerial challenges effectively.

1. **Embedding Coaching Culture:** Managers can utilise the PCIF to integrate coaching values into organisational frameworks, fostering a proactive and supportive environment.
2. **Structured Feedback Mechanisms:** The framework offers a roadmap for implementing continuous improvement processes, ensuring consistency in coaching practices.
3. **Decentralising Responsibilities:** The PCIF encourages collaboration among stakeholders, enabling managers to share coaching responsibilities and reduce role overload.
4. **Resource Planning and Development:** By aligning training and development initiatives with coaching objectives, organisations can proactively address skill gaps and growth pathways.

The PCIF serves as a practical tool for managers to develop sustainable coaching strategies, ensuring long-term success and alignment with organisational goals.

In conclusion, the practical implications of this study emphasize the need for structured, well-supported coaching programmes integrated into organisational culture. By adopting the PCIF and prioritising continuous managerial development, organisations can enhance their coaching practices, leading to more effective leadership and improved organisational outcomes.

6.4 Conclusion and Future Directions

The exploration of managerial coaching within Hong Kong's corporate sector has illuminated the intricate challenges and opportunities that managers face in their coaching roles. A significant outcome of this research is the development of the PCIF,

which offers a comprehensive approach to addressing these challenges and enhancing coaching effectiveness. This section summarises the key insights gained from the empirical data, outlines potential future research directions, and discusses the broader implications for managerial coaching.

Future research can explore the scalability and adaptability of the PCIF in different cultural and industrial contexts beyond Hong Kong. This study identified feedback loops and preventive planning as critical components of the framework; subsequent studies could empirically test these mechanisms in diverse organisational settings to assess their effectiveness.

Additionally, longitudinal studies could examine the long-term impact of implementing the PCIF on organisational performance, coaching outcomes, and stakeholder engagement. Such research would further validate the framework's applicability and contribute to the ongoing development of managerial coaching practices.

6.4.1 Summary of Key Insights and Contributions to the PCIF

The study provided a comprehensive analysis of the critical challenges impeding effective managerial coaching within Hong Kong's corporate sector. These challenges are categorised into four core areas: Organisational Challenges, Coaching Practice Challenges, Managerial Role Challenges, and Training and Development Challenges. The following insights delve deeper into these challenges and their implications, contributing significantly to the development and validation of the PCIF.

6.4.1.1 Core-Category 1: Organisational Challenges

Deficient Coaching Culture

The absence of a robust coaching culture within organisations has been identified as a significant barrier to the sustainability and effectiveness of

coaching practices. This deficiency manifests in a lack of organisational commitment to coaching, insufficient resources allocated for coaching initiatives, and inadequate integration of coaching into managerial routines. This lack of a feedback-rich environment can stifle the development of coaching skills and hinder the overall effectiveness of coaching programs.

Implications and Contributions to PCIF

Fostering a Coaching Culture: The PCIF emphasises the importance of cultivating environments where coaching becomes an integral part of managerial routines. This involves encouraging managers to provide continuous feedback, support, and guidance to their teams. By embedding coaching into everyday managerial activities, organisations can create a culture that values personal and professional development, enhancing overall employee engagement and performance.

Organisational Commitment: The PCIF highlights the necessity for top-down support in driving coaching initiatives. When senior leaders actively participate in and endorse coaching, it signals the importance of these practices throughout the organisation, leading to a more widespread adoption of coaching practices and ensuring sustained and refined coaching over time.

Inadequate Support/Training

The study identified a significant gap in the training and support provided to managers for conducting effective coaching. This gap results from the absence of structured training programs that encompass both foundational coaching skills and advanced techniques, leading to inconsistent coaching practices and reduced confidence among managers.

Implications and Contributions to PCIF

Structured Training Programs: The PCIF underscores the necessity of developing comprehensive training programs tailored to the diverse needs of managers. These programs should cover basic to advanced coaching techniques, ensuring that managers are well-equipped to handle a wide range of coaching situations.

Ongoing Support: The PCIF emphasises continuous support for managers engaged in coaching, including mentoring relationships, peer networks, and access to external coaching experts. This support system is crucial for the continuous development of managers as effective coaches.

Internal Coaches Unavailable

The scarcity of internal coaching resources within organisations compels managers to rely on external coaches, who may not always possess an essential understanding of the company's distinct culture and challenges. This reliance can lead to inconsistent coaching experiences and a lack of continuity in employee development initiatives.

Implications and Contributions to PCIF

Developing Internal Coaching Capabilities: The PCIF emphasises building a strong internal coaching infrastructure by identifying and training potential internal coaches. This investment ensures coaches are well-versed in the company's culture and challenges, enabling more relevant and impactful guidance.

Leveraging Internal Expertise: The PCIF also advocates leveraging the expertise of experienced managers by encouraging them to take on coaching roles, thereby expanding the internal coaching pool and promoting a culture of knowledge sharing.

Time Constraints

Time constraints emerged as a pervasive issue, with managers struggling to allocate sufficient time to coaching activities amidst their other responsibilities. This challenge is compounded by the pressure to meet organisational goals and deadlines, making coaching seem like a secondary priority.

Implications and Contributions to PCIF

Integrating Coaching into Daily Activities: The PCIF advocates for strategies that integrate coaching seamlessly into managers' daily activities, ensuring coaching becomes a natural part of the workflow and reducing the perceived time burden.

Effective Time Management: The PCIF emphasises the importance of time management, providing managers with tools and training to balance their coaching responsibilities with other duties more efficiently.

6.4.1.2 Core-Category 2: Coaching Practice Challenges

Technique Deficiency

Many managers lack the necessary techniques to execute coaching effectively, leading to suboptimal outcomes. This deficiency can manifest in inadequate questioning strategies, poor active listening skills, or an inability to provide constructive feedback.

Implications and Contributions to PCIF

Comprehensive Coaching Training: The PCIF emphasises the need for robust training programs that equip managers with specific coaching

techniques relevant to their organisational context, including practical workshops, role-playing exercises, and continuous feedback mechanisms.

Coaching Model Deficiency

The absence of a structured coaching model often leads to ineffective coaching practices. Without a clear framework, managers may lack direction and consistency, resulting in fragmented coaching efforts.

Implications and Contributions to PCIF

Context-Specific Coaching Models: The PCIF advocates for developing coaching models tailored to the unique needs of the organisation, ensuring that coaching practices are relevant and effective.

Mixing Up Coaching & Mentoring

Confusion between coaching and mentoring often undermines the effectiveness of managerial coaching. When these roles are not clearly understood or differentiated, managers may apply the wrong approach, leading to confusion and inefficacy.

Implications and Contributions to PCIF

Clear Distinctions and Guidelines: The PCIF emphasises the importance of clearly distinguishing between coaching and mentoring and provides guidelines for effectively implementing each practice through training sessions, case studies, and practical tools.

6.4.1.3 Core-Category 3: Managerial Role Challenges

Conflicts of Interest

Balancing coaching responsibilities with other managerial duties often presents potential conflicts of interest, particularly when managers are responsible for both coaching and performance appraisals.

Implications and Contributions to PCIF

Establishing Clear Boundaries: The PCIF emphasises the importance of establishing clear boundaries between managerial and coaching roles, supported by training on ethical standards and conflict management.

Work/Role Overload

Heavy workloads are a common issue that can lead to burnout among managers, significantly reducing their effectiveness in coaching roles.

Implications and Contributions to PCIF

Workload Management Strategies: The PCIF emphasises implementing effective workload management strategies, including time allocation tools, delegation techniques, and task prioritisation frameworks.

6.4.1.4 Core-Category 4: Training and Development Challenges

Lack of Formal Coaching Training

Many managers have not received adequate formal training in coaching techniques, leading to a significant gap in their skill set.

Implications and Contributions to PCIF

Structured Coaching Training Programs: The PCIF underscores the importance of implementing structured coaching training programs, including certification courses and advanced degrees, to equip managers with the necessary coaching skills.

Insufficient Non-Formal Coaching Training

The scarcity of non-formal training opportunities, such as workshops and seminars, limits the development of coaching skills among managers.

Implications and Contributions to PCIF

Increasing Non-Formal Training Opportunities: The PCIF emphasises expanding non-formal training opportunities, such as workshops and seminars, to complement formal education and enhance coaching effectiveness.

Over-Reliance on Informal Coaching Training

Over-reliance on informal coaching training, such as on-the-job learning, can result in inconsistencies and gaps in knowledge.

Implications and Contributions to PCIF

Balancing Informal Training with Formal and Non-Formal Opportunities: The PCIF highlights the need to balance informal training with formal and non-formal educational opportunities, fostering a culture of continuous learning.

6.4.1.5 Enhanced Contributions to the PCIF

The insights gained from addressing these challenges have significantly shaped the PCIF, making it a robust and adaptable framework for managerial coaching. The PCIF's emphasis on fostering a coaching culture, providing comprehensive training and support, developing internal coaching capabilities, and integrating coaching into daily managerial activities offers practical and effective solutions to the barriers identified in this study. These contributions guarantee that the PCIF is both theoretically sound and firmly grounded in the practical realities of managerial coaching within Hong Kong's corporate sector.

6.4.2 Broader Implications for Managerial Coaching

The results of this study have considerable implications for both the academic understanding and the practical application of managerial coaching. The PCIF sets a new benchmark for coaching frameworks, addressing diverse managerial challenges and promoting growth at both individual and organisational levels. This research underscores the importance of:

Proactive Leadership: Emphasising anticipatory and responsive leadership styles that are committed to continuous learning and development. Such approaches enhance individual capabilities and drive organisational success.

Cultural Sensitivity: Developing coaching practices that are culturally informed and responsive to the evolving needs of the global workplace, enhancing engagement and effectiveness across diverse employee demographics.

Integration with Organisational Goals: Aligning coaching initiatives with organisational objectives to promote a culture of continuous improvement, ensuring that coaching contributes to both immediate and long-term organisational success.

In conclusion, the PCIF offers a comprehensive and adaptable approach to enhancing managerial coaching practices within Hong Kong's corporate sector. By addressing the specific challenges identified through empirical research and integrating established leadership theories, the PCIF provides a robust foundation for fostering proactive leadership and continuous improvement. Future research should continue to build on this foundation, exploring the PCIF's adaptability and effectiveness across different global contexts and cultures, thereby contributing to the ongoing development of effective managerial coaching practices.

6.5 Chapter Summary

This chapter synthesised the key findings from this study, offering an in-depth exploration of the diverse challenges faced by managers in coaching roles within Hong Kong's corporate sector. This chapter provided a comprehensive analysis of the four core categories of challenges—Organisational Challenges, Coaching Practice Challenges, Managerial Role Challenges, and Training and Development Challenges—each of which presents significant barriers to effective managerial coaching.

Key Insights

Identifying Core Challenges: The study identified and categorised the critical challenges impeding effective managerial coaching, such as deficient coaching culture, inadequate support and training, the unavailability of internal coaches, time constraints, technique deficiencies, and the mixing up of coaching and mentoring. These challenges reflect both the systemic and practical obstacles that managers face in their coaching roles.

PCIF Solutions: The PCIF was introduced as a strategic tool to address these challenges. The PCIF provides structured and practical solutions by fostering a coaching culture, developing comprehensive training programs, enhancing managerial support systems, building internal coaching capabilities, and integrating coaching into daily managerial activities. The framework's

flexibility allows it to be adapted to the specific needs of organisations, ensuring its relevance across diverse contexts.

Key Dimensions of the PCIF

Proactive Leadership Orientation: The PCIF promotes a proactive leadership style that emphasises anticipatory action and continuous development. This orientation is essential for fostering an environment where coaching is not only a managerial responsibility but a strategic priority.

Distributed Coaching Responsibility: The framework encourages the sharing of coaching responsibilities among managers and employees, promoting a collective approach to problem-solving and development. This distributed model enhances the overall coaching capacity of the organisation and fosters a culture of collaboration.

Adaptive Coaching Strategies: Recognising the diverse needs of organisations and individuals, the PCIF advocates for adaptive coaching strategies that are tailored to specific contexts. This flexibility ensures that coaching practices remain effective and relevant, even in changing environments.

Cultural Sensitivity: The PCIF underscores the importance of cultural awareness in coaching practices. By integrating cultural sensitivity into coaching strategies, the framework ensures that coaching is aligned with the values and expectations of a diverse workforce, thereby enhancing engagement and effectiveness.

This chapter highlighted the importance of a comprehensive and culturally informed approach to managerial coaching. It demonstrated how the PCIF serves as a robust framework for overcoming coaching challenges, promoting continuous learning, and fostering proactive leadership within Hong Kong's corporate sector. The detailed discussion of the challenges and opportunities within managerial coaching sets the stage for the final chapter, 'Conclusion and Recommendations,' where the research

findings are synthesised into actionable conclusions and recommendations. This concluding chapter not only encapsulates the study's contributions to the field but also offers strategic insights for future research and managerial practice.

CHAPTER 7 – CONCLUSION & RECOMMENDATIONS

7.1 Conclusion

This thesis embarked on a comprehensive exploration of managerial coaching within Hong Kong's corporate sector, uncovering significant challenges and opportunities. The study aimed to understand the specific difficulties managers face in their coaching roles and develop strategies to address these challenges, ultimately contributing to both academic understanding and practical applications of managerial coaching. The findings underscore the importance of a proactive approach to leadership and coaching, integrating PLPs and DLT.

7.1.1 Overview of the Chapter Structure

Chapter Seven is structured to provide a comprehensive conclusion to the research, synthesising key findings and offering detailed recommendations. The chapter is divided into several sections, each focusing on a distinct aspect of the research conclusions and practical applications:

1. Conclusion
2. Enhanced Summary of Key Findings and Implications
3. Navigating Coaching Practices in Hong Kong's Evolving Socio-Political Landscape
4. Establishing an In-House Coaching Department (IHCD)
5. Detailed Recommendations for Implementing PCIF
6. Final Thoughts

7.2 Enhanced Summary of Key Findings and Implications

The research identified several challenges, including deficient coaching culture, inadequate support and training, and time constraints. Addressing these challenges

requires a proactive and culturally sensitive approach. The PCIF developed in this study offers a structured strategy to enhance coaching practices within this unique context.

Theoretical Implications

This research deepens the academic understanding of MC by integrating PLPs and DLT. The PCIF serves as a benchmark and expansive framework, empowering organisations and managers to think innovatively and strategically. Proactive leadership, characterised by anticipation, strategic planning, and the ability to foresee and mitigate potential challenges, enables managers to pre-emptively address issues and foster a culture of continuous improvement (Grant & Ashford, 2008; Strauss & Parker, 2014). Proactive leaders are visionary, maintaining a constant read on their environment to implement appropriate actions before issues arise. Further empirical studies are needed to validate these theoretical integrations and explore their practical applications across diverse organisational settings, particularly considering cultural nuances. In environments with deeply embedded hierarchical structures, the PCIF can facilitate a shift towards more collaborative and empowering coaching practices, promoting resilience and adaptability.

Practical Implications

Organisations can improve managerial effectiveness by tackling identified challenges and promoting a culture of continuous learning and development. Specific recommendations include implementing regular training programmes, establishing support systems for managers, and developing policies that encourage proactive problem-solving. The PCIF provides a conceptual framework, guiding organisations to leverage proactive leadership and distributed responsibilities to overcome challenges (Wu & Wang, 2011). Proactive leaders are akin to thermostats, regulating the organisational climate to maintain optimal conditions. By fostering a supportive coaching culture, organisations can improve employee engagement, job satisfaction, and overall performance. Particularly in dynamic industries like technology and finance,

the adaptability and forward-thinking approach encouraged by the PCIF can drive innovation and sustained success. Traits of proactive leaders, such as long-term thinking, excellent problem-solving skills, and effective communication, are crucial in these settings.

Implications for Future Research

Future studies should explore the adaptability and effectiveness of the PCIF across different contexts and cultures, examining the impact of socio-political changes on coaching practices. Investigating the long-term benefits of implementing the PCIF and integrating technology in coaching can enhance coaching effectiveness and accessibility. Research should also focus on the specific mechanisms through which coaching influences organisational outcomes, such as employee retention, productivity, and innovation. For instance, exploring how AI-driven coaching platforms can personalise and enhance the coaching experience would provide valuable insights into the evolving landscape of managerial coaching. Additionally, the proactive leadership traits and strategies, such as maintaining a set of core values, anticipating problems, and fostering a transparent and communicative environment, should be examined for their role in enhancing coaching effectiveness.

7.3 Navigating Coaching Practices in Hong Kong's Evolving Socio-Political Landscape

Given the dynamic socio-political environment in Hong Kong, coaching practices must be adaptive and culturally sensitive. Organisations and managers are urged to practice the PCIF and make good use of their proactiveness to foster a robust internal culture conducive to coaching. The socio-political changes, such as the implementation of the National Security Law and Article 23 of the Basic Law, have introduced new challenges and complexities for managerial coaching.

The National Security Law, enacted in 2020, is broad and vague, allowing authorities to interpret virtually any act as a threat to national security. This includes peaceful

expressions and political slogans, which can lead to arrests and prosecution (Yam, 2020). The law extends its jurisdiction globally, affecting individuals outside Hong Kong, and grants expansive powers to law enforcement without judicial oversight, raising concerns about human rights violations and the erosion of freedoms previously protected under the Basic Law (Wang, 2024; Chow, Kellogg and Lai, 2024).

These legal uncertainties have led many multinational companies to reassess their operations in Hong Kong. Concerns over increased vulnerability, the safety of expatriates, protection of client information, and the stability of operational systems have prompted relocations to other Asian business and financial centres. This trend causes stress on expatriates, senior management, and regular staff, creating uncertainty within the foreign company community (Yam, 2020).

Organisations must navigate these changes by adopting flexible and culturally sensitive coaching practices that align with the evolving legal and political landscape. It is crucial to monitor and assess the impact of these changes on workforce morale and engagement, ensuring that coaching strategies are responsive to employees' needs. The broad and unclear definitions within the National Security Law can create a chilling effect, where employees may fear open communication and voluntary expression during coaching sessions. This can hinder the effectiveness of coaching practices, as coaches and employees might feel restricted in their discussions and hesitant to address sensitive topics (Wang, 2024).

In this context, organisations need to develop new risk management strategies and adapt their coaching practices to address these evolving concerns. Proactive leadership, characterised by anticipation and strategic planning, can help mitigate these challenges by fostering an environment of trust and open communication, while ensuring compliance with the new legal framework. This method not only supports employees' mental well-being but also ensures the effectiveness of coaching practices in a rapidly evolving socio-political environment.

By integrating these considerations into their coaching frameworks, organisations can better navigate the complexities introduced by the National Security Law and Article 23 of the Basic Law, fostering a resilient and adaptable coaching culture in Hong Kong.

The findings of this study reveal that the Proactive Coaching Integration Framework (PCIF) offers a robust mechanism to navigate the unique challenges posed by Hong Kong's socio-political and economic environment. The PCIF's adaptability and resilience make it particularly effective in addressing these evolving dynamics:

1. **Adaptability to Socio-Cultural Contexts:** The PCIF integrates Distributed Leadership Theory (DLT) and Proactive Leadership Principles (PLPs), enabling managers to balance traditional hierarchical values with participative leadership approaches. This alignment fosters collaboration and inclusivity within diverse corporate settings.
2. **Resilience Amidst Change:** Hong Kong's rapidly shifting socio-political landscape demands flexible and forward-thinking leadership. The PCIF supports resilience by embedding preventive planning, iterative learning, and continuous feedback mechanisms into coaching practices, enabling organisations to remain agile in the face of uncertainty.

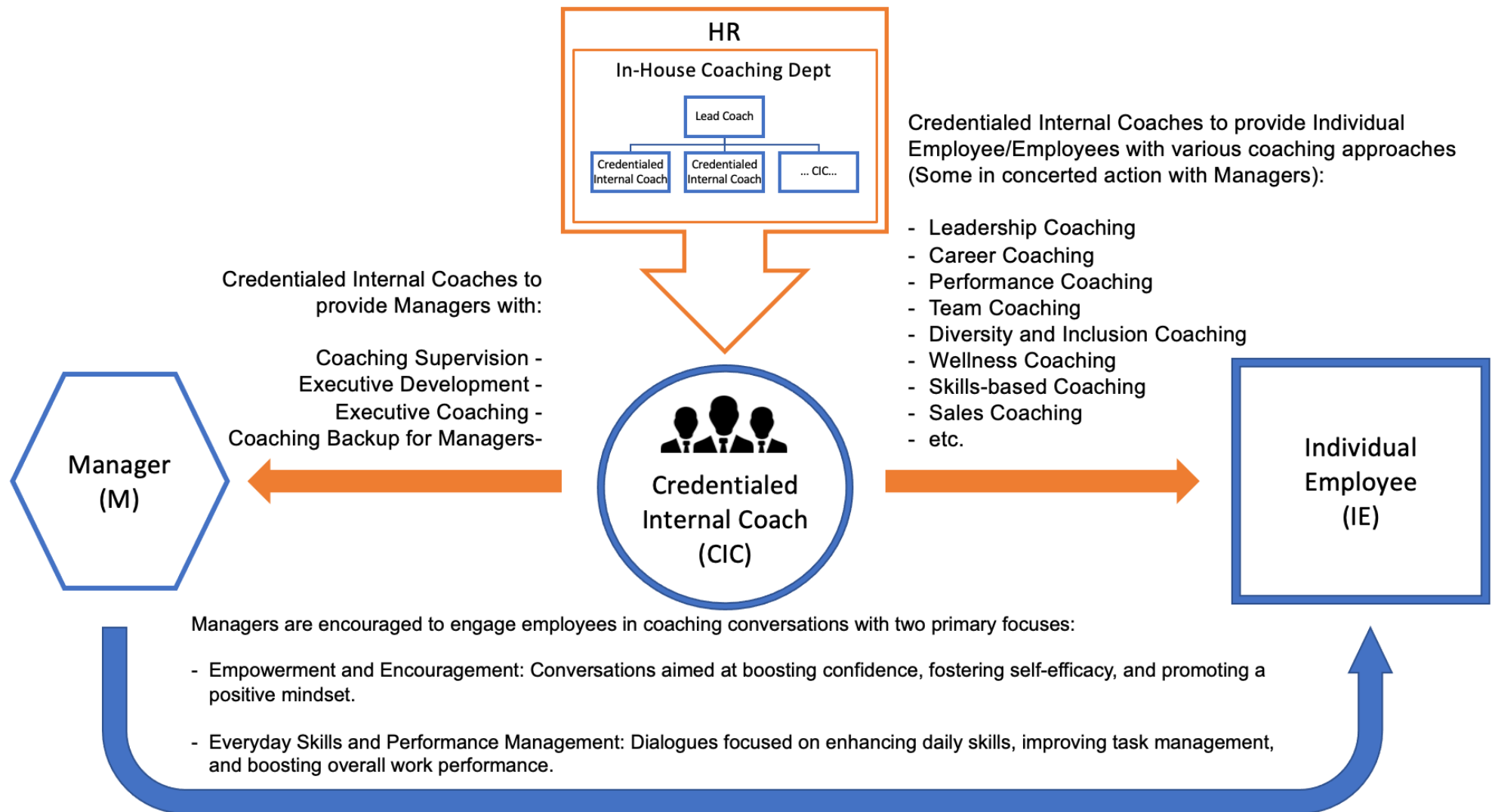
By adopting the PCIF, organisations in Hong Kong can develop sustainable coaching strategies that address both immediate challenges and long-term goals, ensuring managerial coaching practices remain effective amidst evolving external pressures.

7.4 Establishing an In-House Coaching Department (IHCD)

The creation of an In-House Coaching Department (IHCD) within an organisation represents a strategic initiative designed to enhance the development and performance of both managers and employees. As illustrated in *Figure K*, the IHCD is structured to deliver comprehensive coaching services that cater to the diverse needs of the organisation's workforce, addressing the challenges identified in this study.

Figure K: Structural Blueprint for Sustaining Managerial Coaching: The Role of In-House Coaching Departments and Collaborative Delegation

Source: Author's own creation



Strategic Imperative

The establishment of an IHCD ensures the consistent delivery of high-quality coaching practices tailored to the organisation's specific needs. This strategic move aligns with the broader objectives of enhancing organisational resilience, competitiveness, and fostering a proactive coaching culture. By centralising coaching resources and expertise within the IHCD, the pressure on individual managers is alleviated, allowing them to focus more effectively on their primary responsibilities while benefiting from specialised support provided by credentialed internal coaches (CICs).

The IHCD also plays a crucial role in developing a cohesive coaching culture across the organisation. It facilitates continuous learning and professional development, ensuring that employees at all levels have access to the guidance and support they need to excel. Additionally, the IHCD serves as a hub for best practices in coaching, promoting the sharing of knowledge and fostering a collaborative environment. This approach not only enhances individual performance but also contributes to the overall effectiveness and adaptability of the organisation (Ellinger & Kim, 2014b).

Moreover, the IHCD is instrumental in succession planning, identifying and cultivating future leaders within the organisation. Through targeted coaching programs, the IHCD helps develop the necessary skills and competencies required for leadership positions, ensuring a smooth transition and continuity in leadership. This proactive approach to leadership development is essential for sustaining organisational growth and maintaining a competitive edge in Hong Kong's dynamic corporate sector.

Contribution of Gronn's Distributed Leadership Theory

The conceptualisation of the IHCD is significantly informed by Peter Gronn's Distributed Leadership Theory, particularly its emphasis on the division of labour. This theoretical framework underpins the strategic structuring of the IHCD, advocating for the distribution of coaching responsibilities across a

team of internal coaches rather than concentrating them solely on individual managers. By distributing these roles, the IHCD leverages collective expertise and ensures that the coaching needs of the organisation are met efficiently and effectively (Gronn, 2002). This approach not only enhances the scalability and flexibility of coaching services but also aligns with the principles of shared leadership, fostering a collaborative organisational culture that supports continuous improvement and adaptation.

Implementation Strategies

The successful implementation of an IHCD requires a well-defined strategy that includes developing a clear mandate, establishing training and certification standards for CICs, and promoting continuous professional development. These steps are critical to ensuring that coaching practices within the IHCD are both effective and aligned with the organisation's strategic goals. Additionally, the IHCD must be equipped with the necessary resources, including technology and administrative support, to facilitate seamless operations and the integration of coaching into daily managerial activities.

Make-up of the IHCD

The IHCD is typically housed within the Human Resources (HR) department and is comprised of a team of credentialed internal coaches (CICs). At the helm of this department is the Lead Coach, who oversees coaching activities and ensures alignment with the organisation's strategic goals. The CICs are specialised professionals trained to deliver various coaching interventions, collaborating closely with both managers and individual employees to foster a culture of continuous improvement and professional growth (Bachkirova, Arthur, & Reading, 2020).

Operational Framework

The IHCD operates through a well-defined framework that integrates coaching services into the daily functions of the organisation (see [Figure K](#)). The primary components of this framework are as follows:

Coaching for Managers

- **Coaching Supervision:** CICs provide managers with ongoing supervision to enhance their coaching skills and ensure the quality of coaching interactions.
- **Executive Development:** Tailored coaching programmes designed to develop leadership competencies and prepare managers for higher-level responsibilities.
- **Executive Coaching:** One-on-one coaching sessions focused on personal and professional growth, strategic thinking, and decision-making skills.
- **Coaching Backup for Managers:** CICs offer support to managers by acting as backup coaches, ensuring that coaching initiatives continue seamlessly during managers' absences.

Coaching for Individual Employees

CICs provide a range of coaching services to individual employees, either directly or in concert with managers. These services include:

- **Leadership Coaching:** Developing leadership skills and preparing employees for future leadership roles.
- **Career Coaching:** Assisting employees in career planning, development, and progression.
- **Performance Coaching:** Enhancing employees' performance by identifying areas for improvement and setting actionable goals.

- **Team Coaching:** Facilitating team dynamics and improving team performance through collective coaching sessions.
- **Diversity and Inclusion Coaching:** Promoting a diverse and inclusive workplace by addressing biases and fostering an inclusive culture.
- **Wellness Coaching:** Supporting employees' overall well-being, including physical, mental, and emotional health.
- **Skills-based Coaching:** Enhancing specific skills required for employees' roles and responsibilities.
- **Sales Coaching:** Improving sales techniques and performance for employees in sales roles.

Contributions to Managers and Employees

The IHCD is crucial in advancing the development and performance of the organisation's workforce. Its contributions can be summarised as follows:

Empowerment and Encouragement: Managers are encouraged to engage employees in coaching conversations aimed at boosting confidence, fostering self-efficacy, and promoting a positive mindset. These conversations are designed to empower employees, helping them to realise their potential and take ownership of their development.

Everyday Skills and Performance Management: Coaching dialogues focus on enhancing daily skills, improving task management, and boosting overall work performance. CICs work with managers to integrate coaching into routine performance management practices, ensuring that employees receive continuous support and feedback.

The establishment of an IHCD is a strategic investment in the human capital of the organisation. By providing structured and comprehensive coaching services, the IHCD contributes to the development of a highly skilled, motivated, and effective workforce. This, in turn, drives organisational performance and creates a culture of continuous improvement and professional growth. The detailed operational framework and

contributions outlined in this section highlight the critical role of the IHCD in achieving these objectives.

7.5 Detailed Recommendations for Implementing PCIF

The successful implementation of the PCIF requires a strategic and comprehensive approach tailored to the unique needs of each organisation. To ensure that the framework is effectively embedded within the organisational culture, several critical steps must be taken. The following recommendations outline the key actions necessary to align the PCIF with organisational goals, enhance managerial coaching capabilities, and foster a supportive environment for coaching to thrive.

Develop a Clear Coaching Vision and Strategy

Organisations should begin by articulating a clear vision for managerial coaching that is closely aligned with their strategic objectives. This vision should define the overarching goals of coaching, identify key performance indicators (KPIs), and set measurable targets that reflect the desired outcomes of coaching initiatives. A well-defined strategy ensures that coaching efforts are purpose-driven and aligned with broader organisational goals, such as enhancing leadership capabilities, improving employee engagement, and driving performance (Ellinger & Kim, 2014b).

The coaching strategy must be effectively communicated to all stakeholders, ensuring that everyone within the organisation understands the importance of coaching and their specific roles in supporting its implementation. Regular communication helps to reinforce the coaching vision and keeps it at the forefront of organisational priorities. Furthermore, organisations should commit to regularly reviewing and updating their coaching strategy to reflect changes in the business environment, industry trends, and evolving organisational goals. This iterative approach ensures that coaching remains relevant and continues to contribute meaningfully to the organisation's success (Senge, 1990).

Invest in Training and Development

A robust investment in training and development is crucial for equipping managers with the necessary skills to effectively implement the PCIF. Organisations should implement regular training programmes that encompass a broad range of topics, including foundational coaching techniques, advanced communication skills, and cultural sensitivity (Bachkirova, Arthur, & Reading, 2020). These training sessions can take the form of workshops, seminars, and continuous professional development opportunities, offering managers both theoretical knowledge and practical experience.

To enhance the practical application of coaching skills, organisations should provide managers with opportunities to practice their coaching techniques in real-world settings. This experiential learning can be supported by feedback and guidance from experienced coaches, ensuring that managers refine their skills and gain confidence in their coaching abilities. Additionally, advanced training programmes should be developed specifically for senior managers and executives. These programmes can focus on high-level coaching strategies, leadership development, and the integration of coaching into strategic decision-making processes (Ellinger, Beattie, & Hamlin, 2018). By ensuring that coaching is embedded at all levels of the organisation, these efforts contribute to a comprehensive and sustained coaching culture.

Foster a Supportive Coaching Culture

Creating a culture that values and supports coaching is essential for the successful implementation of the PCIF. A supportive coaching culture encourages open communication, promotes a growth mindset, and recognises and rewards coaching efforts. Organisations should strive to foster an environment where managers feel empowered to coach their employees and where employees are receptive to receiving coaching (Grant, 2016).

To cultivate such a culture, organisations should implement regular feedback mechanisms, establish peer support networks, and recognise coaching

achievements through formal and informal recognition programmes. These initiatives help to normalise coaching as a standard managerial practice and reinforce its importance within the organisation. Moreover, it is important that coaching practices are aligned with the organisation's core values and strategic objectives. This alignment ensures that coaching is not seen as a separate or optional activity but as an integral part of the organisational culture and a key driver of its success (Nelson, Cushion, & Potrac, 2006).

Utilise External Resources

To complement internal coaching efforts, organisations should leverage external resources such as professional coaching associations, industry experts, and external coaches. Engaging with these external resources allows organisations to stay updated on best practices, emerging trends, and innovations in managerial coaching. Collaboration with external coaches can provide fresh perspectives and specialised expertise, which can enhance the organisation's internal coaching practices (Bachkirova, Arthur, & Reading, 2020).

Additionally, attending coaching conferences, workshops, and seminars offers valuable opportunities for learning and professional development. These events can provide managers with exposure to the latest research, tools, and techniques in coaching, helping them to continuously improve their skills and effectiveness. Organisations may also consider external assessments and evaluations of their coaching programmes. These evaluations offer an objective perspective on the effectiveness of coaching initiatives and can identify areas for improvement, ensuring that the organisation's coaching practices remain aligned with industry standards and best practices (Ellinger & Kim, 2014b).

By integrating external resources with internal efforts, organisations can access a broader range of expertise and insights, enhancing the overall quality and impact of their coaching practices. This holistic approach ensures that the implementation of the PCIF is both comprehensive and adaptive, capable of evolving with the changing needs of the organisation and its workforce.

In addition to the strategic recommendations provided, this doctoral journey offers profound personal and professional reflections. The final thoughts presented here encapsulate the transformative impact of this endeavour—both in developing the PCIF and in reshaping the researcher's approach to leadership, personal growth, and the broader process of scholarly inquiry. This reflection serves not only as a summary of the study's broader implications but also as a testament to the personal and intellectual growth that accompanied this academic pursuit.

Building on the foundational principles of the Proactive Coaching Integration Framework (PCIF), several key considerations can guide organisations in implementing the framework effectively. Central to this approach is the integration of feedback loops, which serve as continuous evaluation mechanisms. These loops enable organisations to monitor coaching outcomes, identify challenges, and refine strategies through real-time adjustments. By embedding iterative processes, the PCIF fosters a culture of learning and adaptability, ensuring that coaching practices evolve in response to organisational needs.

Equally important is the fostering of a coaching culture within organisations. This involves aligning organisational values with coaching principles and integrating Proactive Leadership Principles (PLPs) into leadership development programmes. Such initiatives should promote trust, transparency, and shared ownership of responsibilities, enabling coaching to become a central pillar of organisational culture. When coaching principles are embedded into everyday practices, they transform not only the managerial approach but also the broader organisational mindset.

Training and development initiatives are critical for equipping managers with the skills required to operationalise the PCIF effectively. Training should include structured programmes that focus on proactive planning, reflective practices, and tailored skill-building opportunities. These programmes should address both individual manager development and collective organisational goals, creating a comprehensive foundation for coaching excellence. Informal training methods, such as peer learning and

collaborative discussions, can complement structured approaches, fostering a holistic development environment.

The PCIF also emphasises the importance of collaboration through Distributed Leadership Theory (DLT). By decentralising coaching responsibilities, the framework encourages supervisors, peers, and team members to engage in shared problem-solving and decision-making. This collaborative approach ensures that the burden of coaching does not rest solely on managers, creating an inclusive environment where innovation thrives.

Organisations must also recognise the importance of adapting the PCIF to local contexts. For example, in Hong Kong, where traditional hierarchical structures often dominate, balancing these norms with participative leadership approaches is essential. Customising the framework to align with socio-cultural and economic factors enhances its relevance and effectiveness, allowing organisations to navigate their unique challenges while maintaining adherence to the PCIF's core principles.

Finally, the integration of preventive planning is a cornerstone of the PCIF. Organisations should focus on anticipating potential challenges by implementing resource forecasting, succession planning, and contingency strategies. These proactive measures enable managers to address issues before they escalate, ensuring the sustainability of coaching initiatives. Preventive planning not only mitigates risks but also strengthens the organisation's capacity to adapt to evolving circumstances.

Through these strategies, the PCIF provides a practical and adaptable framework for addressing managerial coaching challenges. By embedding feedback loops, fostering a coaching culture, and integrating collaborative and preventive practices, organisations can develop resilient, sustainable systems that align with their strategic goals. This comprehensive approach ensures the PCIF remains a dynamic and effective tool for addressing both present and future challenges in managerial coaching.

7.6 Final Thoughts

Embarking on this doctoral journey to explore managerial coaching within Hong Kong's dynamic corporate sector, I ventured into what felt like uncharted academic and professional territory. What began as an intellectual pursuit soon transformed into a profound voyage of personal and scholarly growth.

The journey was far more than an exercise in developing a framework; it was a process of discovery — of managerial life, cultural complexities, and, most importantly, of myself. Engaging with seasoned managers, listening to their lived experiences, and analysing the intricate interplay between leadership, coaching, and cultural expectations deepened my understanding of the realities they face. Each interview and data point expanded my perspective, reminding me of the human stories that underpin every organisational challenge.

What I initially viewed as theoretical research quickly became something visceral and deeply transformative. It challenged my assumptions, demanded active listening, and called on me to balance analytical precision with empathy. The result was the Proactive Coaching Integration Framework (PCIF), a culmination of both intellectual rigour and practical insight. While I hope the PCIF will offer value to managers and organisations navigating complex challenges, I also see it as a starting point — an invitation for continued exploration, dialogue, and innovation in the field of managerial coaching.

This process has fundamentally reshaped me. I have learned to approach knowledge with humility, curiosity, and a renewed sense of purpose. The journey taught me that research is not just about answers but about learning to ask better questions. It underscored the importance of patience, perseverance, and the delicate art of bridging theory with practice.

As I reflect on this milestone, I am filled with a mix of pride and humility. Pride in having brought this work to fruition, and humility in recognising how much there is still to learn. This thesis, to me, is not a conclusion but a chapter — one that marks a significant turning point in my lifelong pursuit of learning and growth.

I share this reflection in the hope that it resonates with others who may embark on similar journeys — journeys that require courage, curiosity, and the willingness to embrace uncertainty. Whether they are scholars, practitioners, or aspiring leaders, I hope my experiences serve as a small encouragement to bridge gaps between theory and practice, creating meaningful impact within their own fields.

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Appendix A: Interview Questions

Please spend a minute to tell me something about your work, particularly on your interactions with your employees (underlings).

1. To you, what is managerial coaching? [3 words]

Imagine you are the coaching manager, and you are responsible for your team members' career development, appraisal, advancement, on top of your own business responsibilities including overseeing your own cost center, budgeting, revenues, sales figures, so forth:

- a. Do you see pros and cons? Please elaborate
- b. Do you see any conflicts of interest? If so, how would you solve that?
- c. Have you ever seen a good coaching manager in action? How was it?
- d. To you, what is role modeling in the workplace?
- e. Have you ever been explained what 'coaching culture' is? *What was your perception?*
- f. [3 words]

2. Coaching culture [3 words]

- a. If there is a coaching culture within your firm, why do you think you weren't explained what coaching culture is?
- b. What does coaching culture mean to you? *Please describe in detail.*
- c. What is an ideal coaching culture to you? *Please describe in detail.*
- d. What would make or break a coaching culture?
- e. How would you link your superiors and HR with a coaching culture?
- f. Have you ever been told:
 - i. Why a coaching leadership style is beneficial? (Organisations need to explain clearly why).
 - ii. What coaching skills do you need to acquire? (It should not be assumed that all leaders possess coaching skills but rather those coaching skills need to be acquired and developed).
 - iii. How can you obtain training? (Training can come in many forms from workshops to "on-the-job" learning)?
 - iv. When to use or when not to use coaching? (Managers want more insights into when and when not to use a coaching style).
- g. What supports have you received as a coaching manager? Vs What support would you like?
- h. *What do you think would help maintain a coaching culture?*

- i. *The elements needed to create a coaching culture are consistent use of different types of coaching across the organisation,*
 - ii. *a formalised process,*
 - iii. *provision of appropriate training and resources,*
 - iv. *the involvement of top management,*
 - v. *transparency of benefits, and*
 - vi. *the alignment with organisational values such as ownership, empowerment, collaboration, and respect (Milner, Milner and McCarthy, 2020).*
- i. [3 words]

3. Are you aware of the existence of a coaching culture within your organisation? [3 words]
- a. CE, HR Director (Can you describe their involvement in the coaching culture?)
 - b. Are there the following titles in your organisation?
 - i. Head of Coaching
 - ii. Internal/External Coaches
 - iii. Coaching Managers
 - iv. Coach Trainers

[What do you think the aforesaid positions actually are? Their values?
 - c. To you, what is role modeling (in terms of coaching)?
 - d. Have you noticed other managers coach based on what they have seen from their superiors?
 - e. How would you describe and evaluate the present coaching culture and its functions within your organisation?
 - f. The organisational coaching framework?
 - g. Coach for talent development? Talent management? *What makes you say that?*
 - h. [3 words]
4. What does coaching skill mean to you? [3 words]
- a. What coaching training are there out in the market?
 - b. What training have you had in coaching?
 - i. What coaching training have managers undertaken in order to prepare for the coaching role expected of them?
 - ii. What coaching support do managers currently receive from their organisations?
 - iii. What coaching support would managers like to receive?
 - c. Are there differences between management skill vs coaching skill? If there are, please name them.
 - d. Do you believe that as longer and more senior and staff becomes, the coaching model should progress from those for junior staff to those for senior staff? Please elaborate.
 - e. Are you familiar with Skills coaching, Performance coaching [Evaluative] (What are contained within? Are there differences between the two?)

- f. Are you familiar with Development coaching and Transformational coaching [Growth & Empowerment of the individual] (What are contained within? Are there differences between the two?)
 - g. How do you obtain coach knowledge: Self-taught / specific coaching training / other relevant training?
[3 words]
5. Please give me a general description of your coaching practice at work.
[3 words]
- a. Did you receive formal/non-formal/informal training? How was your experience?
 - b. How would you describe your coaching style?
 - c. GROW? Or you have your own model?
 - d. How did you come about using this model?
 - e. What often would get into the way?
 - f. Do you believe that coaching may solve many management problems? If yes, examples please.
 - g. What is a Coaching mindset to you? What is a Management mindset?
 - h. Listening...How to listen?
 - i. Questioning ...How to question?
 - j. Feedback ... How to give feedback?
 - k. Have you heard of Coaching Supervision? Are there any happening around you?
 - l. Have you heard of Coaching Evaluation? How do you think coaching could be evaluated?
 - m. Do you have any knowledge on whether your coachees have received coaching before?
 - n. Are you willing to coach? Do you have any internal barriers that are stopping you from coaching your staff?
 - o. Have you ever experienced stress, pressure when it comes to taking the time out of your day to coach? Why/Why Not?
 - p. [3 words]
6. How would you describe the majority of your coachees (profiling)? [3 words]
- a. Do you have any millennials (1982-1996) in your family? What are they like? If not, have you seen any millennials' characteristics that you could share?
 - b. Can you name some positive and negative characteristics?
 - c. The coachees' usual responses when coached? How receptive are millennials to coaching? How important are factors such as a coach's credibility and professional background when dealing with millennial workers?
 - d. How would you prepare yourself before each coaching session?
 - e. What are the significant challenges and problems you would often face when coaching your millennial employees that possess different values than you do? If you don't share certain

basic values such as loyalty or career motives, how can you effectively convey your support or provide assistance? To what extent do millennial employees differ from other workforce demographics in terms of their learning requirements, degree of self-development, work placement, and designation, among other factors?

- f. How do you feel, and handle such, when a problem/challenge arises? What strategies are available to managers to improve the performance and leverage the strengths of millennial employees?
- g. *Are there significant differences between coaching millennials and non-millennials? What are the significant differences?*
- h. What would cause you to want to follow up after each session?
[3 words]

- 7. What measures could be installed to lessen the impact of the challenges that you often need to face? [3 words]
 - a. Training? What kind?
 - b. Education? How and what?
 - c. Coaching Culture?
 - d. Others?[3 words]

- 8. What results have been derived from the coaching practice to both yourself and your organisation as a whole? [3 words]