

LEADERSHIP ROLES TOWARDS COACHING CULTURE: A REVIEW OF 1ST LINE MANAGERS AT HIGHER EDUCATIONAL INSTITUTION

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Abstract

Coaching in the workplace often involves helping people to manage transitions in terms of personal development, goal attainment or role changes within organizations, this including leadership roles. Based on Global Leadership Forecast 2018, more than 1 000 chief level (C-level) executives worldwide identified the issues they expect to command their attention in 2019 whereby the top challenges is on developing the 'next gen' leaders. It is clearly indicated that top talent and effective leaders will be needed to address the myriad current challenges and to position their organization for future success. This paper contributes to the literature on leadership roles towards coaching culture and exploring the issues associated with its acceptance by higher education institution. The aim of this paper is to review the leadership roles towards coaching culture in the scope of 1st line managers at higher education institution. The aim of this paper is to investigate the benefits gained by organizations specifically higher education institution by implementing leadership roles in their coaching culture.

Index Terms-- Leadership Roles, Coaching Culture, First Line Manager, Higher Education Institution (HEI).

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INTRODUCTION

Coaching culture in organizations functioning in helping leaders and managers to transfer learning from the classroom to the workplace, personalizing the material, and making links from theory to practice and from conceptual to previous knowledge [1]. It is important for every organization in every industries to practice coaching culture as part of their organization culture. Moreover, leadership roles of first line managers play an important relationship toward enhancing coaching culture.

This paper focusing on first line managers in higher institutions (HEI) whereby as a leader, they have a role as knowledgeable agent, they undertake leadership as a process of intentional influence on the basis of how they perceive the context in which they operate and their subordinate lookup to them as a first person to give instructions, advice and supports.

OBJECTIVES OF THE STUDY

The objectives of this research are as follows:

- i. To review the leadership roles of first line manager in higher education institution (HEI)
- ii. To explore the issues associated with acceptance of coaching culture among first line managers
- iii. To investigate the benefits gained by organizations in enhancing leadership roles in coaching culture.

SIGNIFICANCE OF THE STUDY

This paper contributes to the literature on leadership roles towards coaching culture and exploring the issues associated with its acceptance by higher education institution. Other important reasons are that the researcher reviewed would provide useful data for other parties:

- i. Other researchers would be able to understand the relationship of leadership roles towards coaching culture.

- ii. Organization's leader can gained benefits from the data to adapt leadership roles in organization's coaching culture.

LEADERSHIP ROLES

Business Week (2010) published an article examining the top twenty companies for developing leaders. It is stated the twenty organizations highlighted in the article invested three to eight hundred million dollars towards the development of their leaders in promoting organizational sustainability and growth [2]. By focusing on leader development, these organizations inspired to improve their leaders' competency. In which, organizations can only achieve these goals through the relationships that organizational leaders develop with their followers [3]. One way that leadership development can assists in enhancing the relationships organizational leaders have with their followers is through leadership coaching [4].

Leadership roles that first line managers need to have falls under three main components which are the interpersonal roles, informational roles, and decisional roles [5]. These roles require first line managers to develop peer relationship, carrying out negotiations, able to motivate their subordinates or co-workers, resolving any conflicts occur, establishing information networking, and be a decision maker. Table 1 show the three components leadership roles.

Table 1. Three components leadership roles (Managerial Roles by Mintzberg, 1973)

ROLE CATEGORY	ROLE TYPE	ROLE NATURE
Interpersonal	• Figurehead	• Representing an organization and performing ceremonial duties
	• Leader • Liaison	• Motivating subordinates to achieve goals and objectives • Maintaining horizontal chains of communication
Informational	• Monitor	• Collect information concerning organization and short-listing relevant information
	• Disseminator • Spokesperson	• Sharing relevant information with subordinates • Maintaining protocol and sharing information with outsiders
	• Entrepreneur	• Focusing on innovation and change within organization
Decisional	• Disturbance Handler	• Managing conflict situation and taking corrective action
	• Resource Allocator	• Optimizing resource allocation within the organization
	• Negotiator	• Representing organization in all major negotiations

COACHING CULTURE

Developing individual managers' coaching skills can help foster and support organizational change. These initiatives typically lead to move organizational cultures away from a traditional command and control method toward more collaborative, teamwork, positive, humanistic, and motivating communication styles and the establishment of a coaching culture [6]. Coaching skills and trainings undergo by first line managers will not give benefit the organizations and will just be wasted if the organizations does not practicing coaching culture.

While coaching culture may result in improved employee satisfaction, they may actually have a negative effect of organizational performance [7]. With no coaching culture in any organizations including higher educational institutions (HEI), managers and employees will perceive coaching to be as adding work and as a distraction from the activities that they need to perform [8]. They also may perceive it to be an attempt of manipulation by their leaders who are trying to add up workload under the guise of a developmental opportunity [9].

BENEFITS GAINED FROM RESEARCH

Some of the benefits that organizations can gained from this research especially from the perspective of higher educational institutions (HEI) is first, coaching helps employees and organizations to learn and adapt to dynamic situations and environments [7]. Second, organization need to create a coaching culture because of the positive effect that this has on employee's morale, satisfaction, and ultimately organizations' performance [10]. Third, Coaching not only directly benefits the person being coached but also indirectly benefits the organization, this shows that the effect of coaching culture is all-rounded.

CONCLUSION

Leaders do play an important roles in creating coaching culture in organizations including higher educational institutions (HEI). First line managers in HEI need to wear different 'hats' when dealing with different issues in different situations. They not only act as leaders toward their subordinates or co-workers, but they also need to communicate professionally when dealing with higher management level and also when dealing with students or outsiders. Here, we can see that first line managers have many task and have many roles as leaders and these can relates with the three components of leadership roles stated in Table 1 above. Furthermore, professional service managers or first line managers make a significant contribution to the effective running of higher education institutions in support of the primary academic goals of delivering excellent teaching and research [11].

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