

Time perspectives and perceived effectiveness of peer coaching interventions between managers in an organisational context

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Abstract

This paper examines the influence of managers' personal time perspectives on perceived peer coaching effectiveness. Relatively little research has been done on peer coaching in business environments and on how to incorporate personal time perspectives into peer coaching settings. This paper investigates the compatibility of different time perspectives within peer coaching relationships. Mixed method research was undertaken with 42 engineers in management positions in Germany at four interventions. The paper provides empirical evidence that perceived peer coaching effectiveness varies significantly with the combinations of the matched coaches' and coachees' preferred time perspectives. It also highlights the importance of meaning and proficiency, and raise questions for further research on perceived peer coaching effectiveness.

Key words: peer coaching, perceived peer coaching effectiveness; time perspectives, multi method research

Introduction

The time perspective of an individual defines the value that a person places on past, present, or future events and is a decisive contributor in determining a person's perceptions and actions (Zimbardo & Boyd, 1999). While time perspectives have found a place in various research areas, relevant findings have barely been integrated into management literature. This is unfortunate, because managers differ in meaningful ways with respect to their time perspectives: "Misunderstandings occur when intention and action are judged, by different participants, on different temporal scales" (Jones 1988, 27). Various studies have linked individuals' time perspectives to decision-making, goal commitment, and goal attainment (Zimbardo & Boyd, 1999). Previously, researchers suggested using the concept of time perspectives as a means to successfully manage organisations in turbulent times (Gibson et al., 2007). Results of such studies indicated that people with future and present time perspectives are associated with enhanced motivation, deep conceptual learning, better performance, and more intensive persistence (Nuttin and Lens, 1985). Although, time perspective profiling has been investigated in combination with effectiveness for more than two decades (Zimbardo and Boyd, 1999; Boniwell, 2005; Boniwell and Zimbardo, 2004; Sircova and Mitina, 2008), the available studies appear to address time perspectives mainly from a theoretical point of view. There is a distinct lack of research that addresses practical applications of the concept of time perspective profiles (Schmidt and Werner, 2007).

One area where time perspectives of managers have already been researched is in coaching. Coaching is a form of development which embraces and enhances a person's own abilities to improve performance (Hamlin, Ellinger and Beattie, 2009) and "achieve [...] organisational and individual well-being" (Passmore and Fillery-Travis, 2011). Most commonly, this is done in a joint session between a professional coach and a participant, called coachee. However, in recent years, new forms of coaching emerged that lift coaching to a team level, such as group and peer coaching. In particular, very few studies have focused on peer coaching as means to improve the managerial effectiveness in business settings (Ghorob, 2011). In addition, there is hardly any evidence about the factors, which influence the effectiveness of peer coaching (Ladyshevsky, 2010). As peer coaching has been argued to be a capable method to foster the sharing of "existing knowledge and previous understanding by both parties to the situation" (Cox 2003, 20), there is still an obvious need for further academic analyses.

To address this lack in research, this article explores the compatibility of different time perspectives in peer coaching settings. Following Boniwell, Osin, and Sircova's (2014) suggestion to include time perspectives as drivers for coaching effectiveness, I elaborate on the compatibility of peer coach partners' time perspectives and their perceived effectiveness of the coaching. Up to now, empirical research in this area is still completely missing. This quest is also in line with Ely & Zaccaro (2011), who argue towards a broader set of coach-coachee measures in firms in order to increase ways of measuring coaching effectiveness. In summary, this research seeks to understand *how managers' personal time perspectives influence perceived peer coaching effectiveness*.

Having the state of the art literature in mind, the aim is twofold: on the one hand, to synthesize the existing literature on time perspectives and peer coaching and on the other to provide empirical results on peer coaching effectiveness. These steps will serve as a basis for further research.

The paper is divided into five sections: the first outlines the standard literature and the latest academic arguments, so an overall understanding of the peer coaching and time perspective can be reached. Section two introduces the sample and methodology, and in the third section the results of the study are presented. Findings are discussed in section four, following conclusions and limitations referring to the elaborated in section five.

Literature

Time perspectives in the workplace

In general, the concept of time perspectives refers to the degree of emphasis a person places on the past, present, or future (Zimbardo & Boyd, 1999). Time perspectives are needed for "encoding, storing, and recalling experienced events, as well as in forming expectations, goals, contingencies, and imaginative scenarios" (Zimbardo & Boyd, 1999, p. 1272–1273). Previous studies have shown links of time perspectives to individual thinking and behavior, and how these individual behaviors may have an impact in the workplace (Gibson et al., 2007). Frequently, these time perspective profiles are grouped into five dimensions:

1. Past negative: person focusing on the retrospective in a negative way
2. Past positive: person focusing on the retrospective in a positive way
3. Present fatalistic: person focusing on the here and now in a negative way
4. Present fatalistic: person focusing on the here and now in a positive way
5. Future: person focusing on the prospective

There are also persons who signal no clear tendency for any of the above time perspectives. These are called balanced. While “the [Past negative] factor suggests trauma, pain and regret, the past positive factor reflects a warm, sentimental attitude towards the past” (Zimbardo and Boyd 1999, p.1274). On the contrary to the present fatalistic which represents a helpless and hopeless attitude, present hedonistic dimension is oriented towards pleasure. Future time perspective attitudes take very much future consequences into account and drive future targets and visions. A balanced person focuses on all of the time perspectives equally. The majority of studies used this five factor structure to reflect the time perspectives – which is confirmed to explain a maximum variance of 39.48% by the five factors (Sircova et al. 2011). Most of these empirical studies relied on samples consisting of students only. Previous work revealed that differences in time perspectives among team members may affect team outcomes in project work in a positive or negative way and may become sources of misunderstandings, conflict, and inconsistent performance or innovation (Waller, Conte, Gibson, & Carpenter, 2001). For example: on the one hand, a past-oriented colleague can find a future oriented colleague to be unstructured and to disvalue traditions. On the other hand, a future oriented person might find a past oriented person old-fashioned and out of date. Following this logic, Boniwell, Osin and Sircova (2014) suggested that people with a past negative time perspective needed to be coached with other instruments than people that showed a balanced or future-oriented time perspective.

Coaching in the workplace

Very often further development of coaching research in management studies is hindered by inconsistencies of definitions, conceptualizations and the non-presence of empirical work. The majority of scholars define coaching as a management skill used at the individual level and describe it as:

A helping relationship formed between a client who has managerial authority and responsibility in an organisation and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organisation within a formally defined coaching agreement (Kilburg 2000, p.142).

Recently, a new version has been offered by Passmore and Fillery-Travis (2011, p.74) who define coaching as “a Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summarizes and reflections which are aimed at stimulating the self awareness and personal responsibility of the participant”.

These two definitions in combination are the basis for peer coaching.

Research has explored coaching from the point of view of the coach’s behaviour (Bono, Purvanova, Towler and Peterson, 2009) and the point of view of the client’s behaviour (Dawdy, 2004). A more recent study has scrutinized the interaction of the coach and the client (Baron and Morin, 2009). This empirical study linked both the coach and the client to the success of the intervention and found that the connection between both parties matters in such a way that it mediates between the coaching received and the development of self-efficacy (Baron & Morin, 2009).

In contrast to individual mainstream coaching, group coaching, a team-focused coaching perspective has also emerged (Cox, 2012), which has been explored mostly in combination with action research and acknowledged in the coaching research only lately. According to Passmore and Fillery-Travis (2011), team coaching methodologies are a much younger and lower developed discipline (Hackman and Wageman, 2005).

Peer coaching in the workplace

According to Ladyshevsky (2010, p.284) “Peer coaching is a process involving a coach and a coachee, with relatively equal status, focusing on expanding, refining and building new skills and competencies in training and workplace situations“ (Ladyshevsky. A current study on the peer coaching environment revealed that peer coaching is effective mainly, “when knowing the company culture, when easy availability is desired, to build up a high level of personal trust [...] for keeping costs under control” (Jarvis 2004, p.45). Generally speaking, it is a “cost-effective way to provide quality coaching to mid-level, high potential and emerging leaders” (Thorn, McLeod and Goldsmith, 2007, p.4) and has proven to have a positive effect on promoting and maintaining goal achievement (Ladyshevsky, 2010). This process can be linked to three different theoretical approaches: the solution-focused (Greene and Grant, 2003), the person-centered (Carlopio, Andrewartha and Armstrong, 2005) and the cognitive behavioral approach (Johnson and Johnson, 1978). The research used the solution-focused approach, as this style of peer coaching is mainly directed towards improving performance (Greene and Grant, 2003; Thorn, McLeod and Goldsmith, 2007) and exploring strengths and future options. In such a setting, both parties experience learning challenges in a similar way and help each other to grow on them. This can then lead to an effect of improving self-confidence (Loke and Chow, 2007).

Ladyshevsky (2010) suggested an eight stage peer coaching model starting with assessment and trust building to offering support and accountability. As especially the first step (the assessment and trust building) is regarded to be a main success factor for an effective managerial partnership, the study focuses on this part of creating compatibility and suitability of peer coaching partners. By focusing on individual members’ time perspectives, we extend this literature to address a particular cognitive orientation to the literature of peer coaching.

Peer coaching effectiveness in the workplace

Shared situations and personal awareness can lead to higher team performance in critical settings (Roth, Multer and Raslear, 2006). As people with different profiles work together in teams in the workplace, interconnections between time perspective profiles are important aspects to investigate as they can explain what profile match of team members create a high perceived effectiveness for all parties.

Not surprisingly, there is a strong demand for research of the factors that influence the effectiveness of managers (Yukl et al, 2002). According to previous research, the degree of coaching effectiveness is mostly determined by the coachee. This is in line with Passmore and Fillery-Travis’ study (2011), which identified the readiness of the client for change as a major predictor of coaching effectiveness. Further, Passmore and Fillery-Travis (2011) argue in favor of helping coaches and clients in the matching process, so future matches increase the prospects of positive outcomes. Peer coaches then have to learn about their effectiveness as a way to build self-efficacy as peer-coaches. In more detail, Schmidt’s (2003) study elaborated what it needs to reach coaching effectiveness: (1) the qualification of the coach, (2) involvement of the coach, (3) clarity & goals, (4) coach-setting, (4) autonomy of the coachee, (5) cooperation, (6) trust and quality of the coaching relationship, (7) methodological variety, and (8) diagnosis. Without a doubt, these factors should be considered and it could be argued that including “factors which may influence the ‘matching’ of client and coach” (Passmore and Fillery-Travis 2011, 81) adds to a more precise understanding of peer coaching in a workplace setting and enables scholars to leverage the existing opportunities that coaching on that level offers.

Peer coaching effectiveness and time perspectives

According to Gibson et al. (2007), no research has postulated the role of time perspective heterogeneity in teams managing information and knowledge in the workplace, suggesting that:

... in competitive contexts that demand fast innovation, time perspective heterogeneity may play a more important role in team performance than do other sources of team heterogeneity. The key opportunity then for researchers and managers is to enhance the benefits of time perspective heterogeneity and mitigate the liabilities (Gibson et al. 2007, p.1006).

In addition, the known studies do not address situational features that explain how managers in peer coaching settings within a given organisation may differ with regard to time perspectives, nor whether they prefer working with a peer coach or peer coachee with the same or different profile to create a business benefit. In particular, empirical studies on time perspectives have mostly overlooked the fact that managers in lateral peer coaching setting differ with regard to their time perspective profile and that “the course of any activity is dependent on individual circumstances based on the cumulative range of concrete embodied responses, guided by the wisdom and memory and experience” (Suchmann 1987, p.viii). This is in line with a study by Earley and Mosakowski (2000) that demonstrated that multiple views of time influence strategic actions in the workplace and with Gibson et al. (2007) severe doubts that deadlines or goals or future goals present equal motivators for all team members. Hence, Gibson et al. (2007) suggested to investigate new product development teams in terms of differences in time perspectives as they are the source for long term growth and often struggle with differences as they are unknown (Marquardt and Horvath, 2001). They further argue to create:

experiments that (1) identify individuals’ time perspectives using the Zimbardo Time Perspective Inventory (Zimbardo & Boyd, 1999) (2) arrange subjects in teams representing either heterogeneous or homogeneous time perspectives (3) assign tasks to teams that require creative or innovative solutions, and (4) evaluate team outcomes on the basis of creativity and speed (Gibson et al., 2007, p. 1025).

This study builds on this argumentation and transfers the study setting into German R&D manager teams of a multinational firm.

Methodology

This study used multiple research methods (Brewer and Hunter, 1989) to interpret social reality (Denzin and Lincoln, 1998). The field investigation lasted 6 months with more than 40 managers within one company. Data was collected at various points in time during this period. The data collection was accomplished partially through personal interviews (Silverman, 1993), participant observation (Junker, 2004), self-reported questionnaires, archival data, company and managerial reports as well as minutes of meetings as shown in Table 1. The in-depth interview questions were designed to stimulate respondents into conversations about their fields of interest. All interviews were carried out in German. In detail, we used semi-structured interviews to ask the peer coaches and peer coachees to identify the technical fields they wanted to share and develop. This helped to channel the interviews around their personal strengths and attractiveness. Typical examples of questions in the interviews included: On a scale from 0 - 10, how would you describe your current proficiency level in this topic? What you do you already know about this subject? How would you realize that you have achieved progress in this area? What would you need to achieve this progress in this area? In the end of the interviews each of the participants had a list of technological fields they felt attracted to.

In addition, the preferred time perspectives were detected based on in-depth interviews and based on Zimbardo and Boyd's (1999) questionnaire. Further, we explained what the different time perspectives are and discussed the meaning of the particular profile also face-to-face – so the peer coach and peer coachee could make sense of the results. The approach outlined in Boniwell, Osin and Sircova (2014) was used. For the study, a joint sense making about the result was conducted and the highest score was selected as result and basis for the following interventions.

Participant observation (Hammersley and Atkinson, 1983) was also carried out. The researcher's role was stated in advance to the participants. On some occasions, she was assigned a moderator to guarantee neutral perspective as guidance throughout the meetings. Such flexibility of working in the research organisation with the research participants enabled her to talk to them quite easily. It also enabled recording of some of the meetings and the capture of the interactions among the participants in a field diary.

During the observation time, four planned peer coaching interventions took place. The peer-coaches received a two day training on peer coaching methods prior to the interventions. Before the interventions, the participants were matched four times with different potential peer coaching partners. The partners rotated between the interventions to guarantee that each of the participants found a fruitful connection. In total, the participants met in 168 different combinations. The selection criteria of the intervention partners were based on the topic of interest they pointed out in the semi-structured interviews as well as their proficiency level in that field. Each intervention took 1 hour and 20 minutes. Conversation guidelines were provided. However, as the managers had training before on that subject, it was regarded as optional. After each intervention, all participants received a short questionnaire to state the perceived effectiveness of every peer coaching intervention. The questionnaire included: name, the name of the partner, and four items measuring coaching effectiveness as proposed by de Haan et al. (2012). These items were assessed a 0 – 7 Likert scale and consisted of: 'overall coaching experience', 'coaching adding value' 'impact of coaching on your/coachees performance at work', 'coaching enables you to achieve what you/the coachee want(s) to achieve'. As suggested by de Haan, we calculated average scores across these four ratings (4 items) to derive individual perceived coaching effectiveness. We guaranteed confidentiality of the results to all participants.

In the end, the results were matched with the time perspective profiles, leaving detailed data, which outlined the time perspective profile combinations of peer-coachees and peer coaches and their received respective coaching effectiveness.

Participants

A total of 42 managers with a technical background in a German high tech company participated in the study, as shown in Table 2. All of them had a peer coaching background. The peer coaches and peer coachees were nominated by the management of the company. The selection took place by managerial status, age, and technological topic. All participants had a range of managerial and technical experience as well as little peer coaching or mentoring experience. All of them were active in their own development through giving lectures, attending trainings, speaking at conferences or being part of reverse mentoring programmes. They were either selected as peer-coaches or as peer-coachees and stayed in this role for the remainder of the study. All peer coachees and peer coaches received four different partners during the four intervention. In other words, the peer coaching partners were changed each time, providing us with 164 unique peer coaching combinations.

Method	Timing	Purpose
Selection of participants	Before the intervention	Identify peer coaches and peer coachees
42 semi structured interviews	Before the intervention	Identify peer coaches and peer coachees topics, learning preferences and time perspectives
Training of the peer coaches	Before the intervention	Learn main peer coaching methods and questions
Face to face action	Intervention 1	Action
Coach Diary	Throughout the intervention	Monitor how aspects of intervention can enable effectiveness
Two separate questionnaires for peer coaches & peer coachees	Right after the intervention	Explore perceived effectiveness of intervention from both parties
Face to face action	Intervention 2 - 4	Action
Coach Diary	Throughout the intervention	Monitor how aspects of intervention can enable effectiveness
Two separate questionnaires for peer coaches & peer coachees	Right after the intervention	Explore perceived effectiveness of intervention from both parties
17 focus groups with minimum 5 respondents in each	Intervention 5 - During the program (7 months after the start)	Explore how perceived coaching effectiveness has changed, meaning was been installed and the ability to switch between time perspective methods was developed.

Table 1: Methodology

Data coding and analysis

After a systematic visiting and revisiting of the interview data, an analysis was conducted to identify the first order concepts (Corley & Gionia, 2004). We paid attention to the use of nouns, verbs, and adjectives expressed by the interviewees. We also considered the diary and the secondary company data for the purpose of triangulating the interview findings. Next, we congregated similar themes into overarching elements that constitute the basis for the results. We used a recursive, process-oriented, analytical procedure (Locke, 1996) until we derived a clear version of the emerging concepts.

The themes that emerged from the data analysis were: (1) awareness of time perspective profiles, (2) attitudes towards the peer coaching process, (3) peer coaching effectiveness, (4) coach-coachee time perspective combinations and perceived peer coaching effectiveness, (5) changes in the awareness, purpose, and meaning through integration of time perspectives in work environments.

Statistics	21 peer coaches	21 peer coachees
Response rate	87,5%	84%
Tenure (Avg.)	18y	11y
Age (Avg.)	52y	42y

Male	100%	90 % (4 w)
Highest degree: Doctoral degree	6	10
Highest degree: Master degree	8	5
Highest degree: BA degree	2	4
Highest degree: High school	5	2

Table 2: Participants' statistics

Findings

(1) Awareness of own time perspective profiles and that of others

The interviews revealed that none of the participants were aware of their own time perspective profile. In addition, none were aware that time perspectives impact their communication and learning. All respondents classified time perspective as a new concept they had never heard of before.

Some of the participants claimed that they felt uneasy about answering the questions as they were very 'personal' in their perspective. By contrast, about half of the participants were very curious to know their profile. Around a third of the participants could reflect the outcome of their profile to situations they had experienced. For Example R19 explained: *"Now I understand my stress, when I want to solve a problem with someone, who only talks about the "bad" stuff from the past, which does not lead to a solution."* Another member [R40] described he felt hopeless and angry when people around him only talked about the future and not recognizing what has already been accomplished in the field so far. A third member [R06] responded: *"My boss put me under pressure because he was expecting me to talk about the positive aspects of the last project and I talked about the downsides in the meeting"*. In general, there were three types of interviewees: the ones that are openly curious to learn about themselves, ones that are rather shy, and ones that criticized the process from the start.

The analysis of the sample showed a large heterogeneity in time perspective profiles. Among the peer coaches in the sample, four had a past negative, three a past positive, two a present fatalistic, two a present hedonistic, four a future, and six a balanced time perspective profile. Among the peer coachees, three were past negatives, three past positives, three present fatalistic, five present hedonistic, five future-oriented, and two balanced.

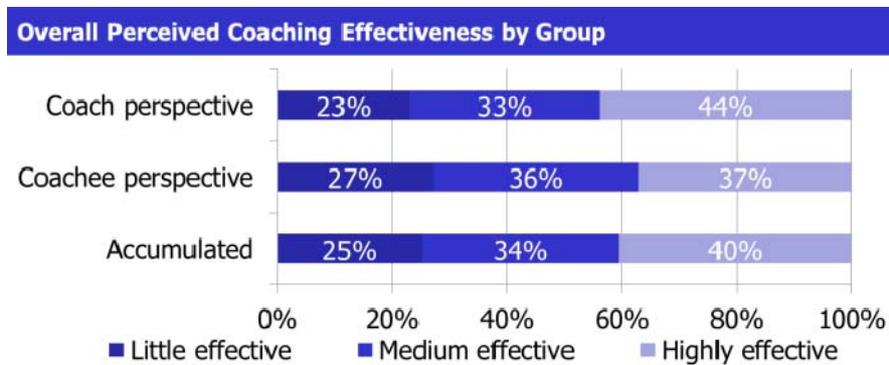
During the process of the interventions, we noticed an increase in the awareness and higher use of reflection and actions towards the use of different time perspectives by the participants to get the information they wanted. By the end of intervention four, a clear difference was expressed as the examples show. [R23]: *"I felt very secure as my peer coach was talking about a problem in the past with a smile. He did not stick to the problem for too long, rather he helped me to understand the solution he created recently. When I asked him about the risks of the solution for the future, he discussed it with me openly."* Another answered [R17]: *"I became cautious when my coach talked about today's situation in a very positive manner and asked him about the downsides he could recall from the present and the past."*

(2) Attitudes towards the peer coaching process

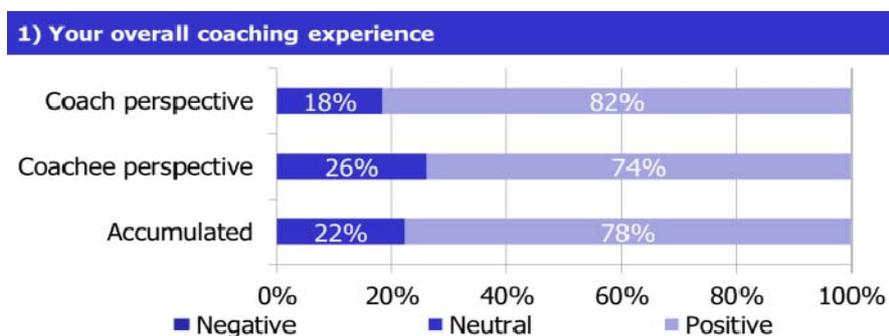
As time profiles were very heterogeneous, it is not surprising that participants showed various attitudes towards peer coaching. [R26]: “I found it great to be able to pick my peer coachee and not to get anyone “subscribed” by the management”. [R05] commented: “This setting is new to me. I did not know what to expect. I did not like that. I did not use the orientation questions. I just asked what came into my mind. I rather prefer clearly structured and outside matched settings.” Such comments decreased as they went on with the process.

(3) Peer coaching effectiveness

Results from the four interventions showed a very positive and balanced picture between both parties (coaches and coachees). In sum, 40 percent rated the peer coaching sessions as highly effective, 34 percent as medium effective, and only 25 percent classified the peer coaching as little effective. In detail, coaches perceived the overall coaching effectiveness slightly better than the coachees. These results point towards a high attractiveness of such peer coaching interventions for participants. We further observed that the responsibility of receiving a good result seemed to be higher for coachees than for coaches. This observation is in line with Bar (2014).

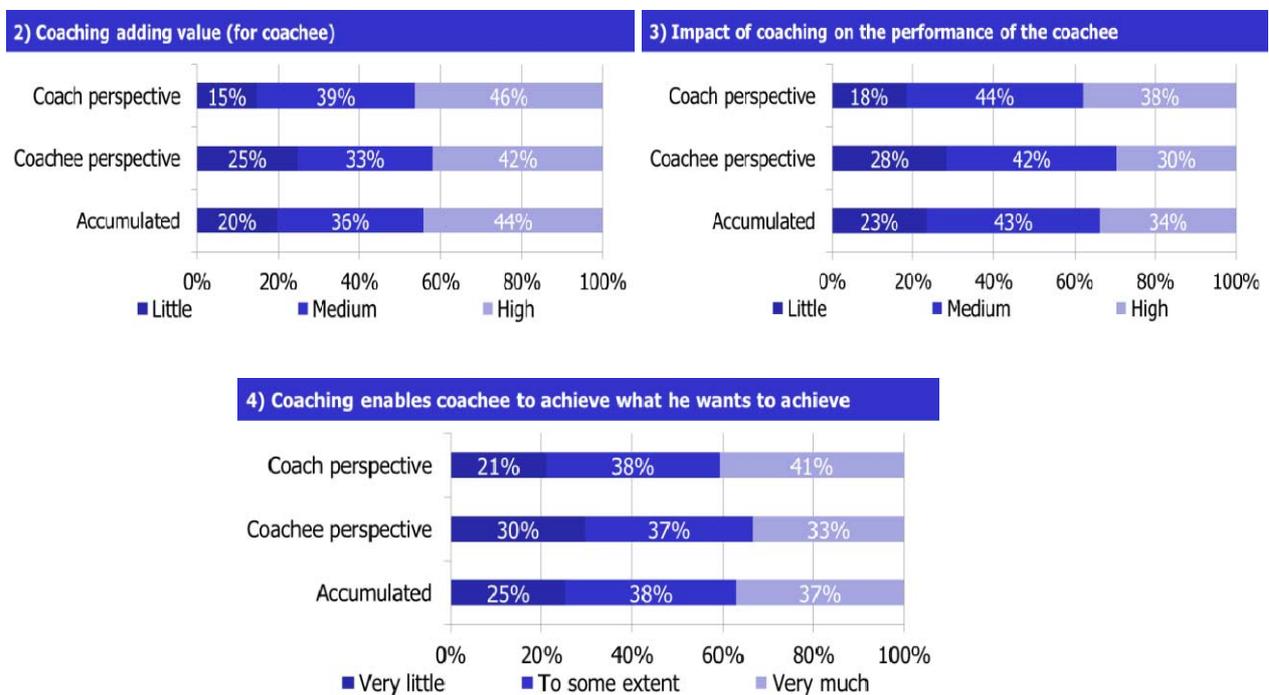


In terms of the overall coaching experience, results show that the coaching experience was perceived very well by both parties. 78 percent classified the experience as positive, only 22 percent as neither positive nor negative, and none as negative. One participant stated [R13]: “Previously, I was already part of a peer coaching group. So I knew what to expect. I focused during the meeting especially on what I wanted to know: do we match from the technical field, do we share experiences, and can the coach explain and ask helpful questions.” In detail, coaches perceived the overall coaching experience slightly better than the coachees.



Looking at the second and third items “coaching adding value” and “impact of the coaching on performance of the coachee”, the data reported a benefit for the coachee recognized by both parties. A participant stated [R42]: “I found 3 new mentors which I had not known before. I can imagine that these relationships can bring me to new insights.” Another one commented [R27]: “The talk helped me to feel free in my decisions.”

However, there is a greater dispersion in the answers as in the previous question results. The ratings are much lower and more unevenly distributed. One reason for such results could be that the adding value and the impact of the coaching on the performance of the coachee can, in most cases, be measured only weeks after the interventions. The discrepancy could therefore be explained through the time of measurement right after the interventions. The core of the sessions was to define purpose and goals as well as clarify facts and assumptions and explore first possibilities. Performing joint actions and solving severe problems was not the intention.



Regarding the developmental potential of the peer coaching intervention, [R16] stated: “One peer coach challenged my self-discovery skills. I liked that.” Another reported [R09]: “It came clear to me that I have to set realistic criteria for the peer coaching.”

(4) Coach-coachee time perspective combinations and perceived peer coaching effectiveness

At the end of each intervention, we matched the perceived coaching effectiveness scores of coaches and coachees to their main denominator of their time perspective profile. The results reveal a clear variation of perceived coaching effectiveness based on the combinations of the matched coaches’ and coachees’ preferred time perspectives. The main findings show that the highest peer coaching effectiveness can be

generated with balanced coachees or future-oriented coachees and a combination of past and future oriented coaches.

In detail, the highest compatibility ratings from both parties received peer coaches that had a combined past and future-oriented profile. All sorts of peer coachees and coaches claimed a high effectiveness of such meetings. However, not all coaching relationships are compatible to reach an effective outcome. For instance, this was the case for all combinations with present-oriented peer coaches, regardless of the coachee's time perspective. Present-oriented coachees signaled a rather low effectiveness with peer coaches, especially when they had a present and future-oriented time perspective profile. All of these coaching interventions were rated as very ineffective by both parties.

Future-oriented peer coachees rated the all meetings as highly effective, except for those, in which they were matched with a future-oriented coach. On the contrary, future-oriented peer coaches rated all sessions as very effective, whatever time perspective the coachees preferred. Furthermore, peer coaches with a balanced time perspective profile signal a high effectiveness with all types of coachees, irrespectively of the coachee's profile. This could point towards the idea that balanced peer coaches handle every time perspective well. The same holds true for the balanced peer coachees.

Overall, responses revealed that there seems to be a higher confidence in past- and future-oriented coaches than in present-oriented coaches.

(5) Changes in the awareness, purpose and meaning through integration of time perspectives in work environment

Discussions weeks after the interventions brought the value of the peer coaching to life. Participants reported for instance that they found a new partnership, a new project, a new idea, a sparring partner, a place where they belong, or a person which has a similar purpose in life. In the end, a set of participants indicated that having gone through that process created a feeling of higher degree of personal autonomy, belongingness, competence, and meaning within them. Drawing from mentoring research, Allen, Lentz, and Day's (2006) study showed that through mentoring, both, mentor and mentee, can be influenced in a positive manner. The results reveal a similar effect.

Discussion and Conclusion

The aim of the current study was to explore in the way, in which managers' personal time perspectives influence perceived peer coaching effectiveness among German managers. The review of the literature on this topic indicated that questions of time perspective compatibility within a coaching relationship were largely unexplored. This study investigated this question with the emphasis on surfacing relevant differences between certain time perspective profiles. A recent large scale meta-analysis found that none of the papers included time perspective as factors in coaching research. This gap was addressed by exploring the question from a coachee and coach perspective. It showed that peer coaching influenced both parties – the peer coach and the peer coachee. As the ratings of the peer coaches were in many cases higher than the ratings of the peer coachees, it can be assumed that peer coaching effects the satisfaction of the peer coach.

The results further reveal that perceived peer coaching effectiveness between coaches and coachees do not significantly alter from each other. It can be concluded that both parties see a value in peer coaching interventions. This is in line with the qualitative results which also point into the direction of a value adding mechanisms. The impact on the performance of the coachee had not been in the scope of this study.

The findings point towards a clear variation of perceived coaching effectiveness based on the combinations of the matched coaches' and coachees' preferred time perspectives. The findings show that not all coaching relationships are compatible to reach an effective outcome. This is especially critical in team settings, as members with different time perspective profiles work together. Knowing the time perspective combinations and heterogeneity among team members is likely to create a positive impact on the team's effectiveness.

The research findings reaffirmed previous research indicating an influence of time perspective profiles on peer coaching effectiveness. The study further revealed that time perspectives have a great potential for management studies and application in firms. In particular, they have implications for selection, matching, and generating outcome of peer coaching in technical and business environments. For instance, one would select primary past and future-oriented coaches and match them to future-oriented peer coachees.

Limitations and further research

The results can encourage future research especially in time perspective management as well as peer coaching focusing on strength development. The number of participants was rather low. As the majority of participants was male and beyond 40 years of age, testing related effects with a broader sample might benefit future research. In addition, as peer coaching appears to be a valuable coaching methodology, there is a need to investigate other variables than time perspectives in peer coaching research. The focus should be on developing multiple perspectives on peer coaching effectiveness.

Further, it would be valuable in future studies to integrate a process understanding of peer coaching settings as it would foster a better understanding of how people and teams can share insights and learn from each other. Future intervention results could be utilised by both researchers and practitioners to further advance the awareness and reflection of the time perspective profiles and their value for team settings.

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