

Fostering the trustworthiness of coaches in a trust-based academic development program

Eszter Simon, Nottingham Trent University (ORCID 0000-0002-4034-9173)

Gabriela Pleschová, Comenius University Bratislava (ORCID 0000-0002-9764-9732)

Agnes Simon, Comenius University Bratislava (ORCID 0000-0002-5641-796X)

Abstract

Purpose: The purpose of this study was twofold: first, to illustrate how an academic development program can be structured to foster trust and support the creation of trustful coaching relationships; second, to examine how coaches and coachees perceive the trust-building – and thus, the trustworthiness – of coaches across the four dimensions of trustworthiness.

Design/methods/approach: We employed a mixed-methods approach based on focus group interviews with 10 coaches and individual interviews with and survey responses by 20 coachees. Qualitative data were analyzed using systematic content analysis, while descriptive statistics were used to examine the quantitative data.

Findings: Our results indicate that the caring approach, associated with the benevolence dimension of trustworthiness, was most strongly emphasized by coaches and highly valued by coachees. However, maintaining trust also requires attention to the other dimensions: integrity, competence, and predictability.

Originality: We present the first trust-based academic development program with a strong coaching component and evaluate the effectiveness of the coaching relationship using the same theoretical framework that guided the program's design.

Practical implications: Findings suggest that coach training should not only emphasize a caring attitude but also cultivate all four dimensions of trustworthiness. Additionally, since shaping the micro-environment facilitates the development of trusting coaching relationships, future program designers should also consider this.

Keywords: trust-building, coaching, trustworthiness, higher education, care

Introduction

Academic development programs – such as training initiatives in teaching and learning for higher education teachers – are not typically designed with an explicit emphasis on trust-building. While the importance of trust in academic development – particularly in coaching and mentoring – has been widely emphasized (e.g., Cook-Sather *et al.*, 2021; Willis and Strivens, 2015), it has mainly been explored either theoretically by identifying trust elements and their roles in education (Felten *et al.*, 2023; Little and Green, 2022) or through the activities of academic developers (Simon and Pleschová, 2021; Willis and Strivens, 2015). Similarly, the importance of trusting relationships and coach training for effective face-to-face and online coaching and mentoring is well-established (e.g., Aspfors and Fransson, 2015; Chan, 2018; Evans, 2018; Hobson *et al.*, 2009; Thornton, 2024), yet neither coaching nor coach training has been intentionally framed around trust. In this paper, we show that the critical role of educators in fostering and maintaining trust can be enhanced with appropriate program design and training.

We present insights from an academic development program featuring a prominent coaching component that was deliberately created with trust-building in mind. We considered not only theories of trust-building and trust-related findings reported in the literature, but also insights gained from our previous experiences with similar programs that combined course work with independent work supported by a coach (Pleschová and Simon, 2021; Simon and Pleschová, 2021). Most studies, including our own previous ventures into this topic, have investigated trust and trust-building in the one-on-one relationship between coaches and coachees in isolation, even when such work was part of a larger program with a set of other (e.g., classroom) activities. Here we demonstrate how trust-building can be purposefully integrated into a program.

The goal of incorporating trust-building into program design was to facilitate the emergence of trust within the coaching relationship. By coaching, we mean “a short-term support aimed at improving some aspects of a teacher’s teaching and his/her insight into teaching and learning,” which is achieved through evidence-based reflection, guided by a colleague “more advanced than the teacher in those aspects that need improved,” including both teaching practices and research into one’s own teaching and students’ learning (Pleschová and McAlpine, 2015, p. 121). Trust in coaching implies that the coachee expects the coach to act with good intentions and without exploiting the coachee’s vulnerabilities (Morrow *et al.*,

2004; Rousseau *et al.*, 1998). Although both coaches and coachees must demonstrate trustworthiness, we focus exclusively on the trust work carried out by the coach in this article.

This study explores the extent and progress of building successful coaching relationships in a trust-based academic development program. Using quantitative data, we examine how effectively coaches build their own trustworthiness, while qualitative data provide insights into both coaches' and coachees' perceptions of the trust-building process. When evaluating the coaching relationship, we use the same theoretical framework of trust and trustworthiness that we employed during program design. The results confirm that the contribution of coaches is vital to the coaching relationship but also reveal that the perceived salience of their contributions varies across the four dimensions of trustworthiness. The caring aspect of coaching, demonstrated through benevolent actions, is perceived as the most valuable. However, it needs to be complemented by enhanced trust-building activities in the areas of integrity, competence, and predictability for trustworthiness to be maintained and coaching to be effective.

Trust-building through program design

The Effective Teaching for Internationalization (ETI) program ran from October 2020 to June 2022. It aimed to strengthen commitment to internationalization and improve teaching practices for international students. The program involved faculty members and doctoral students from two Central European universities: Masaryk University in Brno, Czechia, and Comenius University Bratislava in Slovakia (Pleschová, Simon, *et al.*, 2021). We articulated our trust-based approach to curriculum design in a program philosophy of change document, which guided our decisions during the design process to foster a trusting learning environment. Given that such environments have been uncommon in Central Europe – where universities have traditionally been more hierarchical, authority-based, and controlling (Scoles *et al.*, 2021) – we decided it was important to create a trust-based micro-environment for the ETI program.

Trust was not our single guiding principle; rather, it provided the framework in which each program element fell into place. The ETI program's theme of internationalization, combined with our long-standing commitment to learner-centered education, reflective teaching practices, situated and practice-oriented learning (Boud and Brew, 2013; Lave and Wenger, 1991), and supporting program participants through coaching, required notable risk-taking

from participants. To be willing to leave their comfort zone and move from teaching-centered to a learner-centered attitude and practice, participants needed to know that making mistakes was acceptable and that they had a safety net to rely on when they reached an impasse (e.g., Pleschová, Roxå, *et al.*, 2021). This was crucial for ETI program participants, whose educational context was dominated by frontal lecturing where learner-centered teachers as role models were scarce, teaching was rarely rewarded, and trying something novel was un(der)appreciated.

Participants were encouraged to take further risks by innovating their classroom activities, inviting a peer to observe and appraise their teaching, and writing their first scholarship of teaching and learning (SoTL) paper. In addition to increasing their knowledge of and improving their skills in the best practices of teaching international students, a support system based on individualized attention in the form of coaching helped participants to fulfill the program goals. These were reflected in the program structure, which was divided into a one-semester-long instructional phase and three semesters of coaching (Figure 1). The instructional phase consisted of 4-hour workshops covering diversity and internationalization, course design and facilitation, online teaching, assessment practices, and SoTL research requirements, and concluded with a microteaching demonstration by all participants. During the coaching phase, coachees applied the newly acquired knowledge to their teaching practice and tested the effectiveness of the new approaches to teaching international students by writing an SoTL paper. They completed a series of assignments – a teaching innovation proposal, poster presentation, session plans, research design, peer observation, and the SoTL paper – that they developed and improved with the guidance of their coach (for a detailed program description, see Pleschová, 2020).

[Figure 1 here]

Maintaining the framework and cohesiveness of the program was guaranteed by the trust-based approach to program design. Trust presumes a positive expectation by the trustor (the coachee) regarding the attitude and behavior of the trustee (the coach), namely, that the trustee will not exploit the trustor's vulnerabilities (Morrow *et al.*, 2004; Rousseau *et al.*, 1998). For trust to emerge, both sides in the relationship must demonstrate their trustworthiness (de Lange and Wittek, 2022). Trustworthiness is a characteristic of the trustee and is based on the perception of the trustor (Morrow *et al.*, 2004); that is, the coach is trustworthy when the coachee sees them as such.

Four dimensions of trustworthiness

We chose McKnight and Chervany's (2001) conceptualization of trustworthiness as the foundation for our program design because our earlier analysis demonstrated its relevance in a highly hierarchical higher education context (Simon and Pleschová, 2021). Their model offered a more nuanced and better-defined approach than affect- and cognition-based trust models (McAllister, 1995) and was more clearly operationalized than other trustworthiness frameworks available at the time (Bryk and Schneider, 2003; Kharouf *et al.*, 2015).

McKnight and Chervany (2001) identified four dimensions of trustworthiness as fundamental for establishing trust: integrity, competence, predictability, and benevolence.

Integrity involves “making good faith agreements, telling the truth, and fulfilling promises” (McKnight and Chervany, 2001, p. 31). It encompasses fair, honest, and just behavior by the trustee (Hon and Gruning, 1999) and means that one's actions correspond to one's words and shared values (Shahid and Azhar, 2013). Integrity “provides a rational reason to trust someone” (Little and Green, 2022, p. 807).

Competence in trust research is often conceptualized as having two main components: status, which includes credentials, academic rank, and affiliation (Little and Green, 2022), and expertise, that is, the belief that the trustee “is capable of delivering what has been promised” (Kharouf *et al.*, 2015, p. 1243).

Predictability presumes that the trustee's behavior is consistent, and as a result, the trustor can anticipate the trustee's potential response to a situation (McKnight and Chervany, 2001). It also implies that the trustee is reliable (Kharouf *et al.*, 2015).

Benevolence is based on the perception that the trustee wants “to do good for the trustor” without personal benefit for themselves (Mayer *et al.*, 1995, p. 718). A benevolent trustee turns to the trustor with goodwill and care, is concerned for the trustor's well-being, and provides support while keeping the best interests of the trustor in mind (Little and Green, 2022; McKnight and Chervany, 2001). When there is a significant power imbalance between the trustor and trustee, the trustor may feel more vulnerable and needs more evidence that the trustee means no harm. An effective way this can be overcome is by reducing the power gap itself (Stocks and Trevitt, 2016).

Although in one-on-one educational settings the coach is expected to demonstrate their own trustworthiness, we facilitated this process by introducing structural elements into the

program and providing guidance for coaches. In the following section, we describe how we embedded the four trust dimensions in the ETI program design arising from findings in the literature.

Program elements to promote the trustworthiness of coaches

Competence

Designing a program that meets learners' needs is crucial to establish competence (Kharouf *et al.*, 2015). The program design team's familiarity with the local educational context and our pre-program survey of needs were instrumental in this regard. Originally, we planned six workshops for the instructional phase; however, at the participants' request we organized an extra workshop on interactive online tools because many struggled with transitioning to remote education during the pandemic.

Expertise and experience were key factors in selecting our coaches, who had extensive backgrounds as academic developers, coaches, and mentors. Since each workshop facilitator continued as a coach in the second – coaching – program phase, demonstrating their expertise during the workshops allowed them to accumulate capital in the competence dimension of trustworthiness. The workshops series also built up the competence of the participants, which was essential for them to establish a more equally footed, collaborative relationship with their future coaches and to pursue independent work with increased confidence (Stocks and Trevitt, 2016).

Integrity

Integrity is best demonstrated when coaches are authentic – for example, when their teaching follows the same principles that they encourage coachees to adopt (Little and Green, 2022). Therefore, coaches were also selected based on their demonstrated commitment to the principles promoted in the program: internationalization, learner-centered education, and peer learning methods. They actively applied these principles when facilitating the workshops. They were an international group, representing seven institutions of higher education from six regionally diverse European countries.

Although face-to-face workshops had been planned, coaches taught remotely because of the pandemic-related travel restrictions and remote teaching requirements at both Masaryk University and Comenius University Bratislava. This gave coaches an opportunity to demonstrate how to adapt teaching to an environment seemingly not well-suited for

implementing the principles they were following and advocating. They also showed their vulnerability to technological challenges similar to those faced by coachees during their microteaching and in their teaching practice. Thus, switching to remote delivery allowed coaches to encourage risk-taking among coachees by modeling such behavior, which supports building integrity (Iqbal and Vigna, 2021).

Formative assessment practices were chosen to promote rapport through realistic, balanced, and candid feedback. The concept of constructive feedback as detailed in the program document guided the assessment of preparatory work for workshops, workshop activities, and more complex assignments. This approach involved truthfully pointing out both what was well done and what needed improvement. A central element of formative assessment was the notion of feeding forward, that is, offering guidance on how coachees could improve their work in subsequent iterations of the assignment (Wimshurst and Manning, 2012).

Predictability

To prevent unforeseen developments from undermining trust, we ensured predictability in various ways. The program document included the schedules of workshops and assignments and brief assignment descriptions. Because clearly stating assessment expectations helps build trust (Stocks and Trevitt, 2016), the program's eLearning platform provided detailed assignment instructions and the rubrics that coaches used to give feedback. Deadlines for assignment submission and feedback – set at 5 work days after submission – were clearly stated. Program leaders ensured clear communication of next steps – e.g., upcoming deadlines, activities, or events – through emails. They also provided guidance on navigating unfamiliar situations, such as advising coachees to contact a colleague early in the third semester for compulsory peer observation or suggesting when consulting with coaches would be particularly beneficial.

Benevolence

In terms of benevolence, we implemented a pass or revise-and-resubmit assessment system and an iterative (Stocks and Trevitt, 2016), incremental approach to assignment completion to maximize learning. Written assignments were to be completed in two stages: first, coachees submitted a draft version of their work and received feedback from their coach; second, they revised their work based on that feedback. So long as coachees were willing to improve their work to meet the passing threshold, they could continue in the program. The assignments – microteaching, teaching innovation proposal, poster presentation, session plans, research

design, peer observation, and the SoTL paper – built on each, enabling coaches to revisit and refine earlier decisions. Each assignment fed into the next, allowing for an organic development of the SoTL study.

Additionally, we made deliberate efforts to reduce the power gap: coaches and coachees were on a first-name basis, which is not common in the region, and coachees had a say in which coach they wanted to work with during the coaching phase. This was motivated by findings that the pairing of coaches and coachees is instrumental in facilitating trust-building (Hobson *et al.*, 2009).

Supporting trustworthiness through program design meant that the coaching phase started with a level of trust rather than a blank slate. Program design elements created a framework for establishing trust, but the primary responsibility for building and maintaining trustworthiness rested with the coaches during the coaching semesters.

Guiding coaches in interpersonal trust-building

Coachees enrolled in the coaching semesters after completing the instructional phase. The decision to offer online coaching during the second through fourth semesters was based on our previous research, which indicated that working with a coach – whether face-to-face or online – is effective in an SoTL-based approach to academic development (Pleschová and Simon, 2021), and coaching is most favorable for building trustful interpersonal relationships. According to Stocks and Trevitt (2016), coaching helps level the power asymmetry between trustor and trustee and, thus, foster a more reciprocal collaborative relationship. Coaching could enrich the learning process by cross-disciplinary collaborations between coaches and coachees from very different backgrounds (Pleschová, Roxå, *et al.*, 2021). Finally, in our program, coaching provided the flexible, individualized, needs-based approach necessary for a diverse group of learners. Each coach worked with two to four coachees, which gave the coaches sufficient capacity to fulfill their responsibilities and develop a personal relationship with each coachee.

Personal relationships are essential in teaching collaborations, with academic developers, particularly coaches, playing a key role in shaping these relationships (Willis and Strivens, 2015). Coach preparation, highlighted in previous studies (e.g., Thornton, 2024) was critical for the success of the ETI program's trust-based framework. Coaches were deliberately prepared to maintain the trust achieved by following the structural design and to build trustful interpersonal relationships with their coachees. Before the coaching phase – and in each

semester thereafter – the coaches met under the leadership of the coordinating coach to discuss best practices in fostering trustful coaching relationships. The details of the coaching relationship that were described in the program document and coach handbook were revisited during the meetings, including the goal of achieving trustful relationships with coachees. The meetings emphasized the actions and behaviors that were well-suited to achieve the desired goals. Specifically, coaches were told the importance of:

- timely feedback and response to communications from coachees and clarifying expectations (to display *predictability*);
- keeping promises, admitting personal limits, modeling expected behavior, providing truthful criticism, and keeping sensitive information about the coachee confidential (to demonstrate *integrity*);
- providing quality feedback or advice (to maintain *competence*);
- expressing willingness to work with coachees, especially in challenging situations, displaying openness to new ideas and giving coachees freedom to make choices, treating coachees as partners, taking coachees' needs into account, and recognizing coachees as individuals rather than just learners (to exhibit *benevolence*).

Coaches were given discretion about how to develop each relationship. It was emphasized that no two coaching relationships were identical, with their development depending equally on the coach's character and approach and the coachee's personality and needs. Giving written feedback was compulsory, and coaches and coachees were also encouraged to communicate regularly given the importance of pedagogical conversations (Cook-Sather *et al.*, 2021; Roxå and Mårtensson, 2009; Simon and Pleschová, 2021). They determined the frequency and means of communication.

Thus, the coaches were responsible for putting into practice the trust-building framework established by the program design. They made the relationship personal and were expected to foster and maintain their trustworthiness in each relationship. This began in the group setting of the instructional phase and was then fully realized on an individual basis in the coaching phase.

Data and methods

The research received ethical approval in two stages. The Masaryk University Research Ethics Committee approved research involving program participants to evaluate the Effective

Teaching for Internationalization program (EKV-2020-093), and the Ethics Committee of the Faculty of Arts at Comenius University Bratislava accepted and extended that approval to include coaches as participants, with a focus on trust (EK/05/2022). Before consenting to participate, all research subjects were informed about the purpose of the study, the data to be collected, data handling procedures, and their rights, including the option to withdraw their consent any time during the research without explanation.

We used a convergent mixed-methods research design (Creswell and Creswell, 2018) to address the research questions. To explore how both coaches and coachees perceived trust dimensions, we employed two widely used methods in educational trust research: surveys and interviews. Integrating quantitative and qualitative data collected at the end of the program (Figure 2) provided deeper insights and a more nuanced understanding of the multifaceted concept of trust. The closed questions in the quantitative data – the survey questionnaire – directly asked coachees about their perceptions of the dimensions of trustworthiness and the coaching relationship, whereas the “open-ended and nondirectional ... nature” of qualitative data tools (Creswell, 1999, p. 461) – interviews – offered insights into how they thought about trust in coaching, including the relative salience of trust dimensions (for survey and interview questions, see the Supplementary File)

[Figure 2 here]

The use of unifying concepts and equal sample sizes of coachees for quantitative and qualitative data ensured the validity of our results (Creswell and Creswell, 2018). First, we embedded the mixed-methods research within the same trust framework that informed the program’s development (Plano Clark and Ivankova, 2016). It was essential to use the same framework for the analysis, as our goal was to evaluate how effectively the coaches built trust across each dimension of trustworthiness emphasized during program design and coach training. This approach necessitated developing data collection instruments tailored specifically for this research. Second, we interviewed the same 20 coachees who completed the survey questionnaire. Given our small population size (N=22), we invited all coachees who graduated from the course to participate in the survey. To schedule the interviews, we contacted only the 20 individuals who submitted survey responses, all of whom agreed to participate. Thus, the coachees self-selected into the sample.

In the questionnaire, coachees were asked to systematically evaluate the coaching relationship. First, they provided an overall evaluation of the ETI course and their coaching

experience using a 10-point scale (1=entirely negative, 10=entirely positive). Second, using five categories (1=entirely disagree; 2=somewhat disagree; 3=neither agree nor disagree; 4=somewhat agree; 5=entirely agree), they evaluated the coaching relationship against a series of statements. With the help of a four-category variable (1=entirely disagree; 2=somewhat disagree; 3=somewhat agree; 4=entirely agree), coachees assessed their coach's trustworthiness by responding to statements modeled on the four dimensions of trustworthiness. We used descriptive statistics – frequency distributions – to analyze quantitative survey data. Finally, in an open-ended question, we asked coachees to suggest what coaches could do differently in the future.

We collected interview data from coachees and coaches regarding the importance they attached to the coaching relationship and trust in coaching. These semi-structured interviews were conducted online via Microsoft Teams in English, which was also the language of instruction in the ETI program.

For the coachees, the interviews began with general questions about their experiences with their coach, without explicitly mentioning trust. This approach aimed to uncover what they found salient in the trust-building activities and allowed us to determine how trust was situated in their thinking and how much importance they attached to trustworthiness and its dimensions. To encourage the coachees to reflect more deeply on trust in the coaching relationship, in the second half of the interview, we directed coachees' attention specifically to trust and trustworthiness.

We conducted a focus group with eight coaches. The two coaches who could not attend were contacted and asked to respond to the research questions in individual interviews. Because we used the focus group to allow individuals to share their experiences rather than to reach a consensus, there was no meaningful difference between the data produced by the two interview formats. We interviewed all 10 coaches, using a similar approach to that employed with coachees. Initially, we asked them about their approach to coaching without prompting them about trust. Later, we explicitly invited coaches to reflect on how they fostered trusting coaching relationships.

We employed systematic content analysis to examine the interview transcripts, transforming the qualitative data into quantitative measures (Hsieh and Shannon, 2005). First, the interviews were anonymized, and the transcripts were reviewed and corrected. As a result, we refer to interviewees by randomly assigned numbers: for instance, C1 denotes Coach 1, and

to avoid confusion, P1 indicates coachee Participant 1. Second, the first author developed the coding scheme to assess the trustworthiness of the coaching relationships. Finally, to ensure reliability, the codebook was used by the second author and an independent researcher not affiliated with the program to code the interviews manually. Any discrepancies in coding were resolved via discussion.

During the coding process, we identified attributes – actions, behavior, and personal traits – of trustworthiness that were either explicitly mentioned (e.g., “she was honest”) or implied (e.g., “she always told the truth”), including both positive and negative (“she was not sincere”) references. Trust-related actions, behaviors, and attitudes fit into the categories of integrity, competence, predictability, and benevolence straightforwardly (cf. Felten *et al.*, 2023). These attributes were compiled into a list and categorized according to the four dimensions of trustworthiness.

In addition to summarizing the results quantitatively, we used qualitative data to illustrate our findings, thus parsing out a more nuanced understanding of how coaches and coachees perceived each trust dimension.

Results

Perceptions of trust and trust-building

The interviews with coaches and coachees revealed great variation in their coaching relationships. Most were situated between the two extremes: of a coachee taking a very pragmatic approach, showing little interest in the relationship beyond receiving feedback on assignments (P26), and of a coachee frequently asking the coach for additional feedback and advice on other teaching and career-related issues (P4). Regardless of its nature, all coachees highly valued their coaching relationships, rating them an average of 9.30 ($n=20$, $SD=1.05$) on a 10-point Likert scale in the survey.

The interviews showed that the overwhelming majority of coachees (18 out of 20) were new to coaching and had few expectations about the coaching relationship itself. No coachee brought up trust on their own. It is possible that some coachees initially did not mention trust because they considered it self-evident and addressing it seemed unnecessary. Others may have been so accustomed to the highly competitive, result-oriented approach to learning in the region that their first instinct was to focus on outcomes rather than the process.

Nonetheless, when prompted for trust, two coachees explicitly said that they thought of the relationship in terms of trust (P2, P19). Others recognized its importance in human (P1, P3, P4, P5) or educational relationships (P2, P10, P14, P16), while one coachee (P14) went so far as to say that “without trust a coaching relationship is not a coaching relationship” and “if I didn’t trust the coach, I would probably decide not to finish the program.” Furthermore, all coachees “entirely agreed” that they got along with their coach, as indicated by their responses on a five-category variable in the survey. In the interviews, we asked coachees about the trust they vested in their coach, and they said that they trusted the coach “fully” (P19, P26), “entirely” (P17), “completely” (P5, P14), “absolutely” (P3, P10), “100%” (P1, P16), “all the way” (P22), “very much” (P9), and “a lot” (P7). These responses indicate that these were indeed trustful relationships and that trust-building was successful.

Dimensions of trustworthiness

Examining the dimensions of trustworthiness revealed how trust-building was perceived by coaches and coachees and highlighted the dimensions where trust work could be further strengthened. In the survey, assessing trustworthiness using a four-category variable; coaches were appraised very highly across all dimensions. All coachees rated their coaches highest in benevolence and integrity, while all but one “entirely agreed” that the coach was competent, and 17 “entirely agreed” and three “somewhat agreed” that the coach was predictable.

In the interviews, coaches and coachees described their experiences in terms of trust attributes associated with trustworthiness. Table 1 summarizes these findings. Both coachees and coaches referred to trust-based action, behavior, and approach more often after being prompted about trust. The balance between the four dimensions of trustworthiness shifted, too: from the start to the end of the interviews, the salience of benevolent actions, although still prevalent, decreased somewhat. Strikingly, even when we consider that there were twice as many coachees as coaches, coachees referred to trust attributes much more often than coaches, and this difference increased even when the interviewer explicitly asked about trust.

[Table 1 here]

Benevolence

Coaches stressed comfort-giving by offering coachees a safe space to “be bold and tell me whatever they have on their minds” (C1) and to feel safe to try new things (C10). They consistently highlighted the personal aspect of the relationship and invested significant effort

into nurturing these connections. Coaches made it a priority to get to know the coachees, their teaching innovation projects, and their work environments, tailoring their support to address individual needs (C4, C5).

Coachees recognized these efforts in the interviews: “I could ask her questions without hesitation or without fear that I would feel like I’m not enough skilled or not clever enough” (P4) and “If I say that I really don’t know how to do something then I wasn’t afraid to simply ask for help” (P26). Another coachee (P16) appreciated the trustful micro-environment of the ETI program and that the care coachees received was markedly different from the ultracompetitive and perfectionist context they had experienced in their academic career. They felt that, compared to their PhD supervisor, coaches provided more constructive feedback (P6), were “more friendly, more open, less hierarchical” (P9) and fostered a “more comfortable” relationship (P26). Coachees often spoke about collaboration and cooperation, though ascribing less importance to them than coaches.

Coachees consistently praised the coaches for their benevolence, highlighting several key aspects of their support. They had no doubt about the good will of their coaches and were particularly impressed with the coaches’ willingness to accommodate their needs – for example, “Every time I needed more time to finish the assignments, he just gave it to me” (P17) or “she was always willing to help me when I needed it” (P20). Coachees greatly valued the constant professional and emotional support, the concern for their well-being, and that the coaches brought humanity into the relationship – that is, were interested in them as individuals, talking about family and hobbies, and simply being friendly.

Coachees also appreciated the coaches’ interest in their teaching innovation project, which they perceived through the giving of nuanced feedback, efforts to learn about the coachees’ discipline, and regular contact to inquire about their progress. One coachee (P3) felt that the coach cared about the project “sometimes even more than myself,” and some found motivation through the coach’s interest and support (P1, P3, P20). Coaches’ empathy for personal, professional, and program-related challenges and their willingness to go the extra mile touched several coachees (P3, P4, P10, P15, P26). Thus, we found that for coachees, the personal aspect of the relationship was most prominent – which coaches fostered with care.

Integrity

Initially, neither coaches nor coachees focused much on *integrity* in the interviews. However, when the topic of trust was introduced, C6 described themselves as striving to becoming a

role model (Thompson, 2016), while others stressed the importance of authenticity and honesty: “do what you say and say what you do” (C5), “I want to be honest, I want to be authentic” (C10). Some also acknowledged occasional shortcomings in this dimension, expressing regret over failing to respond to an email promptly (C1) and missing a prearranged online coaching meeting (C8).

Coachees highly valued their coaches’ honesty – as revealed through constructive feedback and admitting vulnerabilities and, for example, apologizing for not providing timely feedback for professional and personal reasons. Despite the overall positive perception of this dimension, two coachees wondered about the integrity of their coaches due to the quality of the feedback they received. One coachee reflected in the interview, “I was in this course together with two of my colleagues from my department, ... they got much more feedback” (P13). Meanwhile, another coachee noted in the survey, “I have received very little critical feedback, there were always very little changes to do. I would expect deeper critique” (P15) when offering suggestions for future improvement. They felt that the coaches did not perform as well as they could have given their competence.

Competence

Competence was mostly taken for granted; as C10 aptly noted: “there is this basic trust that the coach is [an] expert.” Coaches saw their practical role as experts both before and after being prompted for trust. They aimed to “bring the pedagogy or education to them” (C10) while recognizing coachees as “experts in teaching their own field” (C8). Providing quality feedback was deemed essential for demonstrating that the coach acts as a “critical friend,” sharing expertise to the best of their ability (C5).

Until attention was called to the issue during the interviews, many coachees were largely unconcerned with their coach’s *competence*. Coachees’ very positive view of the ETI program – reflected in an average score of 9.15 (n=20, SD=1.11) on a 10-point Likert scale in the survey – suggests that in this dimension, coaches benefited from the quality of the program itself and their own contribution to the instructional phase of the coach. When reflecting more directly on trust in the interviews, coachees recognized their coach’s expertise in terms of both status – at least two coachees selected their coach based on their pedigree (P5, P14) – and knowledge, which was perceived in terms of the quality of feedback, examples given from the coach’s practice, and useful advice including literature recommendations.

Only one coachee reported an issue within the dimension of competence, which, curiously, strengthened their trust in the coach. The coach admitted they were inexperienced in the research methods used in the coachees' SoTL paper and recruited a fellow coach to provide additional feedback. The integrity – honesty in this case – and benevolence, that is, care about the coachee's innovation, that the coach displayed outweighed the deficiency in knowledge and even strengthened their perceived competence: “you can tell that it's a real expert when they are able to admit that maybe they don't understand some aspects of it properly” (P6). This confirms Chan's (2018) finding that acknowledging and addressing limitations and mistakes can strengthen trust in coaching relationships.

Predictability

As for *predictability*, coaches were not initially concerned for this in the interviews. When trust was brought into the discussion, their primary concern was setting clear expectations (C5, C7, C8, C10). Reliability was also acknowledged as integral to trustworthiness: “you build trust by showing that they can count on you” (C3).

Coachees said that coaches' expectations were straightforward and found their coaches very reliable, which was manifested mostly through availability and frequency of communications. However, expectations must be clarified mutually, and when they were not, uncertainty induced doubt about trustworthiness. One coachee revealed in the interview that they struggled with anticipating how the coach would react to their work throughout the program and thought differently about what feedback should look like: “I do not know to what extent he either is [an] expert on this specific part I studied or to what extent this was ... a coaching strategy to ... open doors rather than give direct solutions” (P22). This did not result in distrust, however, since on other occasions, the coach went above and beyond; the inconsistent behavior of the coach simply made it impossible for the coachee to predict the coach's behavior.

Furthermore, when in the survey coaches were evaluated through a series of statements using five categories, coaches received the least favorable – though still positive – ratings for providing timely feedback. Only 14 coachees agreed strongly, while four agreed, one remained neutral, and one disagreed that feedback arrived on time. However, as noted above, open and honest communication helped maintain trustworthiness despite these issues, underscoring the importance of communication in building trustful coaching relationships (Chan, 2018; Leck and Wood, 2013).

Conclusion

In this article, we showed how a deliberately trust-based program for developing teacher competences fostered trustful coaching relationships. The program's structure was instrumental in this process, with coaches playing a pivotal role. Due to their contributions during the workshops and the strength of the program, coaches began the one-on-one online coaching relationships with advanced trust with respect to competence and integrity. Coaches identified closely with the program philosophy and modeled their behavior on best practices recommended in their training. Their efforts were most highly valued by coachees with regard to the benevolence dimension of trustworthiness. Thus, our findings resonate with earlier literature regarding the importance of caring relationships in coaching and mentoring (Iqbal and Vigna, 2021). Care, specifically in an online environment, is exemplified by showing empathy and humanity, supporting learners, leveling the power difference, providing appropriate and encouraging feedback, and showing concern for learners' personal lives and that they matter (Tang *et al.*, 2023).

Our findings also demonstrate that benevolence is fundamental but not sufficient to build trustworthiness: coaches must perform adequately in the other three dimensions, too. Although coachees may overlook lapses in integrity, predictability, and competence if they perceive the coach as genuinely caring and willing to restore trust, effective trust-building should be satisfactory in all four dimensions of trustworthiness. By focusing on these dimensions, we identified areas where both the program design and coaches' actions could be enhanced. Making coaches understand how their actions and attitudes foster or undermine coachees' trust in them may eliminate the few incidents that weakened perceptions of their trustworthiness in the dimensions of predictability (late feedback, unclear expectations) and integrity (superficial feedback, limited effort in feeding forward). Coaches in the program, and coaches more broadly, should not only focus on fostering caring attitudes – a focus widely emphasized in the literature (Iqbal and Vigna, 2021; Tang *et al.*, 2023; Willis and Strivens, 2015) – but must also excel in other dimensions. For instance, they should respond promptly and provide in-depth feedback aimed at helping coachees improve consistently.

Regardless of the actual dimension of trustworthiness, most problems in trust-building appeared in connection with formative assessment. Therefore, we recommend addressing these issues more explicitly during coach training, particularly by emphasizing the importance of high-quality and timely feedback. This finding also has two additional

implications. First, the almost non-stop online accessibility of coaches and the demands of formative assessment placed heavy demand on their time (Chan, 2018, makes a similar conclusion). Although most coaches were financially compensated, they fulfilled their coaching responsibilities in addition to their regular work duties. Hence, coaches should be allocated dedicated time and relieved of some routine responsibilities, not only for training but also for engaging in the coaching process itself (Thornton, 2024).

Second, regarding the ongoing debate about the dual roles of coaches in support and assessment (Hobson *et al.*, 2009), our results suggest that so long as trustworthiness is maintained and limitations and mistakes are addressed sufficiently, coaches can effectively fulfill both roles. Reducing the power imbalance between coaches and coachees, emphasizing formative over summative assessment, and feeding forward together with feeding back was instrumental in this. Yet, this may not translate directly to other forms of pastoral care such as tutoring and mentoring because the goal-oriented nature of coaching likely makes coachees more resistant to negative feedback. Consequently, the limitations of our findings should not be overlooked. For example, our research included a small sample of 10 coaches and 20 coachees, and their experiences may not be universally applicable.

These results have practical implications for both coach training and program design. Trainers of future coaches should emphasize the importance of performing adequate trust work in all dimensions and engaging in restorative trust work to address occasional lapses. In our cases, shortcomings in the dimensions of trustworthiness were rare and typically limited to a single dimension, and coaches intuitively adopted effective approaches to repair their trustworthiness following these lapses. Future researchers should identify effective strategies for repairing inadequate trust work to restore trust before a complete breakdown occurs. These strategies should also be incorporated into future coach training.

Intentionality is critical when it comes to trust and coaching. Some studies emphasize the importance of trust without explicitly using it as a framework for either design or analysis (Iqbal and Vigna, 2021; Simon and Pleschová, 2021). This is likely because such programs inherently incorporate key trust-building factors – such as care, expertise, integrity, model behavior, and reduced power imbalances (Thornton, 2024). Moreover, many coaches instinctively recognize trust as fundamental to relationships and engage in trust-building, consciously or unconsciously (Evans, 2018). Program designers should intentionally ground their initiatives in trust, trust-building, and trustworthiness. To achieve this, they should

choose the trust framework that best suits their context: they might find that a more recent trust framework – for example, Kharouf *et al.* (2015), Felten *et al.* (2023), and Little and Green (2022) – is more appropriate than that of McKnight and Chervany's (2001), which fits well in a very hierarchical university setting.

Our results also highlighted the pivotal role of both macro- and micro-environments in shaping coachees' perceived trustworthiness and, consequently, the effectiveness of coaching (Pleschová *et al.*, 2025). The macro-environment in Central European higher education often reinforces the hierarchical power structures – evident in classroom learning through frontal lecturing, limited student engagement, and position-based respect, as well as in thesis supervision through discouraging feedback, inattentiveness, and uneasy consultations. In contrast, the ETI program fostered a micro-environment where coaches were seen as more approachable, invested, and supportive than thesis and dissertation supervisors. Thus, even within hierarchical settings, a trust-based micro-environment that deliberately reduces power imbalances can succeed. Therefore, we encourage coaches to cultivate trust in their classrooms and supervisory roles to enhance learning and mentorship, even when it contrasts sharply with the macro-environment of their educational system.

While challenges related to unsupportive macro-environments have been previously documented (e.g., Aspfors and Fransson, 2015; Erdem and Aytemur, 2008) and, more recently, attention to contextual issues regarding trust in higher education increased (e.g., Hektoen, 2025; Kharouf *et al.*, 2015), it remains important to further explore the role of context in influencing the behavior, attitudes, and perceptions of trustors. In our case, the coachees' high regard for intellectual leadership and power positions likely enhanced coaches' perceived benevolence, making lapses in this dimension potentially less damaging to trustworthiness than in a more egalitarian higher education setting. Similarly, the rarity of nurturing relationships between teachers and students, combined with the outstanding trust-building efforts of coaches, likely made coachees more forgiving of slips in this and other dimensions of trustworthiness. These assumptions should be investigated in a broader cross-cultural context to gain further insights.

Acknowledgement

The Effective Teaching for Internationalization program was offered within and this work was supported by the framework of the international collaborative Erasmus+ project “Improving Academic Teaching and Internationalisation through Enhanced Competences of

University Teachers” (IMPACT), co-funded by the European Commission, 2019-1-SK-01KA203-060671.

References

- Aspfors, J. and Fransson, G. (2015), “Research on mentor education for mentors of newly qualified teachers”, *Teaching and Teacher Education*, Vol. 48, pp. 75-86,
<https://doi.org/10.1016/j.tate.2015.02.004>
- Boud, D. and Brew, A. (2013), “Reconceptualising academic work as professional practice: implications for academic development”, *International Journal for Academic Development*, Vol. 18, No. 3, pp. 208-221,
<https://doi.org/10.1080/1360144X.2012.671771>
- Bryk, A.S. and Schneider, B. (2003). “Trust in schools: A core resource for school reform”, *Educational Leadership*, Vol. 60, No. 6, pp. 40-45.
- Chan, A. (2018), “Trust-building in the mentoring of students of color”, *Mentoring & Tutoring: Partnership in Learning*, Vol. 26, No. 1, pp. 4-29,
<https://doi.org/10.1080/13611267.2017.1416265>
- Cook-Sather, A., Hong E., Moss, T. and Williamson A. (2021), “Developing new faculty voice and agency through trustful, overlapping, faculty-faculty and student-faculty conversations”, *International Journal for Academic Development*, Vol. 26, No. 3, pp. 347-359, <https://doi.org/10.1080/1360144X.2021.1947296>
- Creswell, J.W. (1999), “Chapter 18. Mixed method research: introduction and application”, Cizek G.J. (Ed.), *Handbook of educational policy*, San Diego, CA: Academic Press, pp. 455-472.
- Creswell, J.W. and Creswell, J.D. (2018), “Chapter 10. Mixed methods procedures”, *Research Design. Qualitative, quantitative, and mixed methods approaches*, 5th edition, Los Angeles, CA and London UK: Sage, pp. 213-246.
- de Lange, T. and Wittek, A.L. (2022). “Analysing the constitution of trust in peer-based teacher mentoring groups – a sociocultural perspective”, *Teaching in Higher Education*, Vol. 27, No. 3, pp. 337–351,
<https://doi.org/10.1080/13562517.2020.1724936>

- Erdem, F. and Aytemur, J.Ö. (2008), "Mentoring—A relationship based on trust: qualitative research", *Public Personnel Management*, Vol. 37, No. 1, pp. 55-65, <https://doi.org/10.1177/009102600803700104>
- Evans, C. (2018), "Trust and connection in formal, virtual mentoring", *International journal of evidence based coaching and mentoring*, Vol. 16, Special Issue 12, pp. 154-164, <https://doi.org/10.24384/000544>
- Felten, P., Forsyth, R. and Sutherland, K.A. (2023), "Building trust in the classroom: a conceptual model for teachers, scholars, and academic developer in higher education", *Teaching & Learning Inquiry* 11 (July), available at: <https://journalhosting.ucalgary.ca/index.php/TLI/article/view/77047>, (accessed 5 February 2022), <https://doi.org/10.20343/teachlearningqu.11.20>
- Hektoen, E. (2025), "Trust and trustworthiness in pedagogical competence development programs: tension between systemic contexts and interpersonal relationship", *International Journal of Academic Development*, Vol. 30, No. 1., pp. 95-105, <https://doi.org/10.1080/1360144X.2024.2447332>
- Hobson, A.J., Ashby, P., Malderez, A. and Tomlinson, P.D. (2009), "Mentoring beginning teachers: what we know and what we don't", *Teaching and Teacher Education*, Vol. 25, No. 1, pp. 207-216, <https://doi.org/10.1016/j.tate.2008.09.001>
- Hon, L.C. and Grunig, J.E. (1999), "Guidelines for measuring relationships in public relations", The Institute for Public Relations, available at: https://instituteforpr.org/wp-content/uploads/Guidelines_Measuring_Relationships.pdf (accessed 21 March 2022)
- Hsieh, H-F. and Shannon S.E. (2005), "Three approaches to content analysis", *Qualitative Health Research*, Vol. 15, No. 19, pp. 1277-1288. <https://doi.org/10.1177/1049732305276687>
- Iqbal, I. and Vigna, J. (2021), "Care in collaborations: opening up conversations about teaching", *International Journal for Academic Development*, Vol. 26, No. 3, pp. 383-387, <https://doi.org/10.1080/1360144X.2021.1937183>

- Kharouf, H., Sekhon, H. and Roy, S.K. (2015), “The components of trustworthiness for higher education: a transnational perspective”, *Studies in Higher Education*, Vol. 40, No. 7, pp. 1239-1255, <https://doi.org/10.1080/03075079.2014.881352>
- Lave, J. and Wenger, E. (1991), *Situated learning: legitimate peripheral participation*, Cambridge University Press, Cambridge, <https://doi.org/10.1017/CBO9780511815355>
- Leck, J.D. and Wood, P.M. (2013), “Forming Trust in E-Mentoring: a research agenda”, *American Journal of Industrial and Business Management*, Vol. 3, No. 1, pp. 101-109, <https://doi.org/10.4236/ajibm.2013.31013>
- Little, D. and Green, D.A. (2022), “Credibility in educational development: trustworthiness, expertise, and identification”, *Higher Education Research & Development*, Vol. 41, No. 3, pp. 804-819, <https://doi.org/10.1080/07294360.2020.1871325>
- Mayer, R.C., Davis, J.H. and Schoorman, F.D. (1995), “An integrative model of organizational trust”, *Academic Management Review*, Vol. 20, No. 3, pp. 709-734, <https://doi.org/10.5465/amr.1995.9508080335>
- McAllister, D.J. (1995). “Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations”, *Academy of Management Journal*, Vol. 38, No. 1, pp. 24–59, <https://doi.org/10.5465/256727>
- McKnight, D.H. and Chervany, N.L. (2001), “Trust and distrust definitions: one bite at a time”, Falcone, R., Singh, M. and Tan, Y.-H. (Eds.), *Trust in cyber-societies: integrating the human and artificial perspectives*, Springer, Heidelberg, pp. 27-54, <https://doi.org/10.1007/3-540-45547-7>
- Morrow, J.L., Hansen, M.H. and Pearson A.W. (2004), “The cognitive and affective antecedents of general trust within cooperative organizations”, *Journal of Managerial Issues*, Vol. 16, No. 1, pp. 48-64.
- Plano Clark, V.L. and Ivankova N.V. (2016), “Chapter 6. How to expand the use of mixed methods research? Intersecting mixed methods with other approaches”, *Mixed methods research: a guide to the field*, Thousand Oaks: Sage, pp. 135-160. <https://doi.org/10.4135/9781483398341>

- Pleschová, G. (2020), "Supporting academics who teach international students", *ETH Learning and Teaching Journal*, Vol. 2, No. 2, pp. 215-219, <https://doi.org/10.16906/lt-eth.v2i2.135>
- Pleschová, G. and McAlpine, L. (2015), "Enhancing university teaching and learning through mentoring. A systematic review of the literature", *International Journal of Mentoring and Coaching in Education*, Vol. 4, No. 2, pp. 107-125, <https://doi.org/10.1108/IJMCE-06-2014-0020>
- Pleschová, G., Roxå, T., Thomson, K.E. and Felten, P. (2021), "Conversations that make meaningful change in teaching, teachers, and academic development", *International Journal for Academic Development*, Vol. 26, No. 3, pp. 201-209, <https://doi.org/10.1080/1360144X.2021.1958446>
- Pleschová, G. and Simon, A. (2021), "Doctoral students as early career university teachers. What hinders and what helps them to embrace the essentials of good teaching?", Lee A. and Bongaardt, R. (Eds.), *The future of doctoral research. Challenges and opportunities*, Routledge, London, pp. 182-194.
- Pleschová, G., Simon, A., Simon, E., Szabó, M., Sucháček, P., Vidláková, J., Walsarie-Wolf S. and Wisker, G. (2021), *Effective teaching for internationalisation: curriculum of an educational development course*, Comenius University Bratislava, available at: https://fphil.uniba.sk/fileadmin/fif/sluzby/impact/O1_Effective_teaching_for_internationalisation_program_document_v3.pdf (accessed 22 November 2022)
- Pleschová, G., Sutherland, K.A., Felten, P., Forsyth, R. and Wright, M.C. (2025), "Trust-building as inherent to academic development practice", *International Journal for Academic Development*, Vol. 30, No. 1, pp. 1-13, <https://doi.org/10.1080/1360144X.2025.2454704>
- Rousseau, D.M., Sitkin, S.B., Burt, R.S. and Camerer, C. (1998), "Not so different after all: a cross-discipline view of trust", *Academy of Management Review*, Vol. 23, No. 3, pp. 393-404, <https://doi.org/10.5465/amr.1998.926617>
- Roxå, T. and Mårtensson, K. (2009), "Significant conversations and significant networks- exploring the backstage of the teaching arena", *Studies in Higher Education*, Vol. 34, No. 5, pp. 547-559, <https://doi.org/10.1080/03075070802597200>

- Scoles, J., Huxham, M., Sinclair, K., Lewis, C., Jung, J. and Dougall, E. (2021), “The other side of a magic mirror: exploring collegiality in student and staff partnership work”, *Teaching in Higher Education*, Vol. 26, No. 5, pp. 712-727, <https://doi.org/10.1080/13562517.2019.1677588>
- Shahid, A. and Azhar, M. (2013), “Integrity & trust: the defining principles of great workplaces”, *Journal of Management Research*, Vol. 5, No. 4, pp. 64-75, <https://doi.org/10.5296/jmr.v5i4.3739>
- Simon, E. and Pleschová, G. (2021), “PhD students, significant others, and pedagogical conversations. The importance of trusting relationships for academic development”, *International Journal for Academic Development*, Vol. 26, No. 3, pp. 279-291, <https://doi.org/10.1080/1360144X.2021.1949324>
- Stocks, C. and Trevitt, C. (2016), “The place of trust in Continuing Professional Learning programmes: supporting authentic reflection in portfolio assessment”, *International Journal for Academic Development* Vol. 21, No. 3, pp. 219-229, <https://doi.org/10.1080/1360144X.2016.1188819>
- Tang, A.L.L., Walker-Gleaves, C. and Rattray, J. (2023), “An exploratory study of university teachers’ conceptions and articulation of care amidst online teaching”, *Pastoral Care in Education*, Vol. 41, No. 4, pp. 388-408, <https://doi.org/10.1080/02643944.2022.2109192>
- Thompson, C. (2016). “The magic of mentoring: a democratic approach to mentoring trainee teachers in post-compulsory education”, *Research in Post-Compulsory Education*, Vol. 21, No. 3, pp. 246-259, <https://doi.org/10.1080/13596748.2016.1195172>
- Thornton, K. (2024) “Mentoring preparation in educational contexts: a review of the literature”, *International Journal of Mentoring and Coaching in Education*, Vol. 13, No. 4, pp. 441-456, <https://doi.org/10.1108/IJMCE-07-2023-0069>
- Willis, I. and Strivens, J. (2015), “Academic developers and international collaborations: the importance of personal abilities and aptitudes”, *International Journal for Academic Development*, Vol. 20, No. 4, pp. 333-344, <https://doi.org/10.1080/1360144X.2015.1083434>

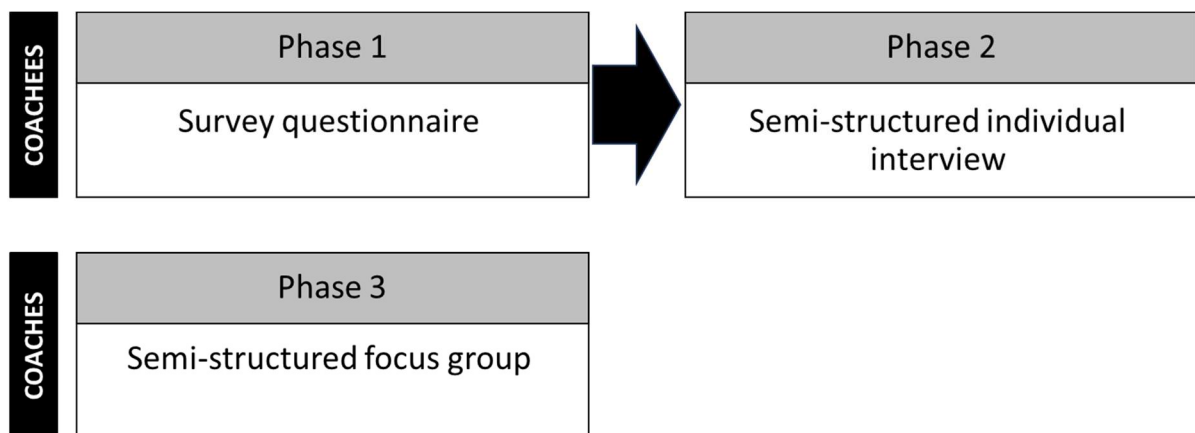
Wimshurst, K. and Manning M. (2012) “Feed-forward assessment, exemplars and peer marking: evidence of efficacy”, *Assessment & Evaluation in Higher Education*, Vol. 38, No. 4, pp. 451-465, <https://doi.org/10.1080/02602938.2011.646236>

Figure 1. Structure of the Effective Teaching for Internationalization program: workshop topics, activities, and assignments

Instructional phase	Semester 1 Workshops	International students, diversity and internationalization Designing courses for internationalized classrooms Facilitating courses for international students Supporting student learning online and introduction to the scholarship of teaching and learning Assessment practices with international students Interactive online tools Microteaching demonstration
	Semester 2 Design	Poster presentation on internationalizing course Course syllabus design (with justification paper) Session plan designs Research design proposal Presentation of research design Written research design
Coaching phase	Semester 3 Practice	Teaching practice Data collection Peer observation information session Reaction paper on peer observation feedback Informal meeting to share teaching experience with peers and coaches
	Semester 4 Evaluation	Scholarship of teaching and learning study

Source: Authors' own work

Figure 2. Summary of data collection phases



Source: Authors' own work.

Table 1. Frequency of mentioned trust attributes by coaches (n=10) and coachees (n=20) before and after being prompted on trust, categorized by the four dimensions of trustworthiness

	Coaches		Coachees	
	Before	After	Before	After
INTEGRITY				
Authenticity	–	1	2	–
Confidentiality	–	2	1	4
Honesty	–	1	1	24
Respect	1	1	–	3
Coach as role model	–	2	1	4
Shared goals	1	2	1	1
<i>Subtotal (%)</i>	<i>2 (5%)</i>	<i>9 (17%)</i>	<i>6 (5%)</i>	<i>36 (13%)</i>
COMPETENCE				
Expertise	6	5	9	52
<i>Subtotal (%)</i>	<i>6 (16%)</i>	<i>5 (9%)</i>	<i>9 (7%)</i>	<i>52 (18%)</i>
PREDICTABILITY				
Setting clear expectations	2	5	7	6
Reliability	–	2	17	26
<i>Subtotal (%)</i>	<i>2 (5%)</i>	<i>7 (13%)</i>	<i>24 (18%)</i>	<i>32 (11%)</i>
BENEVOLENCE				
Care for coachee's teaching innovation	2	5	9	28
Empathy	–	1	5	7
Equality	1	2	4	2
Going the extra mile	1	1	7	5
Good will	–	2	9	16
Allowing a choice	4	–	4	6
Meeting coachee needs	5	3	21	18
Humanity	6	7	11	28
Partnership	4	4	5	14
Safety	5	4	7	24
Support	–	3	11	17
Well-being	–	1	–	3
<i>Subtotal (%)</i>	<i>28 (74%)</i>	<i>33 (61%)</i>	<i>93 (70%)</i>	<i>168 (58%)</i>
TOTAL (%)	38 (100%)	54 (100%)	132 (100%)	288 (100%)

Source: Authors' own work