

To what extent can an executive coaching program act as an organisational change or organisational development (OD) change intervention?

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Summary

Executive coaching has historically been associated as a development and change intervention for individuals. But to what extent can or should it bring change to the wider organisation? Utilising a case study research design, this project evaluates one executive coaching program involving the coaching of fifteen senior managers of a Greek multi-national manufacturing company.

It asks the main research question: to what extent can one executive coaching program act as an organisational change or organisation development (OD) change intervention? By suggesting that individual change is only one part of organisational change, and utilising the OD literature it shows that while individual change provided by coaching is a crucial ingredient of organisational change. On its own executive coaching does not constitute an adequate 'organisational' change intervention.

While this study clearly shows changes to have occurred as a result of the coaching the real impact on the organisation is inconclusive. The changes that occurred appear to be piecemeal and incidental, reaching into all sorts of directions but with no clear purpose, strategy or intended consequence behind them. It has benefited the individuals and the organisational sponsor is satisfied but will the results continue and be lasting well after the coaching is over?

Analysing coaching through the lens of the OD literature this project suggests that coaching on its own does not constitute an adequate 'organisational' change intervention. It recommends that OD theories and models which share similar philosophies and historical roots can help executive coaches see and locate coaching within the wider organisational system and to better negotiate, set-up and frame coaching interventions that benefit the organisation.

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Chapter One: INTRODUCTION

This research project investigates the extent to which one coaching program within an organisation can bring change in the wider organisation. Why is this important to investigate and understand?

Executive coaching within organisations has historically been associated as a development and change intervention for the individuals being coached. But to what extent can or does it also change the organisation in which it is carried out? Should such change just be incidental not to contaminate the primary focus or purpose of the coaching? Or will some sort of organisational change occur anyway as much of the coaching literature suggests and therefore how could this be better and ethically harnessed? What conditions then facilitate or hinder organisational change occurring as a result of coaching? And to what extent can executive coaching act as an organisational change intervention in itself?

In order to grapple with these questions, this research project will evaluate my coaching of the fifteen senior managers of the manufacturing department of a Greek multinational manufacturing company. What is interesting and relevant about this case is that it's the first time coaching has been done in this organisation, something very rare to find in other developed western organisations, nor was the coaching a part of any other people development initiative. It was a stand alone project, conducted as a pilot that would be evaluated. As such I could investigate the impact of the coaching on the organisation not cluttered by other factors.

The coaching agreement negotiated with the organisational sponsors identified dual goals to be worked on: firstly, for the coaching to be linked to a strategic business objective; and secondly, for participants to be able to work on their own personal and professional development goals of their choosing (see Appendix One for the key elements of the coaching proposal). This was a conscious decision on my part as a coach to add value not only to the individuals being coached but also to the organisation sponsoring the coaching. This achieves both a pragmatic goal and a professional and ethical one. Linking one-on-one coaching interventions to serve larger business objectives

not only accelerates individual change and helps it to stick (Sherman & Freas, 2004) but also adds value to the organisational sponsors or buyers of coaching services who are increasingly looking for a return on investment for the organisation (Anderson & Anderson, 2005; McGovern et al, 2001).

I use ethical, as the question of who is the client or sponsor and who is the beneficiary and what are the coach's obligations to both is often blurred and not thought through in professional practice. This raises the question of what really is the overlap between coaching and consulting especially when working in organisations.

Many coaches and coaching books talk also about the benefits of coaching both for the individual and the organisation as if these are generic and do not occur in a specific context with a variety of stakeholders who have different and at times conflicting stakes in the outcome of the coaching.

To not factor in what might be the impact both positive and negative of the coaching, for the individuals receiving the coaching and the organisation paying for it, is not good professional practice. This is perhaps an unintended consequence of psychology's legacy in the coaching field with its sometimes myopic focus on the individual. Even though I myself come into the coaching profession with a very strong training and background in psychotherapy it has been my training in consulting and organisational development (OD) in particular that has helped me to appreciate the importance of the organisational context and the two-way multiple impact of the coaching-stakeholders-context relationship. This is also why I believe applying a systems perspective in addition to more conventional coaching models is useful and it is important to investigate how coaching can act as an organisational change intervention.

While most attempts to differentiate the boundaries between coaching and consulting are blurred (Coutu & Kauffman, 2009), and by consulting I do not mean the expert advice-giving variety (Stober & Grant, 2006). The realities of 'winning' work and negotiating the complexities of client, sponsor, stakeholders and organisational needs and relationships require careful facilitation, negotiation and contracting. It is the OD's literature on consulting skills that I find most helpful in negotiating this terrain

(Argyris, 1970; Block, 1981; Lippett & Lippett, 1986; Neumann, 1997; Cummins & Worley, 2001; Storjohann, 2006).

Chapter Two: TERMS OF REFERENCE & LITERATURE REVIEW

Research Questions

The main research question is:

To what extent can an executive coaching program act as an organisational change or organisational development (OD) change intervention?

This research is an in-depth case study investigating one particular executive coaching program whose aim is to study what change has occurred in the wider organisation. Some supplementary research questions include:

- To what extent has the coaching program acted or can be defined as a change intervention?
- What the intentional and unintentional results toward change?
- What is the efficacy of one coaching program alone changing an organisation?
- To what extent can a predominately 'individually' oriented intervention like executive coaching bring about 'organisational' change?

This research has developed around a work-based intervention. It utilises the evaluation of an organisational coaching intervention. It will look at the evaluation in terms of the research questions, comparing these against the stated aims of the coaching engagement and from this assess the change implications on the organisation.

I conducted both the coaching and the evaluation as an external coach. I will discuss the implications - role advantages and disadvantages, and how I dealt with some of the methodological and ethical dilemmas in the next chapter on Research Methodology.

Literature Review & Discussion

What do I mean by change; a change intervention and why do I distinguish between organisational change and organisational development (OD) change intervention?

To start with the literature on change distinguishes between psychological or individual approaches to change like Prochaska et al (1994) and Bowlby (1980) that I won't be

looking at and organisational approaches to change, most notable the distinction between transactional and transitional change and the different types of organisational change such as directed, planned and emergent (Burke, 2002; Weick & Quinn, 1999; Kerber & Buono, 2005) that I find useful.

'Change' is also an aim in many definitions of coaching. West & Milan (2001) for example, provide a typical definition. They see coaching as helping people learn, change and develop regardless of whether the coaching is pitched at acquiring skills, improving performance or deeper personal growth and development (2001). They focus on individual change. Which I believe only goes part of the way. Like several authors of coaching books, they follow Knowles' lead of seeing change and learning as interchangeable; that learning is the act or process through which behavioural change happens (Knowles et al, 2005, p. 10-11). Hudson (1999) goes a little further. He sees coaching as a profession born out of the need for continuous change. He is touching on the interplay between the individual in the environment. Senge (1990) combines both when he talks about change at the organisational level requires change in individuals' mental models - the reason why many change initiatives fail.

Though change of both types - individual and organisational is clearly an ingredient when executive coaching is done in organisations, 'organisational change' I believe is of a different order, greater than the sum of individual's change. Change in individual behaviour is more like a prelude to movement or change in an organisation rather than the crescendo.

There are many varieties of organisational change endeavours. These range from the expert diagnosis-and-advice driven where 'experts' come in to lead the change which is what many people associate with consultants especially of the McKinsey type and which gives consulting a bad name in coaching circles, which I will not refer to. To organisational change of the OD type which utilises the agency and participation of individuals in changing some part of organisational performance or functioning and which draw on the techniques from the social and behavioural sciences (Cummins & Worley, 2001).

OD and executive coaching clearly share some similar philosophical roots even though their focus while overlapping is clearly different. Some writers argue that many of the foundations of coaching have their roots in OD (Minahan, 2006; Stott et al, 2006; Storjohann, 2006). While Harrison, one of the founders of OD highlights that what many OD practitioners were doing as far back as the 1960's when they were working with individuals as part of OD change was a prelude to what coaches are doing today (1995). In a work-based study van Wees (2007) for example highlights the link between organisation development, and personal development and growth in a company in-house project aimed at developing the leadership culture using executive coaching that was critical for a successful organisational transformation (p. 302).

From the OD literature what is particularly helpful for the executive coach in understanding their impact on organisational change is:

- The distinction between transactional and transformational change: transactional refers to change which is more about fine tuning and smaller improvements whereas transformational change brings change to the whole system (Burke, 2002; French & Bell, 2000; Porras & Silvers, 2000)
- Understanding what type of organisational change is occurring: whether it is unplanned, planned, top-down directed or bottom-up, or emergent and what are the advantages, disadvantages, dilemmas and pitfalls associated with each (Burke, 2002; Weick & Quinn, 1999; Kerber & Buono, 2005)
- The use of some sort of systemic organisational diagnosis model like Burke & Litwin (1992) See Figure One, that can help a coach not only identify where in the organisation or system the problem issue is occurring but more importantly where to target the change effort for the best response.
- The use of the OD consulting cycle to help set up a change intervention appropriate to coaching which includes stages of entry and contracting; diagnosis; feedback and joint planning with the client; invention and evaluation leading to subsequent cycles (Neumann, 1997). See Figure Two.

I will be drawing on all of these OD theories when I look at the project findings below.

Increasingly today, coaches understand that to add real value to their clients they must address the needs of both the individuals being coached and the organisational sponsors who want to see a return on their investment. Many coaches shy away from this preferring to stay cocooned in their individual work with clients. I believe such an approach comes from a lack of integrating a systems perspective into one's coaching framework, and not acknowledging the wider system (Cavanagh, 2006).

A Diagnostic Model of Organisational Performance & Change



Burke & Litwin, 1992

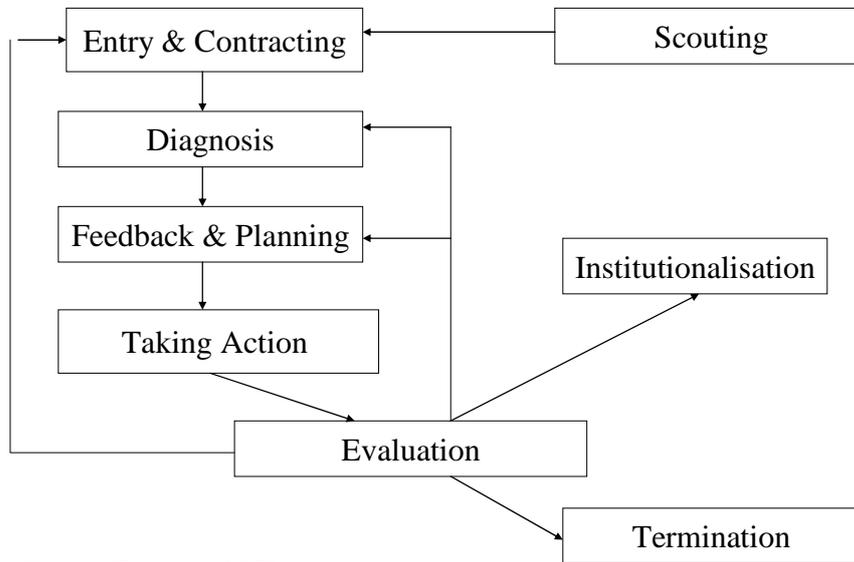
Figure One: The Burke & Litwin Model (1992) of Diagnosing Organisational Issues & Targeting Change interventions.

Both Sherman & Freas (2004) and Anderson & Anderson (2005) offer methodologies for coaches that do both and that provide coaching for strategic organisational change. They both recommend coordinating one-on-one coaching to serve a strategic business objective(s). This is useful in providing three crucial elements in the coaching engagement that improve the likelihood of success. These include

- Establishing an organisation wide perspective to guide the coaching for all three players - coach, participant and sponsor - much like a road map
- A compelling reason why busy executives should participate in the coaching and

A better likelihood of winning the support and endorsement of the top management which is essential not only for the coaching to work but for coaching to also bring about significant organisational change (Sherman & Freas, 2004, p. 7)

The OD Consulting Cycle



Kolb & Frohman, 1970

Figure Two: The Consulting Cycle: Developed by Kolb & Frohman (1970) & adapted & developed by Neumann (1997)

To achieve this Sherman & Freas recommend continually "working the triangle" through early and constant contracting and recontracting between coach, executive and sponsor so that the participants action plan that is relevant, measurable, realistic to achieve and has goals that maximise the mutual interests of all parties (2004, p. 3-7). While both and in particular Anderson & Anderson (2005) recommend linking the coaching to a strategic business objective in addition to working on personal goals.

What both methodologies provide for the executive coach are useful elements from the OD literature cited above in order to improve the impact of the coaching on the organisation. The OD literature highlights that to bring higher order change (transformational change) it is important to look at the bigger picture (use a diagnostic model), target the part of the organisation the change is directed, define the change and then contract for it. These are all best done in collaboration with the organisation. I will take this up further below.

I consciously set up this coaching program with both these elements in mind in order to maximise not only the involvement and change of participants but also to achieve some positive impact on the organisation. This required me to carefully think through the boundaries between coaching and consulting in this situation.

In a review of the literature on assumptions concerning definitions of executive coaching (Olson, 2008) and in particular the blurred boundaries, he highlights that many definitions "should help enhance the overall system for both human capital and hard areas" (P. 154). For example executive coaching:

- Not only benefits from but needs elements from organisational development, transformational coaching, systems thinking, action learning, organisational consulting (American Executive Coach Academy)
- Is a form of executive consultation where the trained professional is mindful of organisational dynamics and functions as a facilitator to form collaborative relationships (Sperry, 2008) and
- The goal of executive coaching is the goal of good management: to make most of the organisation's valuable resources (Waldroop & Butler, (1996) (all quoted in Olson, 2008, p. 153).

While I would not go so far as seeing my self as knowledgeable in business' 'hard areas' and say as much to my clients, it does not stop me as a coach asking the hard questions of them and seeing my coaching as a form of executive consultation as Sperry identifies.

Finally, the literature I think is very useful in coaching as an organisation change intervention that I will not be using primarily because it is not associated with this particular coaching intervention at this time, but may be included in a future intervention with this organisation is that of cascading the culture of coaching down an organisation through instigating either a coaching approach for managers to use and/or training internal coaches and mentors to provide in-house coaching services. Both these approaches have yielded very positive results (Aquilina 2008; Clutterbuck & Megginson, 2005)

Chapter Three: METHODOLOGY

In this chapter I will describe my choice of research methods and my rationale, critique alternative research proposals and look at some ethical issues and the advantages and disadvantages of the work-based research role.

Choice of Research Method & Rationale

In a review of the literature on research conducted on executive coaching, Feldman & Lankau (2009) identified "fewer than 20 studies that have invested executive coaching with systematic qualitative and/or quantitative methods" (p. 830). While these studies have established the plausibility of the potential benefits "there is very little theoretical research that examines how or why executive coaching should work, when it will be most (or least) successful in changing executives' behaviours and *under which conditions executive coaching will translate into greater organisational effectiveness*" (p. 830, my italics). For this reason, I have chosen an interpretivist research design starting with an inductive approach in order to gather qualitative data that will attempt to make meaning of people's experiences in order to better improve my and others professional practice first and foremost. This I believe is the true value of work-based research. I will explain my rationale.

I wonder if Feldman & Lankau's survey (2009) also highlights the difficulty of using quantitative methods and attempts to calculate the return on investment ROI to measure the true success of executive coaching. While evaluations of coaching programs (like my current research) are not new, they are plagued with identifying coaching's real value in other than soft or fuzzy terms (Harder & Company Compass Executive Coaching Project, 2003) or what I would call attempts at 'hard' guesstimates offered by participants on ROI (McGovern et al, 2001). This leaves many companies preferring to use qualitative data to assess the value of coaching (Sherman & Freas, 2004). It also highlights the importance of practitioner work-based studies in addition to systematic academic research in making further contributions to the field.

My research project, an evaluation of one coaching program is affected by the same difficulties and constraints I have described. For these reasons, I have chosen a

qualitative in-depth exploration of people's experiences and the meaning they make of the coaching in order to offer some richer insights than numerical guesstimates and an opportunity to make some potential recommendations to the field of executive coaching especially about the impact of coaching as an organisation change intervention.

I have chosen a research design which is interpretivist with an 'anti-foundationalist' ontology (Grix, 2004), where I see social reality as existing not independently of our experience but as something that is "socially and discursively constructed by human actors" (p. 61). I believe it is through people's experiences that I will achieve a richer understanding of the coaching's effect on them and on the organisation for investigating my research question. For this reason I have also chosen an inductive approach starting with understanding people's experiences and meaning rather than a deductive hypothesis to test. I believe an inductive approach is more suited to work-based learning for gathering a richer understanding and developing one's practice rather than the testing of hypotheses which are more suited to formal academic research.

Case-Study Research Methodology, Rationale & Alternative Research Approaches

I have chosen an in-depth case study methodology to bring out the richness of a particular instance of executive coaching that incorporates the data-collection methods of: semi-structure interviews; opportunities for anonymous written or spoken feedback through a third party; and information from participants the 360° Feedback Profiles and my coaching notes.

According to Clarke, 2004) interviews suit research with small numbers and where subjective experiences, depth of opinions, and the expectations and actions of interviewees is sought (p. 73). Interviews are also flexible and adaptable. They allow the interviewer to modify their line of enquiry, follow-up and probe interesting responses (Robson, 2002, p. 272 - 273). The advantage of using semi-structured interviews is that the same questions can be asked of interviewees, leading to some standardisation, while also allowing the interviewer to ask some open-ended questions to probe for more information and encourage interviewees to digress and expand their answers (Clarke, 2004, p. 72 -73). I chose semi-structured as opposed to structured or open-ended

because they do ask the same questions of interviewees allowing for some standardisation as well as being flexible enough to go deeper and follow interesting responses. They are also widely used in flexible, qualitative research designs which this one is (Robson, 2002, p. 271).

I originally chose to also use a questionnaire but in trialling it I decided against it. All the respondents (bar one) have English as a second language (which meant translating it into at least 9 languages); and as it would be for not the participants but either their boss, peers or direct report (who didn't necessarily know that the coaching was taking place); that their understanding of the document, ease and comfort in filling it out and response rate would all be low. I decided instead to also use semi-structured interviews to gather this information instead. Though it meant much more work on my part the response rate was very high.

While incorporating a questionnaire would have created better triangulation, there were other reasons I did not mind giving it up. As Robson (2002) has noted one of the disadvantages of questionnaires is that they would not yield as rich data as interviews. People may respond politely or in a way they think they should, highlighting the difference between written responses and natural conversation that is contextually grounded and more likely to yield richer and deeper quality information (p.231). Also as Clarke (2004) has noted one of the problems of questionnaires is that the quality of information they provide is largely dependent upon the ideas that go into their design both for content as well as in their administration (p.69). Researchers can't probe or ask follow-up questions as they can with semi-structured or open-ended interviews (p.68). This is one of the key advantages of using interviews and this I saw as an advantage for my purposes.

One data collection method I would have liked to use was observation. The major advantage of observation as a research method is its directness. There are often huge discrepancies between what people say they do or will do and what they have actually done. Its data can contrast revealing differences or usefully complement information from any other method (Robson, 2002, p. 310 -311). Drawbacks concern cost and concerns about reliability and validity, the risk of interviewers developing 'over-rapport'.

Subjects can also modify their behaviour if they know they are being observed trying to present themselves in a better light and thereby give misleading information (Clarke, 2004, p. 80 - 81). The reasons I did not use it was time restraints as well as distance. Over half of the participants were not based in Athens.

My use of the four data collection methods nevertheless did represent a different variety to count as triangulation which according to Gray (2004) "helps to balance out any of the potential weaknesses in each data collection method" (p. 33). Moreover, interviews and document & content analysis are also methods closely associated with the human element (p. 23).

I chose a case study research strategy which, as according to Robson (2002), lends itself to an empirical investigation of a particular phenomenon (one coaching program in an organisation) or unique situation in its real life context and using multiple sources of evidence that would typically include interviews and document analysis (p. 89 & 178). Regarding reliability (whether the results of the study are replicable) and validity (the integrity of the conclusions - whether they represent what is being studied and can be generalised beyond the specific context (Bryman & Bell, 2003, p. 33-34) of my research, the research design and methods, in particular the semi-structured interviews that allow for some standardisation and through triangulating of the data I have chosen are in keeping with qualitative designs and researching the human element in a specific situation.

Alternative research approaches to case study I could have used include: grounded theory; heuristic inquiry; and action research. I will discuss a little about each and why I chose not to use them:

- **Grounded Theory:** whose "main concern is to develop a theory of a particular social situation" (Robson, 2002, p. 178) - while I am still open to using this in part my main reason for not using it was because the project was first and foremost an evaluation I want to first and foremost investigate peoples experiences and evaluate these in terms of their impact on the organisation. While some theory may emerge, it is not main purpose

- **Heuristic Inquiry:** whose purpose is to reach an in-depth autobiographical understanding discovered through self-inquiry (Gray, 2004, p. 29). While this method would allow me to learn about and develop my own coaching practice (researching my practice), it was neither the purpose of the evaluation nor my interest in the study (researching the system). I also felt that just by conducting the evaluation as it was on my coaching I would learn something about my own practice incidentally without necessarily focusing all my attention on it.
- **Action Research:** this where the researcher is involved as a participant inquirer in a study of some action in the system to bring about change (Coglan & Brannick, 2007, p. 49-58). Although appropriate given my focus of change in the organisation, this was not the purpose of the coaching engagement. I would be studying the change incidentally as a result of coaching and not directly by being involved in also changing the system.
- **Experimental design:** I could for example research the managers being coached as the 'experimental group', use the coaching as the 'independent variable' and another group in the organisation not receiving coaching as the 'control group' in order to form a true experiment (Bryman & Bell, 2003, p.39). The benefits would be its appeal to the client (who are essentially engineers) because of its appearance of 'objectivity'. The problems included: feasibility - I would have to double the numbers of involved in the research; and more importantly the degree in which I could achieve a truly in-depth understanding. It would yield limited evidence, basically on the efficacy of the coaching (which was less the purpose of the research) vs. uncovering rich information about both the coaching and changes occurring in the system. More importantly, while it might validate or not the efficacy of the coaching, it would not truly explain 'how' and 'why' this came about and what could be learnt.

Moreover, I chose against experimental design also on the grounds of its objectivist ontology which posits that reality exists independently of peoples experiences and the meanings they make and its positivist epistemological paradigm (Gray, 2004, p.18 -19 & 24 -25). While both have been dominate in the hard sciences and until recently the social sciences I believe they are less suited to the work-based researcher for the reasons I have posited. Namely, that while it may validate if the efficacy of the

coaching, it won't explain how or why this happened, or what can be learnt and from here what can be generalised to improve professional practice.

Advantages/Disadvantages of Work-Based Researcher Role & Ethical Issues

As a researcher although I am an external consultant, I will be researching or rather evaluating the coaching intervention I have delivered. Two issues are particularly highlighted. Firstly, I will be prone to some of the advantages and disadvantages of an insider or rather an intimate outsider and secondly and importantly I am a stakeholder in the research.

In relation to both of these issues, it poses difficulties in my standing back and questioning my own needs, assumptions and objectivity in the situation and the possibility of unwittingly shaping the outcome (Coglan & Brannick, 2007, p.67).

In order to address these issues it is important to appreciate that I cannot be detached and that I am value bound by my own perspectives (Gray, 2004, p.23). This requires

- Explicating my own values, assumptions and professional needs in the situation and being aware of my stakeholder bias
- Focusing even more strictly to interpretivist stances that reality is both constructed and interpreted by social actors by attending to participants meanings closely
- Being inductive in my approach to the data
- Finally making the object of the evaluation the business outcomes that were originally established as the criteria against which to evaluate the coaching. Rather than a more open-ended evaluation where I may more unwittingly shape the outcome

Ethically, I need to be aware of not distorting the data and keeping within the terms of confidentiality already agreed to. That is focusing on higher level themes of interest to organisational improvement rather than the individuals. As well as being aware of the possible affects of the evaluation on different individuals by focusing on the impact of the coaching on organisational change rather than on individuals.

Furthermore, reading the literature on research methods, what was clearly brought to my attention is the dual role tension to both being the sole coach on the coaching program of which I am also evaluating. As identified above this poses potential difficulties, the main one being bias, to deal with. Coghlan & Brannick's (2007) suggest that the advantages and disadvantages of 'preunderstanding' and 'role duality' need to be thought through by the researcher. In dealing with both these concerns I have used supervision to reflect upon, critique and gain insight into my preunderstanding. Regarding role duality, namely my personal investment in being the evaluator to my own coaching program, I have decided to address these difficulties through three mechanisms. These include:

1. Providing a way for all respondents of the research to contribute anonymous feedback about the coaching via a third person in HR. This would allow them to say things that they may feel inhibited to say to me directly. It also provides a safeguard to potential blind spots I may have in asking for, hearing and recording negative feedback.
2. Triangulating the data I collect as described above.
3. By using semi-structured interviews in which I will be asking some of the same questions to all respondents. This will allow for greater ability to measure and categorise responses and provide consistency in the collection of data

Chapter Four: PROJECT ACTIVITY

Descriptive Account of Research Activity

The research involved undertaking four different sets of activities. These included:

1. Interviewing three different sets of people associated with the coaching. The people being coached - the 'participants', some of their 'respondents' - a boss, peer and direct report, and company stakeholders not directly associated with the coaching (others).
2. Going back over each of the 360° Feedback Profiles¹ the participants to search for common issues and themes.
3. Going back over my coaching notes to highlight the goals the participants identified and what they specifically worked on.
4. Setting up an anonymous third party facility - a specific member of HR, where all interviewees can give feedback to about the coaching that they wanted to give which did not involve telling me who was both the coach and the interviewer.

I will briefly describe how I undertook each of these four activities.

The people interviewed were as follows

- The participants: of the fifteen original people selected for the coaching, one decided not to take it up and three either left or were removed from their role during the financial crisis. The number who continued were eleven and all eleven were interviewed (N=11)
- Respondents: these included a boss, peers and direct reports. Nine of the eleven participants had people from all three categories, one had peers missing, one had peers and direct reports missing (N=40)
- Others: these included the MD and six of his members of the senior executive team, plus two senior HR people who had been working closely with the participants (N=9).

¹ The 360° Feedback Profile used was the customised Leadership Effectiveness Analysis (LEA 360) designed by MRG which can be accessed at www.mrg.com/products/cutomised_LEA_360.asp In addition to the standardised questions that produce a pictorial representation of 22 leadership behaviours categorised under 6 groupings, respondents also had the option of filling out open-ended questions about the candidate which were designed in collaboration with the director of manufacturing and myself.

Together, interviews with the others and respondents meant that at least one member from all the companies functions was represented.

The interviews were all semi-structured². A different set of questions were asked of each of the three different sets of people (Appendix Two contains the inventory of questions asked). Semi-structured interviews were chosen because different standardised questions could be asked of each of the three groups of interviewees. This ensured the same questions would be answered. While also allowing the interviewer to ask extender and clarifying questions for clearer meaning, probe more, allow interviewees to digress and expand on their answers as well as go deeper and follow interesting responses. The interviews for each of the groups lasted between 30 and 50 minutes for coaches, 15 to 30 minutes for respondents and between 20 and 45 for others. I will go into a deeper description as to why I chose the questions I did and some of the consequences below.

The value of semi-structure questions was to allow me to more easily construct tables and compare responses during the data analysis stage.

The 360° Feedback Profiles and my coaching notes provided the document and content analysis. Identifying the common issues and themes, and being able to identify what the participants actual goals were and what they talked about respectively. This allowed me to use both pieces of information in further comparison with the data I collected from the interviews. For example I could compare the issues identified in the 360° Feedback Profiles with what people worked on; and with my coaching notes to cross-check if what people said they did in the interviews matched with the details of the actual coaching sessions and to look for any relevant differences and their potential meaning. Together, both sources would allow for a deeper examination of people's experiences especially if there were substantial differences. This is in keeping with the underlying reasons for choosing a qualitative research design. Namely to get to people's experiences and the meanings they were making.

² All interviews were conducted by telephone. There was a practical and fortuitous reason associated. It was practical as I was in Australia when I conducted the interviews, and fortuitous as it allowed for standardisation with all parties experiencing similar conditions.

The purpose of setting up an third party to receive 'anonymous' feedback (anonymous in the sense to me receiving it directly through conversation) was as a mechanism to counter my potential bias being both coach and evaluator. People were sent an email by the third party (a member of HR) and I also told them of the facility during the interviews. What was interesting was that not one person used this. I will take up possible reasons for this during the next chapter on project findings.

Question Selection: Discussion & Analysis

I consulted the literature on conducting evaluations and looked specifically at some good questions to ask (Guba & Lincoln, 1989; Freedman, 1983; Cummins & Worley, 2001). What I found were four important categories of questions to ask of participants these included questions about people's reactions, learning, behaviour and results. I also needed questions for my specific purposes around what has been the impact on others and the organisation. These were simple enough to ask of participants.

With questions for respondents I learnt from trialling. Although I included some similar questions to those I asked of participants, on the basis of the trialling I decided to include some others to get at the information I was seeking. When I trialled I got simple or yes or no type answers with my more direct questions like 'what is this x doing differently and especially with 'have you experienced changes in x's communication etc...?' I then decided to trial getting at the information in more indirectly. I found that asking questions on 'what is x's strengths and development needs?' and 'what advice would you give x?' revealed far richer information about the participant than the more obvious questions. It also gave numerous opportunities to English-as-a-second-language speakers to expand. Asking these questions perhaps also led to respondents being more open to want their feedback shared with the participant (see also footnote 4)³.

The only group I asked 'what are key issues facing manufacturing?' was the others. These were mostly member of the senior executive team. In hindsight I should have asked all the groups this question. It would have yielded more information and more importantly indicated what people in different levels of the organisation were thinking

³ My experience as an OD consultant has shown me that by just getting to know people through asking them questions becomes an intervention in itself. People start to reflect, be more open and start to think about the questions as well as begin to address the issues they talk about.

and feeling about the organisation. This would have been in line with my research question. I see this now as a major omission and learning on my part. Instead I am relying on the implications I can draw out from what people are saying.

The Process & Strategies of Data-Analysis

There were three main strategies I used in analysing the data:

1. Looking directly at what the data is telling us
2. Looking at the data and inferring what are the implications for change on the organisation
3. Looking at the data and inferences through the lens of the OD literature to answer the research questions

In this chapter I will give two examples of my first strategy: how I analysed the data I had and what it was telling us. I will describe my strategies two and three when I analyse the findings.

I analysed the raw data I collected by putting its different elements together in different ways so as to view it from different angles. This in effect became my main strategy of data-analysis.

For example, because I asked the same questions of all members of each group, this gave me the first headings with which to begin to categorise the raw data. I then found subsequent headings under which to further condense what in effect were the major issues or themes. This greatly assisted in the construction of a variety of tables with which to begin to view the different the data in different ways.

Some of these tables were useful bits of data on their own, others became more relevant when integrated and merged with other tables. One example is when I placed participants' responses to three separate questions together. The responses that overlapped all three questions were more significant than any one question alone.

For example, Table One below is one such example. The overlap of answers of three separate questions reveals a smaller and significant group of answers when viewed together.

Table One: Comparing participants' responses of what they were doing differently with what they learnt and found relevant & worthwhile about the coaching.

What Doing Differently	What Learnt	What Found Relevant & Worthwhile
Improving: <ul style="list-style-type: none"> • People & Relationship skills • Communication • Work relationships 	Importance of strategies of Communication About others	Better understanding & development of others
		Helped in unexpected ways
	To experiment more	
Better understanding self	About self (& importance of stepping back & self-reflection)	Self-awareness
Thinking about one's leadership	About my leadership & managing	Better understand & lead from my role
Developing People		More about people side vs. technical
Urgency		
More systematic & structured in how approach tasks		
Analysing role & stakeholder analysis		
Networking		
Improving teamwork		
Being more strategic		
Delegating more		

The overlapping areas to all three questions represented a significant outcome of the coaching; all to do with the people vs. the technical side of management something that was clearly missing in the management culture of the company:

- Improving their communication and relationships
- Developing self-awareness which translated into thinking more about their roles and leadership
- Developing people

Similarly, when I then transferred each participant's transcript into a table which also included elements of their 360° Feedback Profile with feedback from each group of their respondents it yielded useful information. (Appendix Four contains an example of one such table. There were eleven of these).

I was able to quickly see whether each participant was working on similar issues that their 360° Profile and their respondents were showing and to evaluate how well the coaching was going against their stated aims. Together these gave me a sense of whether the participants were in tune with what others were saying or not. These appeared to be good independent measures for how successful the coaching was going for each participant. Interestingly, this gave me a sense of how they were perceived by others around them - that is what sort of performers they were perceived to be in the organisation and whether they knew this and were actively working on it or not. It also gave me good information for further feedback to them with confidentiality permitting⁴.

Limitations, Reflections & Learning

My major learning was as the research was essentially an evaluation I needed to explore more ways than what I had to directly answer my research questions. I realised that I did not have enough direct ways to find the data for my purposes. The limitations of my data (in terms of answering the research question was that two of the three strategies of data analysis I needed / used / relied were one, making inferences from the data, and two, analysing the data through the lens of relevant literature to that of the research questions.

⁴ I plan to use this feedback with the coachee only when respondents have given me explicit permission to share their feedback with the coachee. Surprisingly most respondents were very happy to have their feedback shared, very few expressed doubts and of these all would still wanted their feedback shared. I gave each of them several opportunities for their feedback to remain confidential. I also say surprisingly as one of the initial fears of HR (Human Resources) was the lack of a feedback culture within the organisation and I have taken great care with confidentiality throughout the coaching and evaluation. I will take this up further below when I start to analyse the findings.

Two questions I struggled with were

- Was the data I collected 'fit for task' (Bell, 2005, p. 244-5)
- What other measures could I have used that would have answered my research question

In many ways because my data was from an evaluation of a coaching program it was not fit for task. It left me with having to make inferences from the data I had to answer the research questions. Can inferences from data ever be as good as explicit data? My answer to this question was that much of qualitative data in interpretivist research designs does rely on making some assumptions and then interpretations based on these assumptions. This is exactly what I decided to proceed with. If I could make my assumptions as explicit from which to draw inferences it would at least match the research requirements of reliability and validity (Bryman & Bell, 2003, p. 33-34)⁵.

On the other hand when I looked at what other measures I could have used to answer my research question I would have needed data far beyond the scope of a normal evaluation. Or a different research design altogether. Faced with this catch 22 my options were to abandon my research questions and find others which I didn't want to do as my research questions matched what I wanted to learn about in my professional practice. Nor did I want to alter my research design as it was fit for what I wanted answered. As a result I decided to persevere and find a way of at least making links to from the data I had to the research questions I wanted to answer via making my assumptions and inferences as explicit as possible.

⁵ Arriving at this conclusion has been my greatest learning about research from undertaking this research project.

Chapter Five: PROJECT FINDINGS

What is significant about this coaching program is that it is first time coaching has been conducted in this organisation, and without any concurrent people development initiatives occurring. This is a rare thing to find in a western multi-national for-profit company. This allows for any findings to be made to relate more with the coaching and be less contaminated with what was also happening in the organisation⁶.

Table Two I have included below mainly for descriptive purposes. It succinctly shows the comparison between information from the 360° Profiles and both the organisational and personal aims of the coaching with⁷. While there are correlations between the 360° and personal goals, this is less so with the organisational aims.

In analysing the research findings I have placed the different findings according to the strategies of data-analysis I used. These included:

1. What does the research directly tell us?
2. What can be inferred from the data to answer the research questions?
3. What inferences can be made when looking at the data through the lens of relevant OD literature?

⁶ Although five months into the coaching program a major organisational restructure was initiated in response to the financial crisis of 2008, most of the coaching that is being referred to took place before the restructure. Feedback indicated that the benefits of the coaching were clearly evident in the behaviour of participants during and after.

⁷ While I included a section on Personal Goals identified to be worked on, which comes from my coaching notes, it was not significantly different to what people said in the interviews were the Personal Goals they worked on so I have left it blank.

Table Two: Comparing Personal & organisational aims of the coaching with information from 360 Diagnostic Feedback & what people actually worked on

Information from 360 Feedback	Personal Goals identified to be worked on	Organisational aims of the coaching	Personal Goals actually worked on (Areas)
<ul style="list-style-type: none"> • Higher control with lower feedback, communication & delegation • Tendency to be more 'hands-on' to 'strategic' • Lowish team-playing eg co-op & putting others needs first, empathy • Lowish 'Developing Followers' - ie. Could be more persuasive & out-going 		<p>In a move toward greater de-centralisation - improve</p> <ul style="list-style-type: none"> • Delegation • The taking of initiative • Responsibility & Accountability (downwards) • Less problems coming upwards but dealt at Plant level or lower down 	<ul style="list-style-type: none"> • Being more strategic vs. micro-management • Better efficiency • Improving communication & relationships • Developing people • Being more systematic & organised, efficient • Delegating • Team-working • Networking • Improving problem behaviours • Self-awareness • Analysing Role

What Does The Research Data Directly Show Us?

In this section I want to look directly at the data to show what it tells us without any inferences to answer the research questions. There are four significant findings.

People Dimension Worked on Over the Technical or Task Dimension

When I put three questions I asked of participants side by side

- What are you doing differently as a result of the coaching?
- What have you learnt?
- What has been particularly relevant and/or worthwhile about the coaching?

(See Table One above) I saw three significant themes arise, namely because they occurred across all three questions. These were:

1. Improving their communication and Relationships
2. Developing self-awareness and awareness about their roles and leadership behaviours
3. Developing their People

These are arguably three of the most important changes that arose as a result of this coaching program - they are to do with the 'people' rather than the 'technical' dimension of management. They correlate closely with many of the typical findings from executive coaching to do with the development of self and improved awareness and responsiveness to others.

This finding is further reinforced when we look at the frequency participants rated the goals they were actively working on. Three of the top four clearly belonged in the 'people' dimension. From the highest to the lowest:

1. Improving communication
2. Being more strategic
3. Understanding self and others
4. Developing people
5. Being more planned, organised, efficient
6. Delegating
7. Improving problem behaviour
8. Teamwork
9. Networking

What is interesting about Table One is when participants were asked what are they doing differently they also listed many of the things typically associated with being a manager: things like being more strategic, delegating more, being more organised, planning and efficient. It is only when they were asked what they have learnt and what has been particularly relevant / worthwhile that the 'people dimension' became very clear. When I add the two new things that appeared from the last two questions that were not in the first namely 'experimenting more' and 'helped me in unexpected ways', I then wondered what these were telling us? I wondered if they were not expecting to be helped in other than in the traditional or technical dimensions of a manager's role and if

their learning came from their experimenting with new behaviours? These are only speculations.

This finding is nothing new. It reinforces what many coaches already know that when coaching is carried out regardless of what ever other goals are identified, participants will work on and improve behaviours relating to the people dimension.

Goals Identified in the Dual Purpose of Strategic Business Objectives get Worked On

When I looked at all the responses participants gave to my questions to pull out what all the things they said they are doing differently, have improved, learnt, found worthwhile etc were. I then compared these to what the respondents said in response⁸ and what the others said. The rather lengthy table in Appendix Three compares what the three groups said about improvements or otherwise as a result of the coaching⁹. What emerge from this comparison are three significant correlations (my methodology is in footnote 9) and three ordinary correlations between what the three groups said.

The significant correlations were:

- Developing People and Relationships
- Delegating More
- Improved Initiative and Accountability

The three other correlations are:

- Personal Development and meeting Personal Goals
- Better Alignment internally and with the organisation
- Better Organisation / Planning / Efficiency

What is significant about these correlations is when we compare the significant correlations with the strategic business objectives set up in the coaching contract as a dual purpose to the personal and professional development of participants (see Table

⁸ I also tried looking at respondents' answers by their respective groupings: boss, peers, direct reports. But I could not find any significant correlation. So I decided to group all the answers respondents gave as one group.

⁹ What I did was to group all the responses of participants under 12 logical groupings. Against these groups I found and placed comments made by respondents along side. I then manually (not shown) ticked the positive correlations from the respondents to participants, crossed the negative, and left blank the neutral comments. I then highlighted the areas that appeared significant by number of respondent comments and a predominance of either a tick or a cross (again not shown in the table). This was the method I used to arrive at my conclusions.

Two above and Appendix One). Very clearly three of these improvements are represented in the strategic business objectives. These are improved:

- Initiative
- Accountability
- Delegation

What appears to be emerging is that because they were emphasised as an organisational goal of the coaching they were somehow taken more seriously by participants to work. I believe this bit of evidence does highlight that when an organisational goal or 'strategic business objective' is included as a dual purpose in the coaching agreement/engagement it will be worked on and taken seriously by participants.

But how this happens we don't exactly know.

The other two reported improvements 'Developing People and Relationships' were also significant correlations because as noted above they were both important and most worked on issues for participants as a group.

Groups Receiving One-on-One Coaching are Perceived within the Organisation as Doing Better than Individuals if Rated Just as Individuals

When I looked at how each individual was faring in the coaching in response to feedback from their respondents, the results appeared rather average. For example, I constructed a table for each participant to compare what they were working on with feedback from their 360° Profile and their respondents (for an example of one such table see Appendix Four). When I place each individual in one of four categories see Table Three below the results were indeed average.

Table Three: Ratings of Participants by Their Respondents

Rating	Doing Well	People are Seeing a Difference	Working on the 'Appropriate' Issues But Have a Way to Go	No Significant Changes Being Noticed
Number of Participants = 11	1	3	5	2

But when I compared the feedback from others about what 'manufacturing' or its members were doing differently as a result of the coaching against what others rated as the issues facing manufacturing (see Appendix Five) the results were very different. This corresponded to the results of comparing what members were working on with feedback from respondents (Appendix Three). In both there was a very positive correlation.

What this contradiction appears to be pointing to is when there is group of people being coached in an organisation they will be perceived as doing far better as a group than any one of the individuals on their own.

What Can Be Inferred From The Data?

When I look at the data I have from which to make inferences there are three types:

1. Data from the self-reports of participants
2. Data which is feedback or evaluation from respondents and others about the participants
3. Data which are assumptions about the organisation from the 'others' only

It is this third type of data which in hindsight I would have also liked to gather from the respondents and participants as well, as it is closer to saying something more concrete about the organisation than inferences from the first two types of data. Nevertheless, I will try to make explicit my assumptions from which to make inferences.

When I look at the first category of data I have numerous examples of what the participants have reported to me they have been working on. Much of this data also

matches with both my coaching notes of what they have been talking about to me as well as from their 360° Profiles. That is it is validated from the material I am using as my document and content analysis. From the examples the participants have given me I have ordered them into categories as logically as I could. When I look at these general categories of what the participants are self reporting I start to wonder if what they say 'they are working on' or have 'learnt' or found 'relevant' could also be saying something about the organisation, what it is doing or not in some way cause these things or that the organisation doesn't have a system, mechanism or procedure for? That the participants are 'doing' these things because it is not being done or is lacking in the organisation?

I am arriving at this assumption using the psychoanalytic concept of 'parallel process' as applied to the systems-psychodynamics of studying organisations (Obholzer & Vega Roberts, 1994). That if something is happening in one part of the organisation it may be caused by or is also happening in another part¹⁰. This is very similar to the system theory notion that what is in one part is in the whole and what is in the whole is reflected in its parts (Jackson, 2003; Kilburg, 2000)¹¹. Such an assumption is inherent when using systems theory frameworks¹² for understanding organisations and the interrelation between a system's parts and its whole.

To put it simply, the assumption I am making is: if the participants are working on issues as a result of the coaching it may not just be an issue for them as individuals but it may also be related to or caused by or be issue for the organisation. The inference I am drawing from this is that the issues participants are working on could also represent a need in the organisation on the one hand, and on the other their act of working on them may be having an impact on those around them and the organisation.

¹⁰ I am using the notion of 'parallel process' in more of a systems rather than a psychological way. I use it because it succinctly captures the parallel between one thing or part and another. The assumption is that there is often a parallel to something that is happening in part of a system to another part. If there is a parallel, there is also be some 'process' linking them.

¹¹ Jackson (2003) refers to systems thinking as applied to organisations and highlights different methodologies. I have included Kilburg's (2000) as it is directly for coaches and uses systems thinking as applied to understand the individual. Both are relevant.

¹² The systems model I have chosen to use is the Burke & Litwin (1992) model of organisational diagnosis and change. I have shown it in Figure One below and will refer to in the next section.

This inference can be confirmed by data I have collected from respondents and others which is feedback data. Feedback is an important action that occurs in systems that leads to continuity or change (O'Connor & McDermott, 1997). Following this line, I am assuming that the negative feedback participants are receiving is leading to continuity while the positive feedback may also be representing change or in the least leading to change.

The implication then is if the coaching has contributed to participants working on issues that are leading to positive feedback from those around them that the coaching is contributing to that change.

The third type of data I have referred to: data which are assumptions about the organisation from the 'others' group in response to questions like 'what are the issues facing Manufacturing?' or 'what still needs improving?' is data that identifies or diagnoses organisational issues. Appendix Six combines the data from all three sources - self-reports, feedback and assumptions to look at what this may be telling us.

In Table Four below I have greatly simplified the information in Appendix Six highlighting the issues participants have been working on, the nature of the feedback, and from the assumptions / advice how important an issue is it seen to be

It is interesting that the two areas showing the definite improvements were also areas that were highlighted as problem areas. This perhaps indicates a stronger awareness across the organisation as an issue to be targeted. One of the issues is significant in that it is also a 'strategic business objective' of the coaching. What could be inferred is when issues are seen as problem areas somehow more effort is placed on getting this across. Subsequently people notice and do something about it. What it's not telling us though is how this is happening.

Table Four: Comparing the Issues Worked on by Participants with Feedback from Respondents & Others and Importance Ranking from Others

ISSUE	FEEDBACK	IMPORTANCE
Developing People & Relationships	People are noticing Showing some improvements	
Delegating more	Some Improvements - Inconclusive	
Improved Initiative & Accountability	Definite Improvements	Definitely an issue that needs improvement
Improved Coordination & Collaboration with other Depts. Customer Orientation.	Definite Improvements	Definitely a problem area that needs improving
Improving Communication	Noticeable Improvements	Needs improving
Focusing on Strategy / Long-Term / Big Picture	Some Improvements - Inconclusive	Could improve
Being more Organised / Planned / Efficient	Some Improvements - Inconclusive	
Better Alignment / Management Culture / Teamwork	Some Improvements	Needs improving
Personal Development / Meeting Personal Goals	People are noticing	
Improving Problem Behaviour	Small Improvements	
Networking		

What can be inferred is that the coaching is having an impact particularly on the areas of improving:

- Initiative and Accountability
- Coordination and Collaboration across functions
- Communication and
- The area of Developing People and Relationships

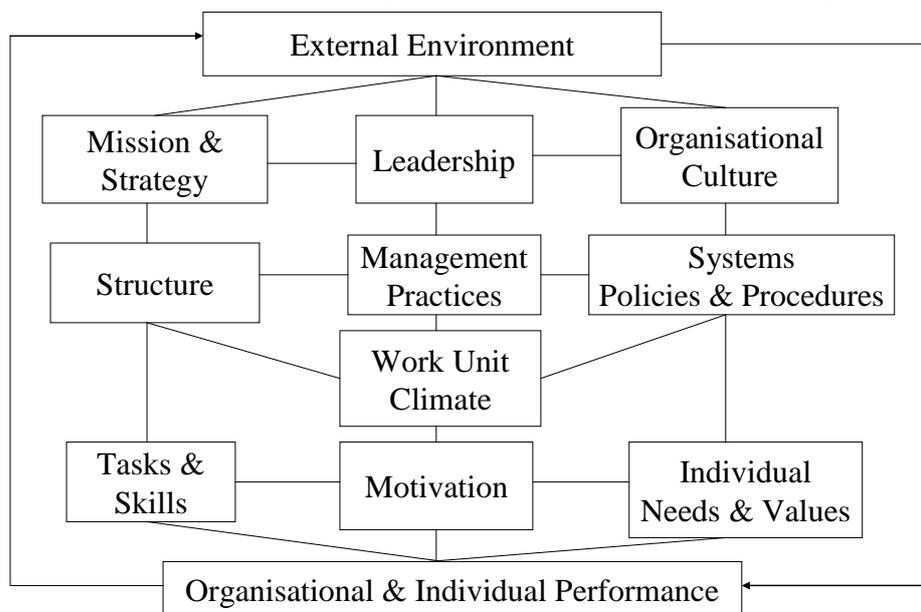
What we are seeing is that executive coaching definitely impacts and brings changes to the organisation. But what sort of impact this is and how it happens isn't exactly clear.

Looking Through the Lens of the OD Literature

In order to understand the nature of the impact and organisational change that the coaching is having I have consulted the OD literature for some clues.

I will start by looking at Burke & Litwin's (1992) model (see Figure One); they place the different parts of an organisation into an interconnected model. It is systemic in the sense if one part is changed it will affect other parts; and that the organisation relates to its environment. They highlight the rows and the columns as being interconnected. The columns are more closely related to one another while the rows indicate levels of importance, the higher the parts the more important. The model can be used to understand how an organisation's parts are interconnected; what areas to look in to diagnose issues; and where to direct change for best effect.

A Diagnostic Model of Organisational Performance & Change



Burke & Litwin, 1992

Figure One: The Burke & Litwin Model (1992) of Diagnosing Organisational Issues & Targeting Change interventions.

Burke & Litwin make a distinction between transformational and transactional change or what they regard as the strategic vs. the operational levers of change. In their model change directed at the top row will affect the whole system (transformational change) where as change in the middle row is more about change which is fine-tuning or improvement (transactional change).

If I place the changes going on in the organisation as the a result of the coaching into one of Burke & Litwin's areas it tells us what sort of change it is and is likely to bring about (see Table Five below)

Table Five: Comparing Organisational Issues with Corresponding Category in Burke & Litwin (1992) Model

Issue	Corresponding Category in Burke & Litwin (1992) Model
Developing People & Relationships	Management Practices / Work Unit Climate
Delegating	Management Practices
Improving Initiative & Accountability	Management Practices / Structure / Systems Policies Procedures
Improving Coordination & Collaboration with other Depts.	Structure / Systems Policies Procedures / Management Practices
Improved Communication	Management Practices / Organisational Culture
Focusing on Strategy / Long-Term / Big Picture	Leadership / Management Practices
Being Better Organised / Planned / Efficient	Management Practices / Tasks & Skills
Better Alignment / Management Culture / Teamwork	Organisational Culture / Work Unit Climate
Personal Development	Individual Needs & Values / Motivation
Improving Problem Behaviour	Working Unit Climate / Systems Policies Procedures
Networking	Management Practices

Looking at Table Five, most of the issues belong in the middle rows or operational levels and mostly in the one area of management practices. In other words we are really talking about operational or transactional change. Change with the way things might be done but not with larger scale change. The likelihood of work on these areas is to make small scale improvements and fine-tuning rather than whole scale or lasting changes in the organisation.

Using the Burke & Litwin (1992) model further still, real change to the organisation would only occur if the changes were happening one level up from where they were. As most of the issues are the level of management issues which refer less to leadership practices or what leaders model and direct but rather more on the day to day practices of how things get done, real change would not occur unless the leaders at the level up - all the executive team rather than just the director of manufacturing were involved doing things differently. Moreover, transformational change according the Burke & Litwin (1992) would need to involve changing not just the leadership behaviours at the top, but also the organisational culture to create consistency not just in behaviour but in the organisation's values which in turn inform the design the of its systems. Better still, the leadership practices and organisational culture should also be aligned to the organisational strategy.

The other piece of OD theory that I would like to highlight is the OD literature on type of change intervention. Broadly speaking there are three types (Kerber & Buono, 2005; Cummins & Worley, 2001; Burke, 2002; Weick & Quinn, 1999).

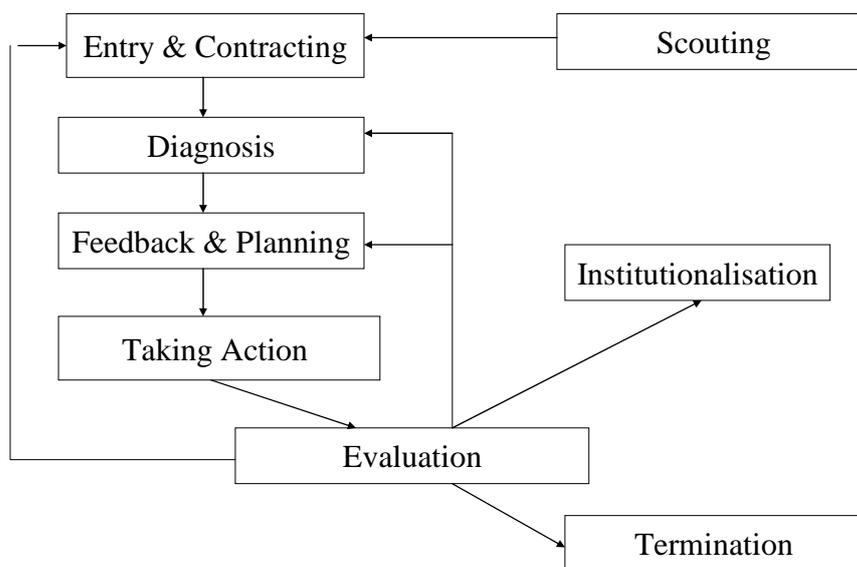
- Directed change, which is top-down driven change strategies - they can include participatory OD strategies which maximise the involve people but are primarily directed from the top down. 'Expert-driven-advice-and-implementation' change most associated in the coaching literature with consulting though not OD fall into such strategies
- Planned Change pioneered by Kurt Lewin which uses the consulting cycle to negotiate entry; contract on purpose, scope and peoples involvement; diagnose the relevant organisational issues (usually with organisational members); and then give feedback and plan with the effected stakeholders to design and implement interventions (see Figure Two: The OD Consulting Cycle). This approach is

participatory. The consulting cycle is very similar to action research which involves the active participation of the system in the design and research to bring about change.

- Emergent change which involves identifying the overall rationale and purpose of the change and then encouraging and allowing organisational members to be directly involved in experimenting, designing, planning and implementing the changes themselves.

To these strategies I would add a fourth - 'unplanned' or un-thought through strategies of the 'let's try and see what happens' or 'wouldn't it be nice if we had a bit of that' schools of thought. I am of course being facetious. However, much change that happens and particularly when coaching is introduced in an organisation is of this type.

The OD Consulting Cycle



Kolb & Frohman, 1970

Figure Two: The Consulting Cycle: Developed by Kolb & Frohman (1970) & adapted & quoted in Neumann (1997)

What we learn from these OD theories is that organisational change or change interventions are more likely to be successful if they:

- Have a clear purpose and strategy (transformational or transactional)

- Are contracted and clear about how to achieve the purpose
- Have clearly identified the relevant roles - who owns, who implements, who is involved, who is affected and how they will be involved
- Diagnose the problematic issues or 'hoped-for changes (preferably with the participation of insiders)
- Feedback the results of any diagnosis back into the system
- Plan the interventions with the participation of the relevant stakeholders
- Target the appropriated parts of the organisation for maximum impact and
- Whether they are top-down, planned or emergent maximise the involvement, participation and ownership of people both at the top and where the change is directed.

The coaching program and how it was contracted using the methodologies of Sherman & Freas (2004) and Anderson & Anderson (2005) have covered some but not all of these elements when we look through the lens of OD theory. It did not make the coaching program a change intervention. It only ensured that the organisational aims negotiated with the sponsors of the coaching were somehow worked on.

What are the Findings & What do they say?

Clearly the coaching has shown changes to occur with promising feedback from the participants themselves, their respondents and others in the organisation. What has been worked on and improved are the people dimensions as well as the issues identified as strategic business objectives under the dual purpose of the coaching¹³. Interestingly the fact that a group of managers were coached made the coaching more visible which itself made an impact greater than any of the results of the individual participants¹⁴.

We can also clearly infer that the coaching has made an impact on the organisation and changes have and are occurring as a result. Not least plans are afoot to conduct the

¹³ Clearly the Sherman & Freas (2004) and the Anderson & Anderson (2005) methodologies used during the contracting of the coaching program ensured that the goals identified by the coaching sponsors as strategic business objectives did get worked on.

¹⁴ This is in spite of many of the respondents and others who were not directly involved in the coaching not being informed about the coaching, did not know it was going on or only find out while it was happening. Most could not answer accurately what the purpose of the coaching was.

identical coaching program with the senior managers of sales as a result of the perceived benefits.

But what has been the real impact on the organisation? Can this one coaching program rate as a change intervention? Do the findings answer the research questions posed?

The evidence is inconclusive. Clearly changes have and are occurring. But they appear to be piecemeal and what I would call incidental. They are reaching out into all sorts of areas and directions but with no clear purpose, strategy or intended consequence behind them.

The changes would only class as a change intervention if our definition of what constitutes a change intervention is very lax. What can be inferred from the OD literature is that the change is largely transactional and not directed at the real causes of the issues. The client may be satisfied but will the results continue and be lasting well after the coaching program is over?

Chapter Six: CONCLUSIONS & RECOMMENDATIONS

Further Thoughts and Recommendations

The findings of this executive coaching program show that coaching can act as an organisational change intervention if you don't have a clear definition of what constitutes an 'organisational' change intervention. As noted, as far as the organisation and not just the individuals are concerned, it provides change which does not have a clear strategy behind it, can go off into all sorts of intentional and unintentional directions and leads to organisational change which is largely transactional in nature leading to smaller scale improvements that are largely piecemeal and incidental. In and on its own coaching does not constitute an organisational change intervention. Analysing coaching through the lens of the OD literature clearly highlights this.

Change in individuals while essential is a prelude to change in organisations. It is not the crescendo it is a means to bring change¹⁵. Organisation change is of a different order requiring purpose and planning behind it, regardless of the type of change strategy used. Otherwise the change can go off into all sorts of directions and while coaching can provide benefit to the individuals being coached it may be at cross purposes to the needs of the organisation.

Moreover as OD and coaching share similar roots and philosophies, OD can help executive coaches working in organisations¹⁶ in many ways without losing the essence of what coaching is or pulling it in directions that it is not. As studies show it is the combination of OD with the personal growth provided by coaching that is critical for organisational transformations to succeed (van Wees, 2007).

What is required though is coaching's willingness to see the wider system and how to best locate coaching into that wider system highlighting both its benefits and

¹⁵ Here I am not getting into the debate of whether coaching changes individuals or individuals must ultimately change themselves. The literature on learning clearly highlights the latter and the role of coaches is in helping individuals change themselves. I also want to stress here that coaching is arguably the best strategy to help individuals change which is required if any organisational change intervention which depends on individuals changing is to be successful.

¹⁶ My recommendations are directed at executive coaches working in organisations. Although primarily to coaches contracted and paid by the organisation, they could also be helpful to all executive coaches.

limitations. Using systems theory and systems models is a very important adjunct tool for the executive coach.

To truly benefit the organisation and not just its individuals, executive coaching as a change strategy needs to be one part of an integrated organisational change initiative in order to create targeted and lasting changes in the organisation. Otherwise promising results from coaching as this study indicate are inconclusive. Individual change is only one part of organisational change. OD theory can help coaches to locate what part it can best play depending on the context and the needs of the organisational client. This can and should often be a key and integral part.

Diagnostic models from the OD literature such as the Burke & Litwin model (1992) can help coaches not only better understand organisations and locate where the problems are arising but also identify the best type of coaching to use and where in the organisation it would be best directed. Similarly an understanding of the OD consulting cycle can help coaches better set up coaching engagements and to better integrate a coaching intervention within a contracted purpose and diagnosis of the relevant organisation issues and needs.

What is also important is taking and keeping the needs of the organisational sponsor and the organisation in mind. Otherwise, and not least coaches can get lost in the individuals and fail to see the bigger picture. The methodologies of Sherman & Freas (2004) and Anderson & Anderson (2005) used during this coaching engagement go a long way toward this but as the OD literature suggests they can go further.

What is often lacking in coaching engagements is an organisational diagnosis to best determine if and where coaching is best directed in the organisation to match the client's wider needs. I am not talking here just about the use 360° Feedback Instruments. A good albeit brief organisational diagnosis can also help contextualise the coaching for both the coach and the client as to where the benefits and limitations of the coaching lie, what else may need to occur and how coaching fits within the clients bigger schemes and desires. Especially if the coaching is occurring like it often does amid a mass of other organisational improvement initiatives.

Consulting skills of the OD variety can help the coach add value to the client in other ways. Not least helping coaches win work as they appear more interested and knowledgeable about the organisation and the clients wider interests as well as the benefits and limitations of coaching as an organisational change strategy. More importantly knowledge of consulting skills can help coaches better engage with other consulting and organisational experts and change agents that can improve the success of change projects and lift the profile and recognition of the profession.

Personal Learning

A key learning for me during the research that I highlight in Project Activity, and specifically that occurred during the writing was the realisation of whether I had the adequate or enough direct methods to answer my research question. This really started to emerge after I had spent much time analysing my data, trying to put into different combinations and in particular to write up my results. It was during the writing up that I felt very confronted with the logic of what I was trying to say and whether I had thought this through enough in terms of the implications of the data I had. I feared the worse. Consulting different research books the first question I asked myself was whether the data I had collected was in fact fit for purpose Bell (2005). It certainly did not feel like it was. I then went back over Grix (2004), Grey (2004) and Bryman & Bell (2003) and Robson (2002). What this helped me to do was to really think through my starting point but more importantly what are the implications of an interpretivist epistemology with a case study research design using qualitative data? It also helped me think through what other strategies I could have used. I highlight how I arrived at my conclusion in Project Activity. I felt for the first time I was really starting to think like a researcher, a researcher trying to solve a practical practice based or practitioner problem.

Another key learning for me was the opportunity to think through where I saw the boundaries between consulting and coaching and in particular how to integrate my background and work as an OD consultant into my coaching. During my course work for this MA I worked a lot at integrating my psychotherapy background with my coaching. Doing this dissertation provided an opportunity to do the same with my OD

background¹⁷. I had to think through where I saw the boundaries not just what different authors said. I found many definitions rather glib and simplistic. It was when I started to critically reflect on the methodology I used to identify the strategic business objectives of the coaching with the sponsors that it was really good OD contracting. When I reflected more closely on my OD practice a central part was my using the OD consulting cycle and thinking of my projects and often all of my work in terms of several iterations of the cycle. It was then I realised that the methodology I used here could further borrow from OD. The conclusion I draw is that coaching does require consulting skills in the whole set up and manage the process especially when organisational clients are involved. The boundaries though depend on the needs of the context and that is what I state in my recommendations. My learning was around keeping this in mind especially while managing the contracting, reporting and overall engagement process of the coaching intervention.

Future Research

I think it is a difficult task to evaluate a sole coaching program in terms of it being an organisational change intervention. I have done my best. Ideas for future research include researching a coaching program as part of a wider change intervention where coaching played a key part. In that way the overall change project sets up the terms of references and the goals against which the coaching could be evaluated. This would address some of the flaws of my design that only had the wishes of the organisational sponsors when setting up the dual purpose coaching goal with strategic business objectives from which to evaluate the coaching.

Taking this idea a little further is to evaluate coaching in terms of how several coaching books define the benefits of coaching and then compare these results with the benefits of the coaching in relation to the overall change project. My idea is play with the idea that coaching takes place in specific contexts and needs and the importance of addressing these, not just seeing or talking about generic benefits of coaching as if they apply across all contexts.

¹⁷ I have a previous MA degree in OD and have worked on several consulting projects where coaching was a part of the intervention.

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APPENDIX ONE: KEY ELEMENTS OF THE COACHING AGREEMENT

The coaching proposal agreed to with the coaching sponsors, the Manufacturing director and the Human Resources director, and my self comprised of four key elements.

1. In negotiation with the organisational sponsors to identify two or three strategic business objectives that would be linked and form part of the overall purpose of the coaching and against which the coaching would also be evaluated.
2. The coaching would consist of six coaching sessions of two hours starting with each of the fifteen participants undertaking a formal 360° leadership profile prior to the first session.
3. There would be an initial kick-off meeting for all the participants facilitated by myself the coach to introduce the coaching, the process, the 360° profile, to begin to identify individual coaching goals and to answer questions. The meeting would be introduced by the director (who was also to be coached) who also introduced the strategic business objectives that formed part of the overall purpose of the coaching
4. The coaching would be formally evaluated.

It was agreed between the sponsors and my self that the coaching program would allow participants to work on personal and professional development goals of their choosing with an eye to participants also working on the strategic business objectives that would form the organisational backdrop of the program.

The business objectives identified included: in wanting to move toward greater de-centralisation of authority downward, this would require managers to take up greater authority, responsibility and initiative in solving problems rather than being referred up, to be more accountable for their areas, to delegate more and for themselves to encourage the same with their own direct reports.

The original kick-off meeting was conducted in May 2008, after which time people undertook their 360° Feedback Profile with the first of six sessions commencing in July 2008. By the time of the evaluation commencing in February 2009 all people interviewed had received at least four coaching sessions. All of these sessions occurred before a major restructure was undertaken following the fall-out after the financial crisis in December 2008.

APPENDIX TWO: EVALUATION QUESTIONS ASKED

Questions Asked of Participants:

1. What if anything are you **doing differently** as a result of the coaching?
2. What if anything have you **changed about yourself, behaviour or leadership**?
3. What if anything have you **learnt**?
4. What **Personal Goals** have you worked on &/or achieved?
5. How **relevant** has the coaching been to you? In what way?
6. What if any has been the **impact on your colleagues** - what might they say that you are doing differently?
7. What has been the **impact of the coaching on the Organisation**?
8. To what extent has the coaching project achieved its dual aims of:
 - o Personal & Professional Development
 - o Organisationally improving the taking of initiative & accountability
9. How can the coaching be **improved**? What might have made it really useful and relevant to you?
10. What would be most useful to focus on for the **remainder** of the coaching?
11. What should any **future coaching** in the organisation, focus on, be structured &/or conducted?
12. On a **scale of 1 to 10 how worthwhile** has the coaching been to you?
13. **Anything else** to add?

Questions asked of Participants Respondents - boss, peers & direct reports

1. Did you know that ... was receiving coaching? If so how did you find out?
2. What if anything have you noticed that ... has been doing differently over the last six months?
3. Has ... changed anything about himself, behaviour or leadership?
4. Have you experienced any changes in ...'s
 - Communication
 - Feedback
 - Quality of relationship with you or others
 - How much responsibility or initiative ... gives you or others
 - Your level of trust toward ...?
5. Briefly describe ...'s strengths and development needs (weaknesses)
6. What advice for future development would you give to ...?

Questions asked of non-involved organisational members or stakeholders - the CEO, members of the executive team and some of their direct reports

1. Did you know about the coaching project? If so how did you find out?
2. Did you know any of the specific issues that the project was trying to address?
3. Have you noticed any difference in how Manufacturing or any of its members are operating or working? ... if requiring prodding ... their initiative, communication, networking, accountability, output?
4. How would you describe your relationship with Manufacturing over the last six months?
5. What do you see as the key issues facing Manufacturing? Issues needing to be addressed
6. Are they operating in a way that adds value to you/role/dept? How/why not?
7. What do they need to do to improve?

APPENDIX THREE: WHAT PARTICIPANTS, RESPONDENTS & OTHERS ARE SAYING ABOUT IMPROVEMENTS AS A RESULT OF THE COACHING

Participants	Respondents	Others
<p>DEVELOPING PEOPLE & RELATIONSHIPS TO IMPROVE PERFORMANCE / DELEGATING MORE <u>Started to develop more & better relps</u> Interacts more Looking at others from a more humanitarian view <u>I've started to focus on people as well as results</u> - not just results <u>Instigating a more coaching approach</u> to mgt vs. advising or telling Cascading the use of better communication, feedback & coaching downward <u>A high % of change due to a different focus & style of managing people</u> Developing a DR Ask p for opinions Developing relations to improve targets</p> <p>DELEGATING MORE Delegating more</p>	<p>Doesn't communicate all the time Accepts P but disregards how acts Focuses more on results vs. P Improved comm. Less emails, more direct More down to earth & diplomatic More open now (was difficult to change his opinion) Doesn't easily open up More involved & active More approachable & a team-player More tolerant & listens more Before gave instructions without listening, now more tolerant & listens more He is more people oriented Initiates closer relns with DR's He is using coaching more - change from a culture from 'macho' & 'I do everything' to 'us to the do the job for the whole O Can be stricter when people deviate to plan Needs to confront colleagues more & to manage conflict Devotes more time to peoples development - but needs are more structured approach to dev P & their development needs Listen more to P Asks good questions & tries to understand, supportive Micro manages too much Manages now more from pull vs. push More inclusive He is more likely to delegate now Can delegate more Hope they are delegating more Doesn't follow-up - he delegates & leaves Delegates more plus stabilises the team Delegates & sends details back down so doesn't get caught up in the operational Doesn't want details, just end results</p>	<p>There is a shift from an exclusive focus on numbers & results & starting to see people in the equation - though it has a way to go.</p>
<p>IMPROVED INITIATIVE & ACCOUNTABILITY Initiative & accountability are generally (already) there Accountability not an issue - initiative can improve Lead times shortened</p> <p><u>Taking more initiative</u></p>	<p>Doesn't insist enough that others be accountable or use initiative Can set better expectations Complaining less Presents problems rather than solutions Preferred to ask vs. offering his opinion - now not Challenges P to be more responsible Meeting in May 08 in India was imp in setting up tactics & plans for the regions - allow P to get involved & enable them to use their initiative & ownership Improved initiative & responsiveness</p>	<p>PM'S ARE TAKING MORE INITIATIVE - making decisions themselves vs. referring them upwards, less procrastination & coming up with their own proposals & decisions. Greater acceptance of addressing on-going issues & non-satisfactory practices. They are less afraid to address issues that are not being made & a new openness in the environment Managers are more likely to TAKE RESPONSIBILITY FOR ISSUES - look at their own part - VS. BLAME OTHERS OR MAKE</p>

		EXCUSES - this is moving in the right directions
<p>IMPROVED COORDINATION & COLLABORATION WITH OTHER DEPARTMENTS Better coordination & collaboration with other depts People don't go outside their area Still confusion between Manuf & Sales Better cross-functional communication & collaboration BETTER CUSTOMER ORIENTATION</p>	<p>Has more negotiating behr - more willing to discuss, be flexible & negotiate Dealing with others depts. Can be improved Feeling in the plant we don't care about R&D & Sales - but we should Can partner more with other depts. Manuf as dept listens more & is more responsive, in the past there was push-back on ideas not generated or aligned within Manuf Manuf recog need to change products, make modifications, & take responsibility for doing this work - they now listen more & are more responsive Has become more customer oriented with both internal & external customers</p>	<p>MORE RESPONSIVE in adjusting capability to new conditions - fast, shut down plants, reduced shifts - shifted focus to the developing markets in Asia WORKING BETTER WITH OTHER DEPARTMENTS - better communication (eg targets), joint planning, faster execution - IMPROVED CROSS-FUNCTIONAL COLLABORATION Relationships with other depts. is good - PM's are cooperating more & are more aware of the need to collaborate</p>
<p>IMPROVED COMMUNICATION Better communication communicator - Better structured communication, more regular & structured meetings, better understanding & clarity of issues</p>	<p>Doesn't ask for my opinions as much as he could Improved willingness to talk Has instigated more meetings. Doesn't drill down to details enough More tolerant & listens more Has more negotiating behr I observe him listening more Lacks presence & public speaking to be taken seriously Can improve his communication & people skills Can listen more Communicates too much by email Now asks more questions & waits for an answer Has things on his mind & can be clearer thru more structured methods like mtgs, formal briefings & better com channels</p>	<p>Managers are TALKING MORE OPENLY & initiating more without fear of reprisals (but still a way to go). MORE FREQUENT & IMPROVED COMMUNICATION</p>
<p>FOCUSING MORE ON STRATEGY /LONG-TERM & BIG PICTURE Focusing more on strategy Giving better direction vs. details Moving out of the operational & more into strategy</p>	<p>Needs to step back & see the big picture Improved attitude to managing More operational vs. long-term or strategic Presents problems rather than solutions Should be stating his priorities more & more of his opinions Needs to put more effort into other areas of mgt vs. emphasis on detail which slows things down Generally people are being less operational & thinking more strategically Helps other understand the business better Working more on a strategic level & moved from day-to-day preoccupations - devoting more time to big picture Give more decisions to people - state the outcomes he wants & empower them to do more</p>	<p>Managers are making a bigger deal about clearing inventory & rolling inventory which requires them to be MORE STRATEGIC / LONG-TERM FOCUSED & to communicate & collaborate across the functions</p>
<p>BETTER ORGANISED / PLANNED / EFFICIENT Better organisation, time management & action-taking More structured & systematic</p>	<p>Acts more like a leader More systematic Not organised, not communicating not delegating, doesn't follow More systematic & prepared to follow-up More systematic & more systems in place to get & pass out info more accurately Communicates & passes info better</p>	<p>Plants have recorded EFFICIENCY IMPROVEMENTS (over last 18mths)</p>

<p>BETTER ALIGNMENT / MANAGEMENT CULTURE TEAMWORK Better teamwork</p> <p>Better alignment across the manufacturing team</p> <p><u>Improved management culture</u> (is in keeping with the aims of coaching project) Eg amalgamating engineering & planning in one dept vs. working around personalities</p>	<p>More team oriented - more willing to bring a proposal to the whole team - include & involve them Listens, gets input. Will ask, strives for teamwork</p>	<p>Manufacturing is OPERATING MORE AS A TEAM - people are more involved with each other than ever before. They are on the same page vs. operating for themselves. Recognise the need to & relate better with others with a BETTER ALIGNMENT WITH THE COMPANY & its direction</p>
<p>NETWORKING Networking more</p>		
<p>PERSONAL DEVELOPMENT MEET PERSONAL GOALS <u>Learn more about myself, my role & my environment</u> Providing me an opportunity to grow Learnt from the discussions - hints to alter my perceptions, think about my attitudes - to think before immediately acting <u>Helped me step back, think & review - to get clear before I act</u> People can depend on me more <u>Feel more confident in role & better about myself</u> People are able to depend on me more <u>Helped me meet my personal goals</u> <u>Helping me improve inventory management = big impact</u> <u>Improved my perf appraisal due to the things we talked about</u></p>	<p>Grown more confident in role More self-directed, self-starter Active & more action oriented In the past preferred to ask rather than offering his opinion Taking up more challenging plans Needs to make up his mind Gone from a very good performer to an exceptional one</p>	<p>Managers are more open to feedback, self-aware, more aware of how they come across to others & thinking about their needs & development (but how will this be built on after the coaching? There has been GENUINE SHIFTS IN SOME INDIVIDUALS</p>
<p>IMPROVING BEHAVIOUR Improving my behaviour calmer & less explosive Opportunity to think, control myself, behave better</p>	<p>Complaining less Less absolute - more understanding, listening, helpful Gets angry & explosive when things don't go to planned Can be a little traditional, challenging & over-exercise authority More smooth operating with colleague vs. creating conflicts Can get flustered & explode when things come from left-field A bit more patient & calm in handling DR's</p>	
<p>LESS RESISTANCE & MORE OPEN-MINDED TO CHANGE Less resistance & more open-mindedness to change Reinventing how things could be done better</p>	<p>Taking up more challenging plans Not against new ideas</p>	

<p>All people I see now are different - before I wasn't convinced we could get out of the traditional ways to doing things - inventory Change mind-sets especially around communication & culture & trying to do things differently</p>		
<p>DON'T HAVE ENOUGH CONTACT WITH OTHERS TO JUDGE I'm too far away to tell Can't say too far away DON'T KNOW</p> <p>TOO DIFFICULT TO ASSESS BECAUSE OF THE CHANGES THAT TOOK PLACE DUE TO THE FINANCIAL MELTDOWN</p> <p>TOO EARLY TO SAY</p>		<p>Recent changes - restructure - have left the regional level weak</p>

APPENDIX FOUR: EXAMPLE TABLE COMPARING A COACHEE'S DATA WITH DATA FROM THEIR 360° PROFILE & FEEDBACK FROM THEIR RESPONDENTS

LEA 360	Self (AT)	DR	P	B
Very low scores on Team Playing dimensions - co-op, putting people first, empathy Very high on Achieving Results (maybe at expense of people)	Listen more Give more feedback Discuss to win cooperation & bring out best in people	✗ Sends email & expects immediate response - needs more considerate time frame - ✗ sometimes wants everything to be too perfect ✗ Can speak in a way that looks down on people or doesn't appreciate them	✗ Tends to solve things by self vs. involving others ± Likes everything to be organised & in one piece ✓ Is likeable, very positive, can-do attitude, works hard & gives quality time to others	✗ Should listen more ✓ Smoother in operating with colleagues & DR's vs. creating conflicts
Low Delegation Very strong Follow-Through (control & feedback)	Delegate more the operational		± Good at follow-up ✗ Tends to solve things by self	✗ Should delegate more
	Prioritise - be more strategic Transition to new role	✓ Dedicated, strong, motivated leader - focuses on the right areas ± Focuses on finances & figures & attention to detail	± Works well with detail	✓ Has become customer-oriented, humble & better with internal & external customers ✗ Can improve time & urgency to fix problems ± Sometimes her 'reality' perceptions are not correct ± Getting much better feedback - needs to realise not superman in all areas
	Network more		✓ Has improved from being closed off from rest of management team ✗ Try to share more of concerns & invite input from others vs. doing all by self ✗ Also reach out more to people outside own team	
	Behaviour - handle situations in a calmer & quieter way		✗ Can get flustered, explode & over-react when things don't go own way	✓ More humble ✓ Better at not creating conflict

Verdict: Is aware of the feedback & is responding to it & working on the issues that she should be working on. An eager & quick learner

360 = 360° Feedback Profile; Self = Participant; DR = Direct Report; P = Peer; B = Boss;

x = negative correlation

✓ = positive correlation

± = neither positive or negative correlation

APPENDIX FIVE: KEY ELEMENTS OF THE COACHING AGREEMENT

	What Manufacturing / members doing differently	What still needs improving in Manufacturing / Company
1	<u>More responsive</u> in adjusting capability to new conditions - fast, shut down plants, reduced shifts - shifted focus to developing markets eg Asia	General need to be more customer focused - both internal & external customers
2	Working better with other depts. - <u>better communication</u> (eg. Targets) jointly plan, faster execution - <u>improved cross-functional collaboration</u>	- We require better cross-functional collaboration - start with better listening, responding, cooperating, collaborating & breaking down barriers of 'silo-thinking' - Need to better stream-line production cycle from design thru to delivery - to collaborate, create common negotiated targets, aligned processes & structures
3	Relationships with other departments is good - PM's are cooperating more & are more aware of the need to collaborate & <u>improve relationships across the functions</u>	- People need to work more closely together & to trust each other - We need to improve our communication: not enough formal & structured internal communication or communication across the functions for quicker responsiveness. We often find things out informally - over coffee or lunch, this is not good enough!
4	Managers are making a bigger deal about clearing inventory & rolling inventory which requires them to be <u>more strategic / long-term focused</u> & to communicate & collaborate across the functions	- Manufacturing is better at managing smaller or minor cycles vs. long-term ones - this needs to improve
5	Recent changes (restructure) have left the regional level weaker	
6	Plants have recorded <u>efficiency improvements</u> (over last 18mths)	
7	<u>PM's are taking more initiative</u> - making decisions themselves vs. referring them upwards, less procrastination, & coming with their own proposals & decisions. Greater acceptance of addressing on-going issues & non-satisfactory practices. They are less afraid to address issues that are not being made & a new openness with the environment	- We haven't got accountability or delegation right - we need to improve on this - RM's try to help their people but PM's don't always communicate their problems upward
8	Managers are talking more openly & initiating more without fear of reprisals (but still a way to go) <u>Improved communication</u>	- We need to improve our communication both internal & cross-functional - Communication is key
9	<u>Managers are more open to feedback, self-aware, how they come across to others</u> & are thinking about their needs & development (how will this be built on after the coaching?).	
10	Manufacturing is <u>operating more as a team</u> - people are more involved with each other than ever before. They are on the same page vs. operating for themselves. Recognise the need to & relate better with others with a better alignment with the company & its direction	- People need to work more closely together & to trust each other - Need to find a balance between cutting costs & retaining internal capability for when the financial crisis is over & new opportunities present
11	Managers are more likely to <u>take responsibility for issues</u> - look at their own part <u>vs. blame others or make excuses</u> - this is moving in the right direction.	Need to address the issues of the silos & the historical 'blame' when things go wrong
12	There is a shift from an exclusive focus on numbers & results & starting to see people in the equation	
13	Genuine shifts in some individuals	

APPENDIX SIX; COMPARTING DATA FROM PARTICIPANTS SELF-REPORTS WITH FEEDBACK FROM RESPONDENTS & OTHERS, & ASSUMPTIONS FROM OTHERS (including what can be seen as advice from Respondents)

Participants Self-Reports	Respondents Positive Feedback & Advice	Others Feedback	Others Assumptions
<p>DEVELOPING PEOPLE & RELATIONSHIPS TO IMPROVE PERFORMANCE / DELEGATING MORE <u>Started to develop more & better relps</u> Interacts more Looking at others from a more humanitarian view <u>I've started to focus on people as well as results</u> - not just results <u>Instigating a more coaching approach</u> to mgt vs. advising or telling Cascading the use of better communication, feedback & coaching downward <u>A high % of change due to a different focus & style of managing people</u> Developing a DR Ask p for opinions Developing relations to improve targets</p> <p>DELEGATING MORE Delegating more</p>	<p>Improved comm. Less emails, more direct More down to earth & diplomatic More open now (was difficult to change his opinion) More involved & active More approachable & a team-player More tolerant & listens more Before gave instructions without listening, now more tolerant & listens more He is more people oriented Initiates closer relns with DR's He is using coaching more - change from a culture from 'macho' & 'I do everything' to 'us to the do the job for the whole O' Needs to confront colleagues more & to manage conflict</p> <p>Devotes more time to peoples development - but needs are more structured approach to dev P & their development needs</p> <p>Listen more to P Asks good questions & tries to understand, supportive Manages now more from pull vs. push More inclusive He is more likely to delegate now Can delegate more Delegates more plus stabilises the team Delegates & sends details back down so doesn't get caught up in the operational</p>	<p>There is a shift from an exclusive focus on numbers & results & starting to see people in the equation - though it has a way to go.</p>	
<p>IMPROVED INITIATIVE & ACCOUNTABILITY Initiative & accountability are generally (already) there Accountability not an issue - initiative can improve</p>	<p>Complaining less Preferred to ask vs. offering his opinion - now not Challenges P to be more responsible</p>	<p>PM'S ARE TAKING MORE INITIATIVE - making decisions themselves vs. referring them upwards, less</p>	<p>- We haven't got accountability or delegation right - we need to improve on this - RM's try to help</p>

<p>Lead times shortened</p> <p><u>Taking more initiative</u></p>	<p>Meeting in May 08 in India was imp in setting up tactics & plans for the regions - allow P to get involved & enable them to use their initiative & ownership</p> <p>Improved initiative & responsiveness</p>	<p>procrastination & coming up with their own proposals & decisions.</p> <p>Greater acceptance of addressing on-going issues & non-satisfactory practices. They are less afraid to address issues that are not being made & a new openness in the environment</p> <p>Managers are more likely to TAKE RESPONSIBILITY FOR ISSUES - look at their own part - VS. BLAME OTHERS OR MAKE EXCUSES - this is moving in the right directions</p>	<p>their people but PM's don't always communicate their problems upward</p> <p>- We need to improve our communication both internal & cross-functional</p> <p>- Communication is key</p>
<p>IMPROVED COORDINATION & COLLABORATION WITH OTHER DEPARTMENTS</p> <p>Better coordination & collaboration with other depts</p> <p>People don't go outside their area</p> <p>Still confusion between Manuf & Sales</p> <p>Better cross-functional communication & collaboration</p> <p>BETTER CUSTOMER ORIENTATION</p>	<p>Has more negotiating behr - more willing to discuss, be flexible & negotiate</p> <p>Dealing with others depts. Can be improved</p> <p>Feeling in the plant we don't care about R&D & Sales - but we should Can partner more with other depts.</p> <p>Manuf as dept listens more & is more responsive, in the past there was push-back on ideas not generated or aligned within Manuf</p> <p>Manuf recog need to change products, make modifications, & take responsibility for doing this work - they now listen more & are more responsive</p> <p>Has become more customer oriented with both internal & external customers</p>	<p>MORE RESPONSIVE in adjusting capability to new conditions - fast, shut down plants, reduced shifts - shifted focus to the developing markets in Asia</p> <p>WORKING BETTER WITH OTHER DEPARTMENTS - better communication (eg targets), joint planning, faster execution -</p> <p>IMPROVED CROSS-FUNCTIONAL COLLABORATION</p> <p>Relationships with other depts. is good - PM's are cooperating more & are more aware of the need to collaborate</p>	<p>General need to be more customer focused - both internal & external customers</p> <p>- We require better cross-functional collaboration - start with better listening, responding, cooperating, collaborating & breaking down barriers of 'silo-thinking'</p> <p>- Need to better stream-line production cycle from design thru to delivery - to collaborate, create common negotiated targets, aligned processes & structures</p> <p>- People need to work more closely together & to trust each other</p> <p>- We need to improve our communication: not enough formal & structured internal communication or communication</p>

			across the functions for quicker responsiveness. We often find things out informally - over coffee or lunch, this is not good enough!
<p>IMPROVED COMMUNICATION Better communication communicator - Better structured communication, more regular & structured meetings, better understanding & clarity of issues</p>	<p>Improved willingness to talk Has instigated more meetings. Doesn't drill down to details enough More tolerant & listens more Has more negotiating behr I observe him listening more Can listen more Asks more questions & waits for an answer Has things on his mind & can be clearer thru more structured methods like mtgs, formal briefings & better com channels</p>	<p>Managers are TALKING MORE OPENLY & <u>initiating more</u> without fear of reprisals (but still a way to go). MORE FREQUENT & IMPROVED COMMUNICATION</p>	<p>- We need to improve our communication both internal & cross-functional - Communication is key</p>
<p>FOCUSING MORE ON STRATEGY /LONG-TERM & BIG PICTURE Focusing more on strategy Giving better direction vs. details Moving out of the operational & more into strategy</p>	<p>Needs to step back & see the big picture Improved attitude to managing More operational vs. long-term or strategic Should be stating his priorities more Needs to put more effort into other areas of mgt vs. emphasis on detail which slows things down Generally people are being less operational & thinking more strategically Helps other understand the business better Working more on a strategic level & moved from day-to-day preoccupations - devoting more time to big picture Gives more decisions to people - state the outcomes he wants & empower them to do more</p>	<p>Managers are making a bigger deal about clearing inventory & rolling inventory which requires them to be MORE STRATEGIC / LONG-TERM FOCUSED & to <u>communicate & collaborate across the functions</u></p>	<p>- Manufacturing is better at managing smaller or minor cycles vs. long-term ones - this needs to improve</p>
<p>BETTER ORGANISED / PLANNED / EFFICIENT Better organisation, time management & action-taking More structured & systematic</p>	<p>Acts more like a leader More systematic More systematic & prepared to follow-up More systematic & more systems in place to get & pass out info more accurately Communicates & passes info better</p>	<p>Plants have recorded EFFICIENCY IMPROVEMENTS (over last 18mths)</p>	

<p>BETTER ALIGNMENT / MANAGEMENT CULTURE TEAMWORK Better teamwork</p> <p>Better alignment across the manufacturing team</p> <p><u>Improved management culture</u> (is in keeping with the aims of coaching project) Eg amalgamating engineering & planning in one dept vs. working around personalities</p>	<p>More team oriented - more willing to bring a proposal to the whole team - include & involve them Listens, gets input. Will ask, strives for teamwork</p>	<p>Manufacturing is OPERATING MORE AS A TEAM - people are more involved with each other than ever before. They are on the same page vs. operating for themselves. Recognise the need to & relate better with others with a BETTER ALIGNMENT WITH THE COMPANY & its direction</p>	<p>- People need to work more closely together & to trust each other - Need to find a balance between cutting costs & retaining internal capability for when the financial crisis is over & new opportunities present</p>
<p>NETWORKING Networking more</p>			
<p>PERSONAL DEVELOPMENT MEET PERSONAL GOALS <u>Learn more about myself, my role & my environment</u> Providing me an opportunity to grow Learnt from the discussions - hints to alter my perceptions, think about my attitudes - to think before immediately acting <u>Helped me step back, think & review - to get clear before I act</u> People can depend on me more <u>Feel more confident in role & better about myself</u> People are able to depend on me more <u>Helped me meet my personal goals</u> <u>Helping me improve inventory management = big impact</u> <u>Improved my perf appraisal due to the things we talked about</u></p>	<p>Grown more confident in role More self-directed, self-starter Active & more action oriented In the past preferred to ask rather than offering his opinion Taking up more challenging plans Gone from a very good performer to an exceptional one</p>	<p>Managers are more open to feedback, self-aware, more aware of how they come across to others & thinking about their needs & development (but how will this be built on after the coaching?) There has been GENUINE SHIFTS IN SOME INDIVIDUALS</p>	
<p>IMPROVING BEHAVIOUR Improving my behaviour calmer & less explosive Opportunity to think, control myself, behave better</p>	<p>Complaining less Less absolute - more understanding, listening, helpful Can be a little traditional, challenging & over-exercise authority More smooth operating with colleague vs. creating conflicts A bit more patient & calm in handling DR's</p>		
<p>LESS RESISTANCE & MORE OPEN-MINDED TO CHANGE Less resistance & more open-mindedness to change Reinventing how things could be done better All people I see now are</p>	<p>Taking up more challenging plans Not against new ideas</p>		

<p>different - before I wasn't convinced we could get out of the traditional ways to doing things - inventory Change mind-sets especially around communication & culture & trying to do things differently</p>			
<p>DON'T HAVE ENOUGH CONTACT WITH OTHERS TO JUDGE I'm too far away to tell Can't say too far away DON'T KNOW</p> <p>TOO DIFFICULT TO ASSESS BECAUSE OF THE CHANGES THAT TOOK PLACE DUE TO THE FINANCIAL MELTDOWN</p> <p>TOO EARLY TO SAY</p>		<p>Recent changes - restructure - have left the regional level weak</p>	