

Executive Coaching and Organisational Performance: Review and A Critique of Literature and A Research Agenda.

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Abstract

Executive coaching is now becoming paramount in any organization that values performance. However, there is scanty research on the relationship between executive coaching and organizational performance. The purpose of this study is to identify the contextual, theoretical, conceptual and methodological gaps that exist between executive coaching and organizational performance. The study has found out that relatively few theories link the two major variables in the study. Experiential learning theory talks about learning experiences and outcomes of executives but fails to give a clear link of how the various outcomes lead to organizational performance. More so, cognitive behavior theory is more inclined to behavioral changes and self-driven scrutiny on finding fault in oneself with aid of Socratic questioning, but does not clearly explain how the changes lead to organizational performance. The systems approach sheds light on how the various systems in the organization can be amalgamated to give an effective leader but fails to indicate how effective leadership translates to organizational performance. The goal theory on the other hand explains how the various environment and personal aspects lead to goal attainment in the organization. However, learning and behavior change have not been used categorically to explain the goal attainment process. The empirical studies conducted tend to relate executive coaching to other variables such as job satisfaction, individual commitment, self-efficacy and self awareness in the western context but fails to associate the coaching exercise to organizational performance. Finally, few studies have employed inferential statistics to show the association between executive coaching and organizational performance. The fundamental conclusion, therefore, is that the gaps mentioned and explained in this study need to be addressed in order to show if indeed there is an association. The study would help organizations in realizing that, the association between executive coaching and organizational performance has an impact on the firm.

Keywords: *Effective leadership, Organizational performance, Socratic questioning.*

1.0 Introduction

Organizational coaching always marks the onset of organizations trying to work on their potential and capabilities on attaining the set targets. However, in most studies, the scientific relationship between executive coaching and organizational performance is inadequate.(Yang, & Fernandez, 2008; Luebbe, 2005).

There are a few empirical studies on the impact of executive coaching as a tool for development in organizations (Wasylyshyn, 2003 & Blackman, 2006). This failure to show the relationship that exists between executive coaching and organizational performance is a gap in existing research since executives have an influence on the success of the organization in which they operate (Malcolm, 2010;). This study has used learning, behavioral changes, 360-feedback process as executive coaching outcome measures, (Feldman & Lankau, 2005)

With the changing trends and nature of work, executive coaching seems to play a pivotal role (Arthur & Rousseau, 1996). Therefore, organizations must invest in human capital development in order to address the social, political, and economic changes in the environment that requires continuous innovation and managerial flexibility. (Antonacopoulou, 2000).

Further, since executive coaching programs incur a significant expense, it is paramount for organizations that manage these programs to think of new ways of increasing executive coaching effectiveness. More so, given the inadequacy of agreed-upon definitions and standards, more theoretical and empirical research on executive coaching effectiveness is required (Collings 2009). An organization's paramount goal is to achieve its strategic objectives.

To enhance high performance in an organization, employers should come up with measures that can help their employees work and think individually while meeting their responsibilities in an innovative way, while at the same time understanding and foreseeing their industry's market and business situation (Gadot, 2012). Consequently the question of how an employee can work in both an efficient and effective manner to maximize an organization's growth and productivity arises. An effective coaching program can be of great help in increasing productivity and engagement of staff in an organization.

It is imperative for employers to develop their employees through continuous developmental programs. This is because of the direct and indirect relationship that exists between performance and leadership (Gadot 2012). Jarvis (2014) explains that different factors are responsible for increased use of coaching by different organizations today. Many organizations work under pressure to manage change, which poses to be a continuous challenge. An employee ability to learn and also adapt has become an important skill in today's organization. Therefore coaching is used in today's workplace to help organizations regulate workplace changes.

Jarvis (2014) argues that there is a growing trend in today's firms where they are trying to incorporate personal learning and development so as to understand the developmental need of the employees, help in personal problem solving and planning of activities to be undertaken by the employee. Further, employees are best motivated when organizational coaching and training are connected and relevant to their job.

Development of skills in an organization can help staff give their maximum to the firm which can also enhance a worker's satisfaction on the job. Gladis (2012) argues that with relevant coaching, employees will perform better which in turn will lead to better organizational performance. The executive leader will get a better insight and knowledge which will strengthen one's position thus increases the benefits for the organization and its competitive advantage.

Rowold (2012) adds that current studies posit that organizations heavily invest in Human Resource Development interventions such as coaching in order to enhance the skills of the employees. This will in turn help in attaining job performance, job satisfaction, and job involvement. Thus coaching is an important undertaking as it can lead to improved job performance and better focus on work-related issues. Coaching supports an employee work development plans (Richard, 2013).

2.0 LITERATURE REVIEW

2.1 Theoretical review

This review will tend to demystify and give more information on existing literature about Executive Coaching. Coaching as a term was originally used in the fields of consulting and counseling. This was supposed to make them seem less intense (Tobias 1996).

Apparently, the re-labeling of this coaching to promote professional development worked in late 1990's whereby many companies sought the service since it enhanced employee's growth which in turn brought forth organizational performance (Stern, 2001).

Kilburg (1996) supported the approach on how coaching got its roots from consulting and counseling. Speculative reasons have been given by some authors who suggest that giving therapy into the workplace in disguise of coaching was a way of psychologists trying to resuscitate their practices (Filipczak, 1998 & Tobias, 1996). However, White and Witherspoon (1996) gave a simpler, more direct explanation for coaching popularity.

Experiential theory, as first articulated by John Dewey (1910) influences the coaching practice. It is a subset of Adult learning theory forms the cornerstone of coaching practice because it sheds more light on self-actualization, self-transformation, and self-determination, of the learner (Jarvis et al., 1998).

In this theory, the experiences form the basis of analysis. The analysis is then likened to the organization whereby future implications can be considered. Kolb (1984) posited that learning is a holistic process involving four aspects of learning (feeling, reflection, thinking and acting), which represents a learning cycle

Hurd's (2002) sheds some positive light on experiential learning by highlighting the significance of experiential learning whereby participants or clients engage in learning experiences within a real context. In addition, the capacity to solve problems in an organizational setting is evidenced in studies like that of Bostrom and Ellinger (1999) More so, Shields' (1997) study shows that within experiential learning, reasoning skills and problem-solving are utilized in a team-oriented setting resulting in substantial

learning. Thus coaching is pivotal since learning takes place through experience (Hurd, 2002; Hudson, 1999)

In their mentoring study, Wanberg et al. (2003), proposed three areas of change, namely: cognitive, skill-based, and effective learning. However, executive coaching is much focused on effective and cognitive learning which focuses on procedural and declarative knowledge. Affective learning would encompass changes in values, improved tolerance for diversity, changes in the coachee's motivational disposition, and goal setting.

Systems-oriented theory, advocated by Ludwig Bertalanffy(1968) has evolved to a method that is applicable in many different situations. It is set to help people secure better inter-relational experiences. Divergent views and aspects can be effectively solved with systems therapy. With this theory, the executive's behavior is not only as a result of intra-psychic forces but also the response of various work demands put on them by various stakeholder groups. Therefore, the executive's behavior can solely be understood in the context of organizational changes (Peltier,2001).

Orenstein (2002) espoused a theory that looks at group-level within-person, and organizational-level effect on executives' performance. The coach tries to be more enlightened about the organization at large so that he or she can be of great help the management in coming up with better ways of solving the challenges at hand.

This approach offers a more comprehensive angle to coaching because it not only includes the individuals but also other members of the organization including the top management. This theory is relatively comprehensive because it focuses the behavioral change on both the work-teams and top management of the organization.

However as much as the theory suggests that it focuses on the systems functioning within the organization to know how they function so that the coach can give an informed decision, it fails to point out how the systems influence one another to lead to an effective organizational performance. More so, it might take time for the coach to know how some systems work.

Cognitive Behavioral Theory (CBT) assimilates thinking and action. Behaviorism, as propounded by James Watson (1913) argues that learning takes place when a response is triggered by a stimulus. On the other hand, the cognitive theory describes the importance of choice and thinking in establishing behaviors.

Aaron T. Beck (1960) and Albert Ellis, pioneered cognitive theory and coincidentally came up with Rational Emotive Behavior Theory (REBT) (Anderson, cited in Ducharme, 2004, p. 214). REBT justifies how irrational thoughts, can be understood to cause various physical illness. CBT encourages the participants to think of the self-defeating and irrational thoughts and then think of better ways to turn this negative thought into positive ones, hence behave appropriately. (McMahon, 2007).

Cognitive Behavioral Coaching is grounded on self-driven scrutiny on finding fault in oneself with the aid of Socratic questioning. This is normally conducted by the coach. Specific event and developmental needs of the client are greatly focused by the coach, who tends to be more issue-focused (Ducharme, 2004). Once the mal-adaptive thoughts have been identified, cognitive restructuring is used to replace them with positive ones. The approach takes cognizance of the fact that one can learn from the behaviors observed in the

organizations and do rational thinking about them. However, it requires an executive to be knowledgeable in a relevant area so as to make a rational decision that will influence the organization positively. Therefore, learning can fail to take place. More so the theory fails to point out how thinking and behavior outcomes lead to organizational performance.

The Behavioral Systems Theory integrates the systems and behavioral theories in executive coaching. This theory is accredited to a Russian physiologist, Ivan Pavlov and an American psychologist B.F. Skinner (Berg and Carlson, 2007; De Han and Burger, 2005). A general explanation and description of behavior were propounded by Pavlov (Catania and Laities, 1999; Visor, 1996). Skinner strongly opposed the mentalist elucidation of behavior. This is because mental states can only be inferred from the verbal and physical behaviors a person displays. Bateson and Skinner's works have glaring resemblance as well as variation. In matters pertaining resemblance, they were both theorists with interest in adaptive behavior under the eventualities of the environment. They both thought of human behavior as a consequence of interdependence between people, environment and culture (Ales', 1992; Collar and Redmond, 1982).

It is crystal clear to espouse for an integrated behavioral systems approach. Tangible proof comes from both scientists and practitioners who are working in both theoretical fields that have an unmediated link to executive coaching (Haley, 1963 & Stuart, 1969).

Behavioral systems are generally viewed in consultancy profession whereby the quality of verbal and non-verbal interactions among facilitators, consultants and clients is as important as the subject matter dispensed (Visser, 2003). In contrast to the cognitive-behavioral approach, behavioral approach takes cognizance of the observable behavior and how it can be conditioned to influence the organizational performance. It ignores the fact that as much as observation is taking place to learn of the various processes, the mind has to be involved in a greater way since one is acquiring a set of instructions and skills that will make him solve more complicated tasks through a given acquired technique. More so, the behavioral systems theory argues that choices that individuals make are influenced by environmental factors and the surroundings (Haley, 1963 & Gray, 1979).

Goal theory, as the name suggests, expounds on goals which are plans and commitment to reach out to the desired achievement (Klinger, 1975; Spence, 2007). Goals are defined in terms of cognition, behavior, and effect. (Locke, 2000 & Pervin, 1982). Cochran and Tesser (1996) argue that a goal is an image of the intended, stored in the memory for collation with the real estate. More so, it tends to influence the present due to some targets set for the future (Street, 2002, p.100).

Goal understanding is very pertinent since it stresses the cognitive role, effects, and behavior. More so, it acts as a source of motivation (Street 2002). Goals related to performance always focus on personal ability and competence (Gresham, Evans & Elliott, 1988). These goals tend to be powerful motivators in the attainment of set targets. The goal theory is relatively new, and thus there are a few excerpts linking it to executive coaching domain. However, it is very relevant in discussing coaching as stipulated above. (Grant 2012).

The integrated model, for instance, gives a preview of how coaching gets assimilated into the organization to give the desired goals and outcomes. It is equally important in analyzing the psychology of coaching. The model illustrates the various organizational and individual factors such as system complexity, rewards and punishments, personal needs and personality characteristics which inform the coach's understanding and engagement. (Grant 2012). This leads to the drafting of goal choice and action plans which are normally influenced by goal difficulty, learning, goal specificity and congruency. The goal attainment process which entails daily strivings is directly influenced by effort, persistence and task strategies. Feedback, commitment, and task complexity are pivotal in the goal attainment which in turn leads to goal satisfaction and preparedness for future action. (Grant 2012). Goals tend to give a sense of direction and enable people to refine their performance. Precise goals enhance motivation by making people focus on specific objectives and avoid falling back in the face of setbacks. (Locke & Bryant,1969). Achievement of goals always leaves employees prepared to deal with complex challenges that inform on future goal attainment. (Wood & Locke,1990).

However, goal achievement is solely dependent on certain aspects such as task complexity, persistence, group characteristics among others. But with a receptive group, the aforementioned challenges would not pose a threat to the goal attainment process (Latham & Locke, 1975).The above theory does not recognize the fact that learning and behavior change are important aspects of observing when it comes to goal setting and attainment. It is imperative that learning should take place before attainment of the goals. More so, behavior change has to take place to indicate a commitment to the attainment of goals in an organization clearly.

In relations to the above discussion, this article is recommending experiential learning theory because it emphasizes on the aspect of learning and acquiring skills in the organization thus enable the executives to work effectively and efficiently in line with the changing goals of the organizations brought forth by the ever-dynamic environment. More so, the theory captures the concept that, for any change in any given organization, learning must take place.

2.2 Empirical Review

Three major trends in coaching have been observed since early 20th century (Grant, 2004). The first trend concerns internal coaching while the second and third involve external coaching. Internal coaching is provided by a skilled or trained employee within the organization while external coaching is done by hired consultants (Hall 1999).

Gegner (1997) carried out research on outcomes of executive coaching.25 executives were interviewed to obtain information on their learning experience. 84% respondents reported positive attitude and feelings on their involvement in coaching. Eight respondents noted improvement in their performance. The most valuable outcome noted was learning more about themselves or acquiring new skills. Also, 20 percent had accepted change and exhumed self-confidence. The study fails to recognize or show the relationship between the newly acquired learning skills at the workplace and organizational performance. More so, the data collected was from a relatively small sample size and no tangible conclusions on cause and effect can be postulated with conviction.

Kopelman and Bane (1997) researched on executive coaching as a transfer-of-learning tool. Action research project was conducted. 31 managers in the civil service received coaching for two months on enhancing new managerial skills, implementing new systems of control and implement an essential work project that would, in turn, improve performance. The groups reported positive reactions to the coaching process. However, as much as executive coaching was being tested as a learning tool, its findings were restricted to a workgroup performance and employees in a work unit.

Paige (2002) carried out studies on the effectiveness of executive coaching on executives. 5 executives who worked in both private and public sectors and had undertaken to coach for an average of 8 months were considered for the study. Data was collected using taped interviews whereby 2 interviews were undertaken with each participant. Respondents indicated that executive coaching was meaningful and it had made them aware of the delicate balance between their work and family life. It was also observed that organizational learning occurred during the coaching process. However, the study used a limited sample size to make valid conclusions.

In Wasylyshyn's (2003) study on executive coaching outcomes, respondents were asked to present their views on whether the coaching experience is of any worth. 60% said that they attained behavioral changes, that is, they developed better inter-relationships. 48% reported increased understanding, and 45% argued that they had become relatively effective as leaders that are they were more confident and had increased optimism. More so, according to Wasylyshyn studies, a number of coaching engagements were engrossed on behavior changes that executives yearned to make for better achievement in the organization. In a relatively similar study involving 26 executives of non-profit organizations, respondents gave a positive response in that coaching enhanced effective behavior at the work-place and improved learning (Compass Point, 2003). As much as the findings observed were positive, they tend to overlook at how behavior change and learning link to the organizational effectiveness.

Vargas and Kucine (2003), in their study of the impact of executive coaching improvement in multisource ratings over a one year period, showed that executive leaders are eager to learn and work with the respective executive coaches. More so the executives had a likelihood of coming up with clear and measurable objectives, with close consultation with their colleagues and supervisors. A quasi-experimental pre/post control group design was used for the study. There were 1361 respondents in the study were managers at the top level of various large organizations. All respondents had received multisource feedback, that is, ratings from supervisors and peers about their performance as managers. As much as the study indicates the positive response of 360- feedback to executive effectiveness, it casts a blind eye on other outcomes of executive coaching, and how they influence the performance of the organization at large. The sample size which was sampled through survey was relatively small though effective. Multisource feedback ratings are normally seen as very extensive to detect the effect of a tool used for measurement.

Karen Walker and David Weller (2004) conducted some studies on substantiating the link between coaching and performance. The study comprised of thirty-two executives. The executives were at the level of directors and vice presidents. A comprehensive 360-degree-feedback instrument that measures the strength of leadership and needs for development was used. The executives were rated by their peers and supervisors. The results obtained were used to take note of their strengths and weaknesses respectively and

to form plans for development. The outcome postulated that those leaders who were rated highly attained a lower turnover among employees, higher net profits and better employee morale than their lower-rated peers. Therefore, it is prudent to conclude that coaching improves performance. As much as the results were positive, they only capture on multinational organizations. In addition to the use of one instrument, 360 degree-feedback instrument, to measure performance might tend to make the findings subjective.

Gil Bozer (2007) conducted a study on the effectiveness of executive coaching on coaches' performance. 197 respondents participated in the study. It gives a supposition that executive coaching helps improve individual satisfaction and commitment. Unfortunately, the study limits itself to the employees working within a department in an organization and not on the organization as a whole. The study has only used a quasi-experimental design that concentrated on experimental and control groups in the collection of data.

Moen and Skaalvik (2009) conducted studies on executive coaching through the lens of psychology. Variables such as goal-setting, self-determination, and self-efficacy were considered in the study. 144 respondents who happened to be executives participated in the study. The finding supported the notion that executive coaching has a positive influence on self-efficacy. Self-efficacy is at the core of human performance.

Beersma and Vianen (2013) conducted a meta-analysis study on the effects of coaching on individual level outcomes in an organizational context. The study focused on some dominant outcomes namely: well-being, career-related attributes, and goal-directed self-regulation. Secondary data was used where 107 articles that included quantitative data on effects of coaching were used. The study also factored articles in which coaches belonged to a non-clinical population. The results indicated that there is a positive effect of coaching on performance. However meta-analysis studies are more unlikely to yield a representative sample because studies that show some positive outcomes are more likely to be published, hence subsection to publication bias.

3.0 Conclusion and Recommendations

The purpose of this study is to explore the association that exists between executive coaching and organizational performance and to analyze the contextual, theoretical and methodological gaps and provides a conceptual framework for the relationship. The significance of this study lies in its integration of the literature that exists on executive coaching and performance, and related propositions derived from the literature.

Despite empirical coaching becoming sensationally popular, there is little empirical evidence about its impact. Spirited arguments have been set forth on which executive coaching approach to using and the professional qualification of coaches. The lack of proper research and adequate theories to advance the field seem to be one of the greatest hurdles in the field.

More so, the methodological gaps need to be bridged to make the studies relevant. It is hoped that the conceptual framework, methodological gaps, and propositions will stimulate further research on executive coaching and its relationship to organizational performance with rigor and relevance.

It is imperative to note that coaching plays a major role in organizations in trying to enhance performance. However little has been done to show if there is indeed a relationship between executive coaching and organizational performance.

Coaching is a program geared towards helping organizations and executives improve their performance. (Kampa-Kokesch & Anderson, 2001). Organizations and executives need to know that executive coaching is a young professional practice and it is still forming its identity. (Pinchot & Pinchot 2000). Therefore, it is imperative to acknowledge that as a growing area, executive coaching is still developing the appropriate behavioral techniques and methods to improve personal satisfaction and organizational effectiveness.(Kilburg 1996).

Many executives in organizations are slowly beginning to realize that coaching is beneficial in a wide range of areas (Dawdy, 2004) from managing stress, performance, satisfaction, self-regard and leader development(Passmore & Gibbes, 2007).Findings regarding the coachee's improvement in career satisfaction are in tandem with Luthans and Peterson (2003) who found out an improvement of job satisfaction and attitude, due to the 360-degree feedback combined with coaching .However, the above findings were based on the western context, and more so, on individual success. The studies fail to explain how the individual success outcomes translate to organizational performance.

Many executives realize the fact that they are facing a series of career challenges; therefore more focus is put on professional development.(Marshall, 2000). Brown and Hockman (2004, p. 42) posited that executives who employ coaches learn how to set objectives, goals and better strategies that improve their work-life balance. More so, Blackman's (2006) study shows that executive coaching had given the leaders an ideal way to attain their goals. Unexpectedly, the studies fall short of indicating whether executive coaching has a positive relationship with organizational performance or whether the goals geared towards organizational performance.

Shields' (1997) study shows that within experiential learning, reasoning skills and problem-solving are utilized in a team-oriented setting resulting in substantial learning. Therefore, executive coaching gives one the chance to acquire knowledge or skills through experience.(Hurd, 2002; Hudson, 1999). The aforementioned study fails to specify how experiential learning results in organizational performance.

More so, Grant (2012) conducted studies on the integrated model of goal-focused coaching. Goals are defined in terms of cognition, behavior, and affect goals and how they help organizations attain expected

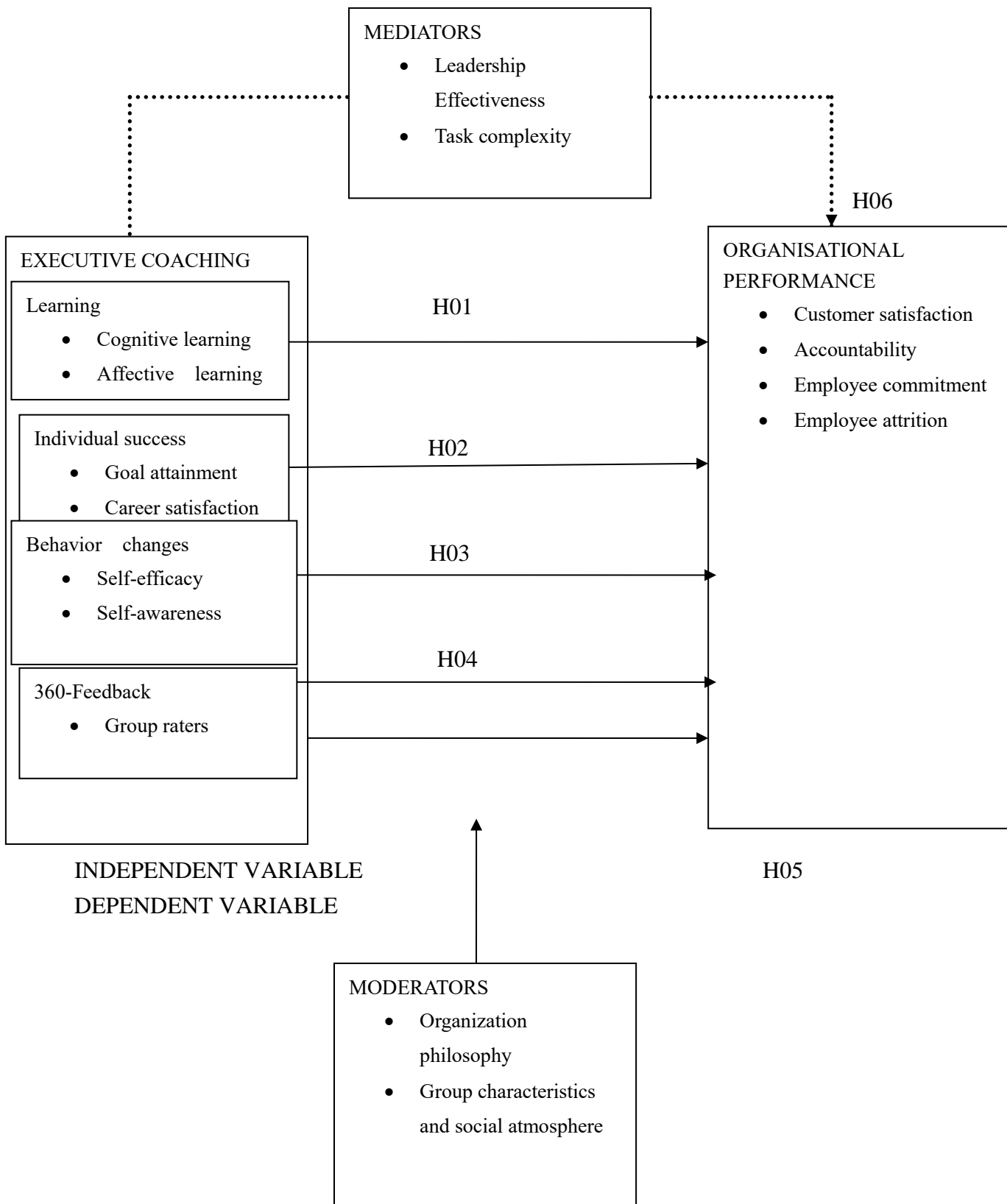
performance. Klinger, (1975) and Spence, (2007) define goals as the transition from an existing state to the desired outcome. The research fails to explain how challenging goals lead to the needed personal and organizational outcomes.

In a quasi-experimental study conducted by Evers et al.'s (2006), participants indicated that executive coaching improved their effectiveness and informed on how to set their goals appropriately. Therefore, the study proposes that executive coaching is a mechanism that can help attain high levels of career satisfaction. The study (among other studies) captured the western context, and therefore the researcher deems it wise to conduct the research and find out if at all there is any relationship between executive coaching and organizational performance.

Guangrang & Meuse (2009) carried out a study on the effectiveness of executive coaching. The study intended to seek data to support the notion that coaching produces positive outcomes. A meta-analysis study was conducted. It was found out that coaching contributes to sustained behavioral change (Genger 1997), achievement of goals (McGovern 2001) and increased leadership effectiveness (Thach 2002). However, as can be seen, the study was fully reliant on meta-analysis data which make it prone to bias. More so, some variables such as leadership effectiveness have been factored as dependent variable, but this study would like to factor them as moderators.

With the aforementioned studies, it is evidently clear that various variables such as self-efficacy, leadership effectiveness, among others, were treated as dependent variables but this theory tends to use them as moderators so as to be able to explain the relationship that exists between executive coaching and organizational performance. This will bring a clear view and perception of the two variables.

Various variables in the conceptual framework that form the basis of executive coaching and organizational performance have been used to explain the relationship. Learning, individual success, behavioral changes, and 360-degree feedback, give clear indication that independent variable can relate to organizational performance. The various moderators such as organizational philosophy, group characteristics and social atmosphere tend to explain the relationship between executive coaching and organizational performance.



HYPOTHESIS

This study proposes descriptive survey design. This is in relation to other studies conducted, for instance,

H01 : There is no relationship between learning and organizational performance.

H02 : There is no relationship between individual success and organizational performance.

H03 : There is no relationship between behavior changes and organizational performance.

H04 : There is no relationship between 360-feedback and organizational performance.

Wasylyshyn (2003) and Lily Benadives (2008) used to survey and cross-sectional survey design which fall under descriptive studies. According to Mugenda & Mugenda (2003), descriptive studies determine and report things the way they are. The design allows for cross-referencing of data gathered from different participants using questionnaires. (Karanja,Ibrahim,Keriko& Tirimba 2005)This method is normally used to describe the area of interest by bringing out the facts on the ground as they are. The main advantage of this study design is that it allows the researcher to be flexible in the data collection exercise, by using both open/closed-ended questions hence providing the target group with an opportunity to give additional information.

Carol Gegner (1997) and Lily Benavides (2008) used cross-sectional survey design using a non-random sample of executives who had been coached. Both qualitative and quantitative data were collected. Effectiveness and ineffectiveness of the coaching process were measured using a 5-point Likert scale. A cross-sectional survey makes assumptions about a population of interest once the data is collected. The data collected will always give snap-shot information about the population from which data is collected. (Creswell, 2005).

A questionnaire with closed and open-ended questions can be of essence to this study. The data collected through questionnaires allows the researcher to calculate any perceived differences in executive coaching and organizational performance.

The administration of questionnaires is one of the primary methods used for collecting data from the respondents. They normally give room for anonymous feedback and exploration of trends which help describe the relationship between two or more variables. It also provides a measure of respondent's feelings and insights about issues that are of particular concern. They are relatively cheap and convenient for data collection within a limited period of time. (Mugenda &Mugenda, 2003)

This study intends to apply inferential statistics such as multiple regression analysis in trying to find out the relationship between the variables (Francis, 1998). Karanja and Ibrahim (2015) used regression analysis to find out the effects of coaching programmes on employee performance. The analysis was pivotal in inferencing social behavior.

The regression model can be in the following form

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E_t$$

where:

Y: Organizational Performance (Dependent variable)

X1: Learning technique (Independent variable)

X2: Behavioral Change (Independent variable)

X3: Individual Success (Independent variable)

Descriptive statistics can be used in the analysis of quantitative data. Analysis of data refers to systematically applying statistical techniques to describe, manipulate, summarize and evaluate data in order to obtain answers to the research questions. (Resnik & Shamo, 2003). The data can simply be analyzed using a computer software package SPSS.

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