Factors Determining Organizational Performance through Executive Coaching: In the Context of Real Estate Sector in Cambodia

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Abstract: The main aim of this research paper is to explore the factors that affect real estate industry Industry as portrayed by respondents. The accomplishment of exectutive training as an improvement program for pioneers was evidently obvious in the survey that was executed during this research. Its general objective is to almost certainly enhance the abilities and information of pioneers that would guarantee perfection in their field. Executive training or fondly denoted as Corporate Training has several possibilities in various capabilities of roles in an organization. The outcomes additionally demonstrate the powerful utilization of official instructing to guarantee initiative accomplishment for pioneers in Real Estate Companies in Cambodia as summative systems recognized through the developing topics as pointed out in the examination. One of the rising practices to guarantee execution enhancement in expert practice is official instructing. Execution Coaching is something that can enhance the organizational performance which is expected to elevate the organizational growth.

Key words: Real Estate Industry, Cambodia Corporate Training.

INTRODUCTION

The definition of executive coaching is a cooperative partnership among executives, organizations, and the executive coach. The reason for this cooperation is to enable the learning of both the executive and the organization to reach the required business outcome. Executive coaching's overall goal is skills and knowledge development of the leader in terms of performance and leadership skills, which will eventually improve performance of the whole organization (The Executive Coaching Forum of Boston, 2000). The factors that drive present and future success of an organization include leadership development, strategy implementation, and key contributor development attraction and retention. Among these factors, leadership development is the most significant in the organization because the leader's role and performance are on their peak, there is better communication, lesser disorder, and constant organizational learning is expected in the company leading to better corporate performance. The reason for this cooperation is to enable the learning of both the executive and the organization to reach the required business outcome.

Executive coaching's overall goal is skills and knowledge development of the leader in terms of performance and leadership skills, which will eventually improve performance of the whole organization. The definition of executive coaching is a cooperative partnership among executives, organizations, and the executive coach. This study explores and describes the effect of executive coaching to leaders of Small and Medium Enterprises (SME). It shows the impact to the corporate leaders of SME through their own perspective. This way, the study can be made a basis for the researchers to develop procedures and more effective strategies for executive coaches to assist SME leadership development in an improved way. It is because executive coaching is a relatively new professional field, executive coaching has not been studied to any great extent. Studies conducted by several management consulting organizations have been published which show the results and outcomes of executive coaching for the organization. Qualitative methodology was used to gather and analyze information from six executives currently participating in

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an executive coaching program in their organization. This study explores and describes the effect of executive coaching to leaders of Small and Medium Enterprises (SME).

It shows the impact to the corporate leaders of SME through their own perspective. This way, the study can be made a basis for the researchers to develop procedures and more effective strategies for executive coaches to assist SME leadership development in an improved way. The impact of coaching as told by the executive, informs both the executive and the executive coach of the effectiveness or ineffectiveness of the coaching process. This information can be useful for the executive, the organization, and the executive coach to assess whether the goals of executive coaching for the organization and the executive were achieved. This informs coaching practitioners about how coaching has or has not served the executive. This information is useful for the profession because it provides specific information, which the executive coach can use to improve their individual coaching skills.

Problem Statement

Due to the complications of the corporate world today, leaders need more insights and training to lead the organizations into the desired success level that they have envisioned. These complications would require the leaders to increase their skills and knowledge and be trained to be better leaders in the specific areas that they are managing. There are times when these executive leaders need specific improvement in different areas such as public speaking, personality development, emotional intelligence, strategy formation and implementation, image building, corporate environment awareness, and any other critical knowledge or skill areas where sustainable performance is needed. To increase these skills and knowledge sets, they turn to trainers who can coach and train them to cope up with the demanding role that they are currently handling and may handle in the future. Small and Medium Enterprise (SME) is a unique area to manage. The role of the manager is much more complicated than normal. Leadership in SMEs face challenges that require a broad range of technical and business skills as well as social and emotional awareness that is characteristic of the role.

This study was confined to one organization. It may or may not be able to be replicated. The samples for the study were executives who were participating in the executive coaching program at the time of the study or who had recently completed their coaching program at the time the study was conducted.

Following were the questions that was pitched to respondents,

1. What are the proficiencies of staffs of Real Estate organization during executive coaching?

2. What are the key benefits accomplished by SME management experience during the coaching period?

LITERATURE REVIEW

Research should be conducted to shed light on issues around the effectiveness of executive coaching, what are the critical success factors for executive coaching engagements, how does executive coaching work, what kind of measures are helpful in evaluation executive coaching effectiveness, what are the ways in which organizations use executive coaching, and how does executive coaching interact with other executive development processes and different organizational forces and initiatives (Sanson, Arnod-Thomas, &Guilway, 2002). This study will also provide new information into the ever expanding knowledge base on executive coaching profession that are valuable to a coaching practitioner. For the organization, the information can be a basis for strategy planning on staff and leadership development. For the individual coaching practitioner, it may help to improve on their coaching skills. During the last few years, the use of executive coaching has grown exponentially as organizations have discovered the benefits of providing key executives with individual coaching to address specific skill deficits, enhance performance, or help them grow into expanded leadership roles. When undertaken for the right reasons and with competent practitioners executive coaching can yield significant and lasting benefits for both individuals and organizations (Hodgetts, 2002).

In one particular case study, the authors, Anderson, Dauss, and Mitsch (2002) describe the return on investment for their executive coaching program. This program focused on developing future leaders for the company. Coaching was a key component. This study provided the documentation of the financial and intangible value coaching provided the organization. There were five sources which documented the financial benefits from the coaching. Nearly RM3.8 million in increased work output was documented. Sales increased by 14%, retention of customers increased 29%, productivity gained 12%, and costs were reduced by 3%. The intangible benefits were documented by significant improvements in employee and customer satisfaction, decision making was improved, and interpersonal relationships and collaboration were enhanced. Almost two thirds (63%) of the respondents reported that coaching accelerated their

personal development, improved team performance, and helped them to deal with organizational change. Three-quarters (77%) of the respondents thought highly enough of the coaching experience to recommend coaching to others. Overall, the coaching program produced a return on investment for the organization of 788%.

In a second case study, Mitsch (2002) reports the impact of a team coaching program implemented by a regional sales team in a large international pharmaceutical company. The team moved from fifth rank in its division to second rank within just 16 weeks. The goal of this coaching program was to help the team focus on the business goal and work on the interpersonal dynamics within the team. The team became number one in the Malaysia within 8 months and its members developed new collegial relationships. The return on investment went beyond the RM 42 million in new revenues over plan. Ritter (2002) reports the powerful impact of executive coaching in a study of 100 executives for Fortune 1,000 companies, which found that executive coaching yields an average return on investment of nearly six times its cost.

Starting in the early 1990s, the practice of executive coaching began as a professional field. In only ten years, the profession has gained a high profile in the corporate world as a powerful leadership development method to improve individual and organizational performance (Long, 2003). Because executive coaching is a relatively new professional field, executive coaching has not been studied to any great extent. Studies conducted by several management consulting organizations have been published which show the results and outcomes of executive coaching for the organization. Articles have been written by coaching practitioners which tell what coaching is and how to practice executive coaching. Scholarly Research which describes the experience and impact of the executive from the perspective of the executive, the research question of this study of executive coaching, has not been conducted. Following research question was pitched in the research study,

Primary Research Question

Why Has Executive Coaching Proven to Be Such a Successful Performance Improvement Intervention?

First, the executive coaching process takes into account the unique role an individual leader or manager plays in leading transformational change in the organization, and uses this as the basis of the executive coaching experience for the executive. For example, the complexities of a new leader role cannot be communicated to an executive in a short term classroom experience or even in a traditional Masters of Business Administration program. A focused executive coaching effort can tailor and help key individuals learn and internalize new core competencies required for a new responsibility or role (Niemes, 2002).

Secondly, unlike traditional training and development approaches, executive coaching is don? almost entirely in real business time and focuses on addressing specific, real-life issues. Therefore, it provides the speed, intensity, and focus needed to successfully shape new leadership behaviors in a real-world environment of organizational change. The executive coach works in a hands-on way with executives, providing them teachable moments (Niemes, 2002)

Thirdly, executive coaching is not a single event or off site training program. Rather, it is an ongoing process woven into the individual's work stream. Executive coaching affords the opportunity for key executives to experience full immersion executive learning. The coach facilitates and accelerates learning for the executive in the context of that individual performing their everyday jobs (Niemes, 2002).

Long (2003) reports that unlike many training programs which fail to push learners outside their comfort zones, executive coaching does. It requires personal investment in growth, in discipline, and in change of behavior. A coach encourages and supports the change as well as ensures that it actually happens. The coach does this by confronting the performance issue and getting the leader to own his/her behavior choice. By taking ownership, the leader learns to make better performance choices and thus deliver better performance.

The executive coaching process is a personalized, one-on-one development program. Like the coach with the athlete, the coach with the executive, works directly with the leader. The coach shows how to apply a new skill or enact a new behavior. People cannot just change behavior. They must practice the new behavior in real time with someone who knows how it is done (Long, 2003).

Two factors in the executive coaching process also support the possibilities and "why" executive coaching can be a successful program for an organization. Objectivity and confidentiality are part of the relationship between the executive and the coach. Objectivity eliminates any internal politics that may be at play when a leader focuses on skill development. Because the coach is an outsider, the coach is unbiased and can focus wholly on the individual's success. There is no hidden or personal agenda.

Confidentiality ensures that all information that is divulged in a coaching session stays there. This has to be the case to ensure that the leader fully trusts the coaching relationship. Without trust, no development takes place (Long, 2003).

Lastly, the executive coaching process can be a standalone developmental initiative or it can be used in combination with other training programs. Integrating coaching into an existing training program design can be an additional development tool for the participants of the training program. It can also improve the effectiveness of the overall training program by supporting the strategic organizational goals as they are expressed in terms of the development investment.

This literature review analyzed several executive coaching methods and demonstrated that there are executive coaching models, which address the whole person, and not just the business related issues of the executive. An analysis of the components of an executive coaching program for an organization showed that the coaching process was most effective when the design of the program used human performance improvement and then clearly linked the executive coaching program to the strategic goals of the organization.

RESEARCH METHODOLOGY

Gall, Gall, and Borg (2002) explain qualitative research as multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Gall, Gall, and Borg (2002) characterize qualitative research as a dominant methodology to discover meanings and interpretations by studying cases intensively in natural settings and by subjecting the resulting data to analytic induction. They further explain that one of the main characteristics of qualitative research is its focus on the intensive study of specific instances that are cases of a phenomenon. For this reason, qualitative research is sometimes called case study research. This study was a descriptive case study, which investigated the phenomenon of executive coaching. The case study was limited to six executives currently participating in an executive coaching program in a multinational telecommunications organization. The executives identified these results as they described, during the interview process of this study, the impact of the coaching process on their learning and performance. Along with contributing to the field of human resource development, this study of the impact of executive coaching provides new information and knowledge on the emerging field of executive coaching for the coaching practitioner. The executive coaching intervention for an organization establishes written guidelines and criteria for the intervention. The coaching program has a philosophy, purpose, and practice, which the coaches are responsible for supporting. The coaching philosophy establishes the methods of coaching and the phases of the coaching process, which are the components of the coaching engagement. Koonce (1994) describes this as a process, which is not intended to be open-ended. It comes with well-defined time frames and is designed to be highly focused and goal oriented. He advocates executive coaching as a behavior modification program. The aim is to quickly identify and address the behaviors or issues, which become part of the executive's development plan.

Characteristics of Case Study Research

Case study research is one of several ways of doing social science research. As a research strategy, the case study is used in many situations to contribute to the knowledge of individual, group, organizational, social, political, and related phenomena. The distinctive need for case studies arises out of the desire to understand complex social phenomena. The case study research method is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (Yin,2003).

Soy (1996) further describes case study methodology as a research method, which is best, used to discover themes and relationships and is a method which is most able to describe real life, contemporary, and human situations. As a result, the case study results can relate directly to the common reader's everyday experience and facilitate an understanding of complex real-life situations.

Table 1: Executive Coaching Engagement Processes

Koonce	O'Neil
Phase 1: Pre-coach-establish coaching	Contracting- sets goals, learning contract
Program, methods, frequency, cost	between coach and client established

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Phase 2: Data gathering-needs assessment to identify development needs & set coaching goals. Action planning-action plans established to support goals.

Phase 3; Coaching-actual coaching in a meeting. Coaching-live action on the job or behind the scenes, coaching sessions.

Phase 4: Follow-up monitor change & measure coaching goals. Debrief-performance feedback given & relationship concluded or re-contracted.

Data Collection Procedures

Swanson and Holton (1997) support the practice of research triangulation because they also report that multiple data collection methods are often used to confirm or corroborate findings, get overlooked information, supplement data already collected, and offset the shortcomings of any given method. This study of executive coaching used data and methods triangulation.

Table 2: Instrumentation for Executive Coaching Study

Data Collection Type	Methods of Collection Procedures	Recording
Interviews	Telephone interview	Audio taped
Questionnaire	set of 11 written questions	Electronic

The researcher for this study of executive coaching has extensive experience conducting interviews and designing surveys. The experience with interviewing is for recruiting and hiring purposes in roles as a human resource leader. The researcher also has experience designing feedback surveys, and measurement and evaluation surveys for training and development programs. The researcher in the present study of executive coaching also has experience in executive coaching and is currently engaged in the coaching of executives in another organization.

DATA ANALYSIS

Questionnaire Data Analysis

Patton (2002) reports that classifying and coding qualitative data produces a framework for organizing and describing what has been collected during the fieldwork. He further says this descriptive phase of analysis builds a foundation for the interpretation phase when meanings are extracted from the data, comparisons are made, and creative frameworks for interpretation are constructed. Case studies tell a story. Case study analysis emphasizes verbal data. The data analysis procedure for this case study of executive coaching was interpretational. Gall, Gall, and Borg (2002) define interpretational analysis as a process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied. The researcher used interpretational analysis and overlaid a structure of meaning on the data collected. The researcher broke down the information collected into segments or units of analysis. A segment can be any length, a phrase within a sentence, a sentence, a paragraph or even pages of text. Categories were developed from phenomena identified by the participants. The researcher decided on the categories from each segment. After developing a category system, a code was assigned to each segment.

RESULTS AND RECOMMENDATIONS

The coaching models for the Turner study were pragmatic and psychoanalytic models. The psychoanalytic approach requires a coach to have a clinical background and the coach has training in counseling and psychology. However, this does differ from this study of executive coaching. The coaching model used in the multinational telecommunications organization, site of the present study, was an executive coaching model which focused only on executive development. It was a coaching for performance model and the focus was only on leadership development and individual performance. Morgan, Harkins, and Goldsmith (2005) report that companies with stronger leadership practices out perform their industry peers in long-term measures of both financial growth and financial return. One practice or intervention which specifically separated the top companies from the others is the use of executive coaching. The most prominent theme for the present study is that overall each executive was positively impacted by the executive coaching process. The theme was "coaching was a positive experience." This was reported by all six of the executives in this study. This was also reflected by the other themes identified in the study. The executives reported improvements in their interpersonal skills, increased self-awareness, better decision making abilities, a more effective team and organization,

improvements in their own performance feedback, and that executive coaching had a positive influence on them personally. They reported better relationships with their staff and families. This theme was also highlighted by the data from the present study questionnaire. The executives in the present study not only felt that executive coaching was a positive experience but they would participate in another coaching program and would recommend executive coaching to others.

CONCLUSION

The results of the present study support the current literature. The themes "my interpersonal skills have improved" and "coaching has increased my self-awareness" were described by several of the executives. Interpersonal skills such as communication skills to include listening, exhibiting more patience with people, and being less critical were some of the skills discussed by the executives in the present study. The executives reported outcomes for improving these interpersonal skills contributed to improvements in team and organizational effectiveness. This is another theme for this study, "the team and my organization are more effective." Respondent 2 described "I'm very focused on what I have to do. I wasn't really concerned about feelings or how I was coming across. My approach is different now. I'm more patient with others and more focused on their needs. As a result I have learned how to be better in my relationships. I have learned that you just can't focus only on the numbers, you have to think more long term and think about the big picture." Respondent 5 also described his interpersonal challenges "it [executive coaching] caused me to learn I can't simply lead a large organization with my subject matter expertise and blunt force. I have to think about my leadership role as one of setting up the right kind of structure, behavior, environment and atmosphere among individuals so that the team has the right environment in which it can be productive an effective".

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