Understanding Role of Executive Coaching in Cambodian Real Estate Companies towards Improving Individual Performance

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Abstract: This research paper investigates the impact and effect of the act of official training to supervisors of Small and Medium-Scale Industry Management as depicted by respondents. Execution Coaching is something that are expected of each working person. One of the rising practices to guarantee execution enhancement in expert practice is official instructing. Its general objective is to almost certainly enhance the abilities and information of pioneers that would guarantee perfection in their field. Official training or fondly denoted as Corporate Training has a ton of possibilities in various capabilities of roles in an organization. The accomplishment of executive training as an improvement program for pioneers was evidently obvious in the survey that was executed during this research. The outcomes additionally demonstrate the powerful utilization of official instructing to guarantee initiative accomplishment for pioneers in Real Estate Companies in Cambodia as formative systems recognized through the developing topics as pointed out in the examination.

Keywords: Executive Coaching, Corporate Training, Employee Performance

INTRODUCTION

It is important to understand that every employee in an organization has to undergo a training session either prior to employment or post-employment for the benefit of employers. However, this research paper focused to identify the impact for employees i.e. individual success that is due to executive coaching. According to Verlander (1999), leadership development is a trigger for change in the organization. It is also the basis of human resource for fast growth and progress, and an implementing tool and tactic for competitiveness. Because of this, new strategies are needed in ensure growth and progress. One of these strategies to use is executive coaching. 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 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. 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

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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 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

There are times when the Corporate heads need explicit enhancement in various zones, for example, open talking, identity advancement, passionate insight, technique development and usage, picture building, professional workplace mindfulness, and some other basic learning or ability territories where supportable execution is required. To build these aptitudes and information sets, they swing to mentors who can mentor and prepare them to adapt up to the requesting job that they are presently dealing with and may deal with later on. Little and Medium Enterprise (SME) is a special territory to oversee. The job of the administrator is substantially more entangled than ordinary. Initiative in SMEs face difficulties that require a wide scope of specialized and business abilities just as social and passionate mindfulness that is normal for the job. Because of the intricacies of the corporate present reality, pioneers need more experiences and preparing to lead the associations into the ideal achievement level that they have imagined. These entanglements would require the pioneers to build their aptitudes and learning and be prepared to be better pioneers in the particular regions that they are overseeing. This research paper attempts to bridge the gap between these abilities and identify the impact of executive coaching for the benefit of employee's performance. Coaches became involved with personal development, succession planning, career shifting, work performance, high performance teams, outplacement, burn-out, scenario building, leadership training, work-home and life balance, and individual and organizational renewal.

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 experiences of SME management with executive coaching?

2. What are the specific outcomes accomplished by SME management experience with the executive coaching process?

3. What are the most important aspects of the executive coaching program for the benefit of the SME management?

These questions enabled the researcher to get more in-depth description of the respondents' experience with executive coaching program as well as the impact of the program in their corporate performance.

LITERATURE REVIEW

There are authors dedicated to this topic such as Hodgetts (2002) who stated that with the correct reasons and with capable practitioners, the profession of executive coaching can effect significant and sustainable benefits for the leader thus benefiting also the organization. Turner (2003) uses grounded theory to explore and gain an understanding of the experience of executive coaching from the perspectives of the coach and client and to develop a theory of executive coaching. And 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). Studies have been conducted such as that of Sztucinski (2001) who performed a phenomenological study to find out how extensive are the

executives' understanding of the coaching they are receiving. Turner (2003) used grounded theory to gather the experiences of executive coaching from the practitioner and client perspective to develop a theoretical stream of executive coaching. The emergence of the profession of executive coaching was studied by Hudson (1999) who described the profession as developed as a result of societal changes and organizational leadership. Hudson (1999) outlines the emergence of the coaching profession. He describes the coaching field as a new career area that was born as a result of the changes in society and the changes in the way organizations are lead.

In the 1960s and 1970s he reports government and organizational planning were conducted from the top down. Upper management made decisions; middle managers saw to it that the decisions were carried out. But in the 1970s and 1980s, more flexibility was needed if organizations were to thrive, and the hierarchical control of employees began giving way to trust and collaboration with workers. Widespread training was needed to help every worker to think and behave like a leader. It was at this time and during the late 1980s and early 1990s that the professional field of coaching was born (Hudson, 1999). The trend for coaching is because of the leadership style in relation to the resulting organizational performance (Caruso, 2000). Caruso (2000) further discusses the evolution of executive coaching. Finally, Hudson (1999) advocates that changes in society and the complexities and speed of change have created a need for coaching to help individuals and corporate entities formulate scenarios for the future and deal with the enormity of change.

RESEARCH METHODOLOGY

The study's intent was to describe the impact of executive coaching as experienced and described by the participants. The framework for this study of the impact of executive coaching was qualitative in nature. It was a study of the phenomenon of executive coaching, the meaning the executives have of executive coaching, and the outcomes and impact the executive coaching experience had on them and their performance. Data was gathered by multiple methods which is a key characteristic of case study research. The data collection methods were phone interviews and the completion of a written questionnaire. The methodological framework for the study of the impact of executive coaching was the qualitative method of inquiry. Gall, Gall, and Borg (2002) characterize qualitative research as the dominant methodology to discover meanings and interpretations. 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. 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.

Executive Coaching Model

Executive coaching has turned into an industry. With the fast emergence of the coaching industry, there is confusion within the coaching community about the various approaches to the coaching process. There are personal coaches, productivity coaches, mentors, consultants, and executive coaches. Coaches who are practicing executive coaching also have different professional backgrounds and experiences. Some executive coaches arc former executives themselves. These executive coaches take a holistic approach to executive development, supporting the concept that happier people make better employees. Executives hire these coaches to help them achieve their personal best in a variety of life situations including career change, advancement, job satisfaction, financial reward, and work life balance.

Table 1: Executive Coaching Models

Executive Coaching	
Characteristics:	Focus on professional development, competency development, interpersonal skill development, improving leadership effectiveness, increasing knowledge, improving productivity. Performance goals and objectives are set, measures are determined, and desired outcomes are set for the coaching process. A personal development plan is designed.
Models	Coaching for Performance, Feedback, Content, Transactive

Table 2: Executive Coaching Engagement Processes

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

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

The format for the closed ended questions for the questionnaire was a continuum which asked for extent of agreement from strongly agrees, agree, disagree and strongly disagree responses to statements about the impact of executive coaching. Assigned points were four for strongly agree to one for a strongly disagree. This was the chosen format for the closed ended questions because the organization used this type of display for gathering feedback information from coaching participants about their coach and their coaching experiences. The questionnaire for this study of executive coaching was a structured set of eleven written questions to further assess the sample's beliefs and attitude about the impact of executive coaching. The questions in the questionnaire were not the same questions as those used during the telephone interview and it was completed at one point in time. The questionnaire contained both open form questions, which permitted any response to the question and closed form questions in which a question permitted only pre-specified responses. Five of the closed end questions had an open form option in order for the respondent to provide a written response.

The approach to follow the format currently used by the organization also took into consideration the question of the questionnaire validity. Much of the criteria in the questionnaire are criteria that are currently being measured by the organization. The questionnaire designed for the study was reviewed and approved by the coaching coordinator before it was administered. The use of both open and closed ended questions in the questionnaire was also an appropriate design for the study sample because a disadvantage of open-ended questions is that it can be time consuming to complete. A combination of open and closed ended questions in the research questionnaire required less time, required a minimal effort, and was completed at a convenient time for the executive. Patton (2003) suggests that in practice, many acceptable and meaningful variations to qualitative inquiry can be designed. This spirit of adaptability and creativity in designing studies is aimed at being pragmatic and responsive to real world conditions. The researcher in the present study audiotaped 30-minute telephone interviews. An interview guide was used during each interview (See Appendix A for the interview guide for the study).

Table 3: Instrumentation for Executive Coaching Study

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

The researcher was aware of potential researcher bias because of the experience the researcher brought to the study. During the design of the study the researcher attempted to reduce the possible incidence of bias in order to assure the accuracy of the study findings. A research strategy was designed which used data triangulation with multiple data sources and methods triangulation. Both qualitative and quantitative data were collected and reported. The researcher also used member checking and cross case analysis to further corroborate and cross validate findings to offset any potential bias.

DATA ANALYSIS

Questionnaire Data Analysis

The data analysis process was aided by methodological triangulation. The inclusion of the closed ended questions in the questionnaire data collection instrument introduced quantitative data for analysis. In this study, the quantitative data from the closed ended questions and the qualitative data collection from the open-ended questions were collected concurrently during completion of the written questionnaire. The data was interpreted and analyzed with the other data to note the convergence of findings in the study. This strengthened the claims of the study. The results were well-validated and substantiated research findings. The data collected from the ten closed ended questions on the questionnaire was analyzed to yield a numeric description from the point scale of one through four which corresponded to strongly disagree, disagree, agree, and strongly agree. This numeric data was displayed as a mean score. A mean score was reported for each of the ten closed ended questions and a total mean

score for the overall statements were also reported. The analysis of the responses to the open form question required the development of a third category system to record the data from those questions.

Table 4: Steps in the Data Analysis Plan for the Study of Executive Coaching

Step1: Organized and prepared the data analysis. Transcribed interviews and questionnaire responses.

Step 2:Got a general sense of the information by reading all of the data. Reflected on overall meaning.

Step 3: Began detailed analysis with a coding process. Took text data, segmented into categories, and labeled categories with a term.

Step 4: Used the coding process to generate categories or themes for analysis. Generated codes for the description used the coding to generate a number of themes or categories through words and phrases which emerged.

Step 5: Advanced how the description and themes will be displayed. This includes discussion of themes, sub-themes, and tables. Conducted member checking. Categorized qualitative data from questionnaire. Calculated numeric data from questionnaire.

Step 6: Made an interpretation of the data, compared findings between cases and methods, and compared information from literature. Suggested new questions for research

Survey Responses

While the detailed interview has been restrained to put in this research paper for confidentiality purpose, the excerpts for first few questions has been briefed below under the section 4.1.1 & 4.1.2

Question 1 - Did you have any experience with Executive Coaching? If yes, how was it?

Respondent 1:

Respondent 1 shared that executive coaching has affected him in a positive fashion from several dimensions. From a professional standpoint it has affected the thought processes he uses in his role and it also has affected his ability to execute his role more effectively. From a personal level he has found it rewarding because the coaching process helps him to think about his role and his development as a leader in a way that is different because of the outside perspective that the coach brings to the coaching process.

Respondent 1 identified two areas in which he is more effective as a leader. He is more thoughtful and deliberate in his communication and in the thoroughness of his communication on a broad level. This was needed because he spends a lot of time positioning the business and positioning the organization's capability in the business community. He said, "I need to be cognizant of how people perceive me and how I communicate."

A second part of his coaching program focused on strategic thinking. He wanted someone to help him focus and push him to think beyond. He shared that, "Strategic thinking alone is not sufficient. If you cannot communicate strategy, you won't get the organization either above you, next to you or below you on board."

Respondent 1 described his experience and relationship with his coach. His expectations with coaching were to go into the experience with an open mind. He interviewed several coaches and felt that it was important that the coach have a tremendous amount of experience. This established the coach's credibility with him. He stated, "Where we have gone and what we have covered, and with the realization of the experience of this person, it has exceeded what I thought I could have gotten. I figured out after a couple of sessions that this individual did a very good job of allowing me to be very open, to lay out my concerns and issues on the table and then to dialog." He described his feelings with the coaching process by saying that he questioned whether needing or wanting coaching made him inadequate. Instead he felt, "This is how you get better, this makes me feel 1 will be more effective, and that as a leader you are always learning. You don't know it all and even if you are good at what you do, which I think am, there are people with perspectives that you can always gain insight from if you are open minded."

Respondent 1 shared a perspective of coaching in which he discussed a possible disadvantage for the executive coaching process. He suggested that a potential outcome would be that you work through your leadership development. Within the coaching experience and you have an "awakening" as a result of the coaching. The result for the company could be negative because, "You realize you are good or that you

have good skills and they are not being utilized by the company. You might become frustrated and could go somewhere else where you would be better valued."

Respondent 1 described the factors, which affect the success of the coaching experience. He feels that you must be very willing and comfortable being open. He said, "Mi can't shelter the facts." He feels the number one criteria for a successful coaching experience is trust between the executive and the coach, "They have to have character and good morals and they have to be an expert in the domain in which you are being coached". Respondent 1 described his experience with his coach and the methods in which he and the coach engaged during the coaching experience. He stated, "We began an exercise around an activity in which I was currently working. We talked and discussed the situation, here's my perception of the situation, here's the players, here are the interactions, here is the dialog, and here are the facts and figures. How would you do it differently?" This created the dialog for the coaching sessions. Respondent 1 also had the coach sit in on his calls. His coach would observe and provide feedback.

Respondent 1 shared this about his coaching experience and his coach. He said like a journey you kind of learn as you go and you just try your best to help people. My coach has been a real pleasure. I look forward to every one of our dialogs".

Question 2 - What are the outcomes achieved as a result of your participation in the Executive Coaching Program?

Respondent 1's most important outcome was an ability to more effectively communicate with all levels in the organization. This involves communicating the position of the organization as to why they should be doing a particular project. It has allowed him to get better support from senior leaders in the organization. He stated, "I would say that I have the support of the company to either start or not start certain projects needed to help the business achieve milestones that we're setting for the future."

He could not quantify what he expected to gain from coaching. He did say that he and his coach did try to quantify outcomes during their first meeting, but at this time no quantifiable outcomes can be determined. Participant 1 described new outcomes in terms of behaviors and skills that he has learned. He is keeping a journal. The journal is used to capture the conversations and key points discussed with his coach. This allows him to go back and reflect on conversations, comments, and perspectives. He shared, "It's a venue that I am able to go back to because when I am going 100 miles an hour and I have most of the information in my head. I don't stop and apply it all. The journal allows me to go back, make comments and make plans."

He has also learned to think about how others perceive him and how he communicates with others. He stated, "Mi need to think about a critical meeting or situation with the Board, you need to be thoughtful, to take some time and think about what you are saying, and to think about the people you're saying it to. You also need to think about their natural position and what they would view as positive or negative, not from your perspective, but from theirs. It is then that you get to a place where you can have an effective dialog."

RESULTS AND RECOMMENDATIONS

This study explored and described the impact of executive coaching from the perspective of the executive leader. The purpose of this study, through a descriptive case study, was to explore and describe the impact of executive coaching on six executives in a large multinational telecommunications company. The study showed how the executive coaching experience impacted the executives from their perspectives. The Boston Coaching Forum of Boston (2000) defines executive coaching as a collaborative partnership between and executive, the organization, and the executive coach. The overall goal of executive coaching is to develop the skills and knowledge of the executive leader to ensure leadership excellence which improves individual and organizational performance. The need for executive coaching has grown in response to the changing and complex business environments which organizations face. In preparing executives to meet these business challenges, executive coaching has emerged as a successful leadership development intervention. 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.

Two problems influenced the design of the present study. These issues were: executive coaching is a new profession and the practice of executive coaching has accelerated ahead of rigorous study into it. The study of executive coaching is just beginning and the need for academic research to substantiate the effectiveness of the process is vital to the continuing development and credibility of the executive coaching profession. There is little published academic research study which describes the experience of

executive coaching and what impact executive coaching has on the executives from their perspectives. A goal for the present study was to fill a gap in the current literature on the impact of executive coaching.

The research question for this study of executive coaching was what is the impact of executive coaching from the perspective of the executive leader in a multinational telecommunications organization?" The research question framed three secondary questions about the impact of executive coaching. These were: what has been your experience with the executive coaching process?; what outcomes have been achieved as a result of your participation in the executive coaching program?; and what do you consider the most important benefits of executive coaching?

CONCLUSION

This study has significance for the fields of human performance improvement and executive coaching. One of the most discussed topics in human performance improvement and human resource development is how to prove the impact of a human resource development intervention on individual and organizational problems (Swanson & Holton, 1997). This study provides information on the impact of coaching on individual and organizational performance and provides information useful for the organization, the executive, and the executive coach. This information assesses whether the goals and outcomes for the coaching program are achieved and whether or not the coaching process has served the executive. Developing data about the impact of executive coaching in a study such as the present study and developing a body of research is vital for the executive coaching profession to mature as a profession and will help to shape the future of executive coaching. The results of this study were described through the eleven themes and two sub-themes which emerged from the triangulated data. 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. 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.

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