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The role of executive coaching in aligning leadership behaviour with organisational values

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ABSTRACT

Aligning leadership behaviour to organisational values is critically important in ensuring the sustainable success of organisations. In today's fast changing world, executives are under an enormous amount of pressure to manage fierce competition and less predictability in an environment where excellence is significantly more difficult to achieve. Organisational values are the one constant in businesses today.

In spite of the challenges that leaders face on a daily basis, they can increase their chance of success by ensuring that the organisational values are entrenched within the organisation. This research is focused on determining whether group coaching can have a positive impact on aligning leadership behaviour to organisational values, whether coaching can increase self-awareness and whether self-awareness correlates to an increase in the alignment of leadership behaviour to organisational values. The degree that leadership behaviour is aligned to organisational values will be assessed through 360-degree feedback assessments.

Keywords: Leadership; Behaviour change; Coaching; 360-degree assessments

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM

1.1. Introduction

In spite of the many obstacles senior leaders face on a daily basis, they can increase their chances of success by understanding their own perceptions of the organisation's culture and politics, and by mastering the art of building winning relationships as well as improving their self-awareness (Ciampa, 2005, p20). Coaching is a growing trend (De Haan *et al.*, 2010 & Oberstein, 2010), and self-awareness is a key element to coaching.

Rapid changes in today's world have contributed to the growth of coaching in response to the increased sense of "isolation and anxiety" that can put executives under significant pressure to modify their skills and responsibilities to remain successful (Dembkowski, Eldridge & Hunter, 2007, p.16). This fast changing business environment is more competitive than ever before, and excellence is harder to achieve (Jamali, Khoury & Sahyoun, 2006).

In an article on leadership, Hermann, Komm and Smit (2011, p.1) state that excellent leaders are difficult to find, but "vitally important" to the success of the organisation. Furthermore, organisations tend to recruit the very people who are difficult to retain (Cappelli, 2000). Through external executive coaching, executives receive

something of value that they are unable to obtain from within the organisation (Kampa-Kokesch & Anderson, 2001), feedback about their behaviour and the impact it has on the individual and members of the organisation. Feedback coaching provides executives with increased self-awareness and communication, which may lead to increased productivity

1.2. Problem statement

In a global, fast-changing business environment, competition is becoming fiercer and the predictability horizon shorter, excellence is becoming harder to achieve, although critical for the survival of organisations (Jamali, Khoury & Sahyoun, 2006). Strong leadership matters now more than ever. However, the quality of leadership continues to be a significant concern throughout the world of business (Intagliata, Ulrich and Smallwood, 2000).

Intagliata et al. (2000) proposes that in order for an organisation to get a better return on investment into leadership development, it largely depends on the organisation's ability to develop a distinctive leadership brand, through leveraging competencies. Competencies are an important lever for developing leadership brand, as they guide direction, are measurable, can be learned, they can distinguish and differentiate the organisation, and they can help integrate management practices. However, according to Intagliata et al. (2000), competency models often fail because they are focused more on behaviour than results, the competencies are too generic, linked to

the past and not the future, insufficient attention is paid to the application of competencies, and the models are owned by HR rather than the line managers.

The business environment today is more competitive than ever. As competition increases, businesses are searching for every possible method of optimisation (Baker, 2010). Firms need to seek out every opportunity and exploit competitive advantage to ensure their survival (Ulrich, 1987). Firms that value people as a source of competitive advantage are more likely to demonstrate high performance. People are a critical source of competitive advantage and a resource for sustainable competitiveness (Ulrich, 1991).

Organisational culture impacts commitment and performance (Rashid, Sambasivan & Johari, 2003, Cummings & Worley, 2009), and therefore it impacts the success of the organisation. Culture is a liability in an organisation where shared values are not aligned to those that will further the organisation's success (Robbins, 1986).

Culture plays a role in organisational effectiveness, as it is the shared values that define the way employees are expected to behave. Hofstede (2001) defines culture as the combination of common characteristics that influence a person's response to its environment. Organisational culture is the values, beliefs and underlying assumptions that give meaning to an organisation and inform organisational processes and employee behaviour (MacIntosh & Doherty, 2007). If an organisation

has no dominant culture, there would be no consistent understanding of what represented appropriate behaviour (Robbins, 1986, p433).

Values and employee behaviour are key elements of organisational culture. Branson (2008) argues that value alignment is not only an important part of organisational change, but that it is the foundation upon which successful organisational change is based. An organisation that intends to change should first make sure that there is alignment of values within the organisation (Branson, 2008).

Personal self-awareness affects individual performance (Atkins & Wood, 2002, Goleman, 2004). Failure to recognise one's strengths may lead to executives overusing that strength, or overinvest in developing it (Kaplan, 1999). The extent of the congruence of self-other ratings has been used as a measure of self-awareness, and this variable has been found to be significantly related to a number of performance outcomes (Fletcher & Baldry, 2000). Self-awareness is an essential competence in managerial effectiveness (Atwater & Yammarino, 1992).

The purpose of this research is to establish whether executive coaching can be used, through creating greater self-awareness, to successfully align leadership behaviour to the organisational values and whether self-awareness can increase performance in line with organisational values.

1.3. Coaching

The prevalence of coaching in the workplace is increasing (De Haan *et al.*, 2010 & Oberstein, 2010). Executive coaching has become progressively more popular as organisations begin to understand the importance of “getting the best out of talented people” in order to optimise organisational results (Rostron, 2009 p15). Coaching is not a passing trend, it offers a practical supporting context for strategy (Lyon, 2000, pp11). Porter (1996) emphasised that strategy is not about deciding what to do, but also deciding what not to do and making hard decisions. As coaching is a forward looking practice, it is well suited to support senior managers and executives execute their organisational strategy.

Coaching is a means of performance enhancement (Locke, 2008) and is used to increase the capacity and effectiveness of individuals (Cummings & Worley, 2009) through the use of structure, support and feedback, thereby increasing the overall effectiveness of the organisation. Coaching has a number of positive impacts on organisations effectiveness (Rostron, 2009 p37 & Locke, 2008 & Cummings & Worley, 2009 p453). If coaching can play a role in increasing alignment in leadership behaviour at an executive level, it will be a valuable lever to pull as it would have a ripple effect on a broader range of areas that impact organisational performance and success.

Clarifying results (Ulrich, 2008) and setting clear goals (Cummings & Worley, 2009) form an important part of the coaching process. Understanding which elements coaching has the highest impact on, and which elements it does not impact, will allow managers to set realistic, focused and attainable goals for the coaching sessions. Positive motivation ensures that they will have the energy to overcome barriers to change (Kotter, 1995).

Another benefit to coaching is that the behavioural changes are sustainable. Gegner (1997) in Kampa-Kokesch & Anderson (2001, p49) found that coaching contributes to sustained behaviour change. However, Gegner's (1997) measure was a self-rated measurement and not considered over time. Therefore, understanding the sustainability of behavioural change over time would be beneficial.

1.4. Research scope

This research is limited to one organisation in the motor industry in South Africa. This organisation employs approximately 6,000 people in South Africa, of which the senior and top managers participated in the assessments which were used in this study. Therefore, the results expressed will reflect the perceptions of a defined group of employees from one organisation and not be representative of the South African motor industry as a whole.

1.5. Research Objectives

This study will attempt to determine whether executive coaching can be used as a tool to align leadership behaviour to the organisational values and whether self-awareness increases congruently to performance in each behavioural measure.

In order to achieve this aim, it is recognised that a number of intermediate objectives need to be addressed. These objectives include an understanding of the nature of executive coaching and self-awareness. The central theme of the study will revolve around the question whether executive coaching can align leadership behaviour to organisational values and whether self-awareness increases performance in the behavioural measures.

1.6. Summary

We are in an age where leadership is considered a critical variable in defining the success or failure of an organisation (Schein, 2004, p xi). In order to remain competitive, organisations are required to continuously change and find tools to assist leaders in order to ensure the success of organisations.

In the literature review the researcher will show that the literature has focused on various aspects of leadership behaviour and organisational values, but little in terms of aligning the two through coaching. The literature review will also show that there

are a number of benefits to executive coaching. Should executive and group coaching increase leadership alignment to organisational values, it will add to the very many benefits that coaching has to offer executives and organisations.

The literature will show that greater self-awareness increases performance, and is measured through self-other agreements. The research will determine whether self-other agreements strengthen and increase behaviour alignment to values through feedback coaching.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The literature review in this chapter defines and describes self-awareness, leadership behaviour, organisational values, executive coaching and 360 degree assessments.

The researcher will attempt to show that the literature has focused on many different aspects of behaviour and organisational values and offers partial problem solutions to misaligned values as a result. The researcher will attempt to show the literature demonstrates a number of benefits to executive coaching, and that the relationship between executive coaching and aligning leadership behaviour to organisational values is yet to be explored. The researcher will also attempt to show that self-awareness, a key element of coaching, has an impact on the ratings for leadership behaviours linked to organisational values.

2.2. Organisational Values

According to Collins (1999), executives spend too much time "drafting, wordsmithing and redrafting" value statements, and not enough time trying to align their organisations with the values already in place. A significant percentage of time

(between 10 and 20%) should be spent understanding the organisation's values, a very small (less than 5) percentage of time documenting, and the majority of time (between 80 and 90%) creating alignment to organisational values (Collins, 1999, p245).

The culture of an organisation is said to have a profound influence on the behaviour of every individual within the organisation. Attempts to understand organisational culture have inevitably raised the question of how employee attitudes and behaviours are influenced by the relationship between the individual and the organisation (Branson, 2008).

Central to the concept of an employee having effective organisational commitment is the growing awareness of the need to nurture an accommodating consciousness within each employee, by refining alignment between the employees values and those that support the success of the organisation (Branson, 2008, p380). Values can be seen as the core of organisational culture (Padaki, 2000, p420).

Values are central beliefs about how one ought or ought not to behave, as well as some end-state existence that is worth or not worth attaining (Rokeach, 1973 in Wilson, Hoppe & Sayles, 1996). Values come from a shared agreement among a majority of people that a general set of principles, standards and qualities are important and desirable (Wilson, Hoppe & Sayles, 1996). Values are founded on

ideals and create preferences for certain behaviours. Core values are the essential and long-term tenets of an organisation (Collins and Porras, 1996).

Clarifying organisational values and ensuring that the organisation lives up to its values, can create a win-win situation for the organisation as well as its employees. Values help the organisation to engage the hearts and minds of employees, as individuals find meaning in their work, and organisations can develop a devoted workforce that is committed to the organisational goals (Sullivan, Sullivan & Bufton, 2002, p.247).

Collins and Porras (1996) argue that building an "excellent", "visionary" company requires one per cent vision and 99 per cent alignment of the members' values. Intagliati et al. (2000) supports the notion that aligning values is critical to organisational success. They state that embedding values into the organisation's competencies ensures that they are understood and practiced, and creates an opportunity for creating more distinctiveness and unique identity.

Today's organisations are required to change due to a highly competitive and turbulent nature of today's environment (Branson, 2008). Organisations have become increasingly aware that the world has changed, necessitating a fundamental reassessment of objectives, operations, and leadership orientation (Jamali et al., 2006). Resistance to change is caused by a failure of organisational change strategies to attend to a values alignment process for everyone affected by the

desired change (Branson, 2008). Organisations with unaligned values struggle to maintain their identity during periods of change, and people are likely to operate by objectives and obligations rather than preference, as there is little awareness of the values that underpin the organisation's strategies (Branson, 2008).

By aligning values of individuals and those of the organisation, rapid change can be brought about successfully (Sullivan et al. 2002). Branson (2008) supports this notion and finds that values alignment is not only an integral part of organisational change processes, but the foundation on which successful change depends.

2.3. Executive Coaching

2.3.1. Definition

Executive coaching has become a growing trend (Horn *et al.* 2010 and Orenstein, 2006) and is provided to employees in organisations across a variety of sectors including corporate, governmental and nonprofit sectors (Orenstein, 2006). Coaching is not a passing trend, but rather a practical supporting context for organisational strategy (Lyon, 2000, p.11). According to Dembkowski, Eldridge and Hunter (2006, p.93), there are eight critical factors that have contributed to the growth of coaching due to their contribution to increased anxiety and isolation for leaders. They are:

- Increasing wealth in the First World, which leads to individuals ability to afford to understand themselves and their potential;
- Changes in the family structure, where there is less traditional family support structures and as a consequence, people require support from outside their immediate family;
- Decline in traditional religions, the support that religion use to provide is being substituted by alternative sources of support and guidance;
- Need for Just in Time (JIT) systems;
- Increasing complexity of working life, due to the sheer pace of change in organisations and the complexity of executive roles creates numerous challenges for executives;
- Career globalisation, some executives are required to change location or travel extensively as a part of their role which leads to a decline in social and family networks;
- Decline in "career for life"; and
- Growth of need for lifelong learning.

Coaching is primarily concerned with performance and the development of definable skills (Meyer & Fourie, 2004). It is an intervention with a senior manager for the purpose of improving and developing management skills (Orenstein, 2006) through clearly defined goals and outcomes (Meyer & Fourie, 2004).

Executive coaching is defined by Kilburg and Diedrich (2007, p.28) as “a helping relationship” which is formed between a manager and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals. The goals may be to improve professional performance and personal satisfaction and, consequently, to improve the effectiveness of the organisation.

Coaching is forward looking and action focused. Ulrich (2008) states that coaching should have clear results that define the outcome of the engagement. He goes further to suggest that results fall into two general coaching areas: behaviour change and strategy realisation, and that both are required for long-term results. Strategy is defined as "an integrated and coordinated sets of commitments and actions designed to exploit core competencies and gain a competitive advantage" (Ireland, Hoskisson & Hitt, 2011, p.4). Strategy by its nature focuses on the future, near and far (Farkas & Wetlauf, 1996).

2.3.2. Benefits to Coaching

Coaching, implemented at an organisational level, has been shown to deliver results in a variety of areas, such as developing skills (Rostron, 2009 p.37), and increasing retention (Phillips & O.Connel, 2004). Today's value-based organisations employ coaching programs to build alignment, develop leaders, and ensure sustainable success of corporate training programs.

Coaching provides managers with very specific, individual and tailor-made training that is immediately usable and applicable in the person's current business environment, making it hugely beneficial to the success of any individual and the organisation. Senior executives must learn on the job while every stakeholder is watching them, as they are ultimately responsible for every decision and action taken within the company (Farkas & Wetlauf, 1996). Coaching has been effective in developing skills (Rostron, 2009 & Locke, 2008), clarifying goals and improving performance (Cummings & Worley, 2009, Goleman, 2004).

Coaching plays an important role at the most senior level of the organisation, specifically the board of directors and the senior management team, as the issues are often motivational rather than technical (Lyon, 2000). Managing retention has become a critically important issue that commands the attention of senior executives and has become an essential part of organisations' strategies (Phillips & O.Connel, 2004). Coaching and mentoring does not only increase performance, it also increases job satisfaction and decreases turnover (Goleman, 2004).

It is difficult to find the right kind of skills in this labour market, and even harder still to keep them. Emerging markets are growing by compounded rates of as much as 40%, and finding talent to keep up with that growth is extraordinarily challenging (Ready, Hill & Conger, 2008). Developing organisational capacity involves adapting

principals and attitudes, which in turn determine and guide behaviour (Ulrich & Lake, 1991).

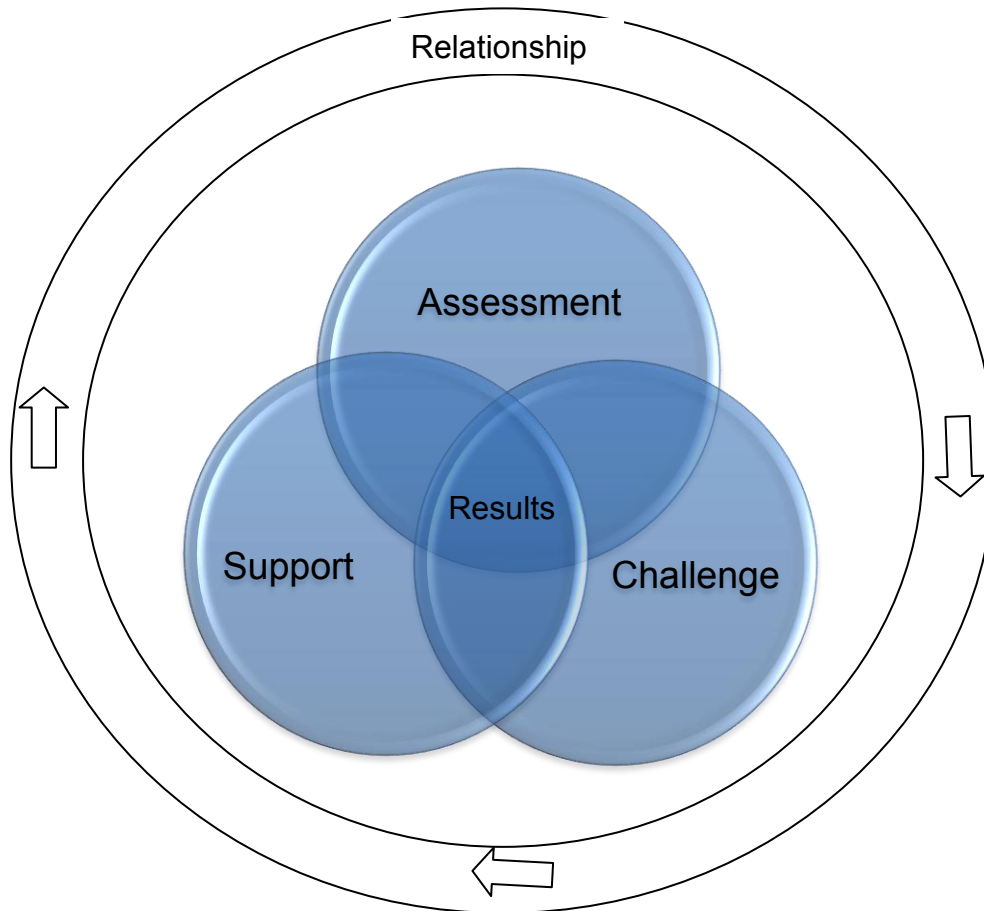
Development opportunities and career planning are key to attracting and retaining excellent talent (Cummings & Worley, 2009). Coaching can play an effective role in attracting and retaining talent (Cummings & Worley, 2009) and thereby reduces turnover costs (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006 and Phillips & O.Connel, 2004) and improving overall organisational effectiveness.

2.3.3. Coaching Model

The Centre for Creative Leadership (CCL) has developed a coaching framework that focuses on leadership development (Ting & Riddle, 2006). The model has three parts to it:

- Relationship - the context in which the coaching occurs;
- Assessment, challenge, and support (ACS) - the core elements of the leader development model; and
- Results - the outcomes, both direct and visible and those that are indirect, that coaching focuses on achieving.

Figure 1: CCL's Coaching Framework (Ting & Riddle, 2006, p35)



The coaching relationship is a "strong personal connection" and is at the core of coaching (Ting & Riddle, 2006, p.36). Bluckert (2005) agrees and states that the coaching relationship is the most critical success factor in coaching. Coaching works because of the nature of the relationship, as coaches know how to give effective feedback and when to push for increased performance (Goleman, 2004).

Ting & Riddle (2006) state that the purpose of assessments is to provide a full picture of the individual's current reality and identify areas for development. Challenges will

ensure that people move out of their comfort zone, and presents an opportunity for learning. Personal development plans are usually active choices to practice different behaviours or develop new attitudes and perspectives. Individuals perceive support in unique and personal ways, and it is important for the coach to understand what that individual views as support. Coaches can offer support through maintaining motivation, accessing resources and strategies, celebrating small wins and managing setbacks and creating a sustainable learning agenda.

This model is relevant to this study, as it highlights the importance that the coaching relationship as well as assessments have on individual and organisational results.

2.3.4. Feedback Coaching

According to Drucker (1999, in Drucker, 2005), leaders need to learn how to develop themselves and very few people know what their fundamental strengths are, let alone take advantage of them. The only way to discover one's strengths, is through feedback analysis (Drucker, 2005).

Feedback coaching involves providing the leader with feedback on the assessment results through a coaching session and assisting that leader to create a personal development plan based on areas of development. A 360 degree assessment instrument is usually used to provide input into the coaching sessions, where the

coach assists the leader in understanding the results and to identify strengths and areas requiring development (Thatch & Heinselman, 1999).

Development gaps will also be identified and a personal development plan will be created through a feedback coaching process between the candidate and the executive coach, that will take a feedback coaching role. The feedback coaching process is non-directive and personal development plans are developed in collaboration and agreement with the candidate.

2.4. 360 Degree Feedback

Assessments are regularly used to inform the coaching process. The most common form of systemic assessment is the 360 degree feedback process (Cummings & Worley, 2009, p.452). Feedback gathered from multiple sources is known as 360 degree feedback (Massingham et al., 2011). It is comprehensive feedback where information regarding a person's performance or behaviour is gathered from various sources that come into contact with that person on the job (Thatch, 2002). The information can be gathered through multiple sources, which could include all or a combination of self, peer, subordinates, superior and client ratings.

The 360 degree assessment has been used to measure a variety of areas, including performance and behaviour. It may be used for promotion, pay increases or termination, and is increasingly being used for development and administrative

purposes (Zimmerman, Mount & Goff, 2008). In a study by Xu and Thomas (2010), a 360 degree assessment was used to establish a relationship between leadership factors and employee engagement measures. This tool has become essential to human resources, and is used to identify training needs, performance appraisals, and managerial and leadership development (Massingham, et al. 2011).

The 360 degree feedback can be effectively used as an assessment tool to inform the coaching process (Baron & Morin, 2010). This assessment is a useful tool to use as it allows a large number of people to participate, it provides weaknesses and areas for development, and is used to develop a personal development plan and action steps can be clearly identified (Dembkowski, Eldridge & Hunter, 2006). The assessment also informs the goals for the coaching session through the identification of areas requiring development.

2.5. Self-Other Rating Agreement

A self-other rating agreement is the degree to which self-perceptions are congruent with the perceptions of others, usually captured with a 360-degree feedback instrument (Atwater & Yammarino, 1997). Self-other ratings have important implications for individuals and organisations. Individuals with discrepant ratings may misdiagnose their managerial strengths and weaknesses, which can adversely affect their leadership effectiveness (Fleenor, McCauley & Brutus, 1996). Over-estimators may set unrealistically high goals for themselves, their subordinates and the

organisation, resulting in unachievable goals and negative outcomes. Over-estimators may also not try to improve their performance as they believe that their level of performance is already high. However, on the other hand, where a poor correlation between two ratings may reflect poor validity, it may also reflect two valid point of views having witnessed different behaviour of the individual being rated (Atkins & Wood, 2002, p.873). It would however still be valuable for the individual to receive feedback on his or her behaviour based on the other person's opinion.

Certain theories may shed light on the phenomenon of self-other agreement. Both self consistency theory and cognitive dissonance theory suggest that people are motivated to achieve a state of mind where beliefs, attitudes and behaviour is consistent with one another (Woo, Sims, Rupp & Gibbons, 2008). Therefore a discrepancy between a individual's self perceptions and how they are perceived by others will be "psychologically uncomfortable" for the individual (Festinger, 1957, p.3) and will motivate the individual to reduce the dissonance. Discrepancies between a person's self perceptions and the evaluations by others can lead to that person to either disqualify the unaligned feedback from others and search for more confirming feedback that is consistent with his or her beliefs, or change his or her behaviour to be in line with others expectations (Festinger, 1957, Woo et al., 2008). Therefore, feedback may lead to cognitive dissonance where discrepancies exist, and will motivate individuals to change their behaviour to be more aligned to the desired value based behaviours.

The extent of the congruence of self-other ratings has been used as a measure of self-awareness (Fletcher & Baldry, 2000). Atwater and Yammarino (1992, p. 143) define self-awareness as "the individual's ability to assess other's evaluations of the self and to incorporate these assessments into one's self evaluation". Goleman (2004) defines self-awareness as having the ability to recognise and understand your emotions, moods, drives, strengths, weaknesses and their effect on others and one's job performance. Goleman (2004) further states that self-awareness extends to a person understanding his or her values and goals, and that it is one's ability to assess oneself realistically.

Personal self-awareness affects both performance and rating accuracy (Atkins & Wood, 2002, Goleman, 2004). Failure to recognise one's strengths may lead to executives overusing that strength, or overinvest in developing it (Kaplan, 1999). By failing to recognise that they are more than adequate in an area that may be important to them, they tend to err on the side of placing a significant amount of effort into that area. On the flip side, they may not recognise a strength and doubt themselves in that area, and therefore shy away activities that relate to it. By discounting a specific skill, executives may try to compensate by putting in extra effort unnecessarily and may feel that they need to continuously prove themselves.

Mabe and West (1982) found that raters who provided more accurate ratings and are therefore more self aware, scored higher on characteristics such as intelligence, achievement status and internal locus of control. Goleman (2004) states that the

most effective leaders have high emotional intelligence, of which self-awareness is the most essential of five dimensions.

Atwater and Yammarino (1997) stated that leaders whose self ratings agree with other ratings as to the high levels of performance, are more likely to be linked to positive individual and organisational outcomes. These excellent performers tend to have a strong agreement between self and other performance ratings, and therefore view themselves similarly to others. Leaders who agree with others on their low levels of performance, recognise that they have low levels of performance however are unable or unwilling to change.

2.6. Conclusion to Literature Review

In summary, a review of the literature has revealed that there are many benefits to coaching, and a better understanding of whether coaching can play a role in aligning leadership behaviour to organisational values will provide organisations with a tool to ensure that leaders live organisational values. This will be an added advantage to the very many benefits that coaching offers individuals and organisations.

Self-awareness is a key element to coaching. The extent of the congruence of self-other ratings has been used as a measure of self-awareness, and this variable has been found to be significantly related to a number of performance outcomes (Fletcher & Baldry, 2000). Furthermore, greater self-awareness leads to increased

performance. Through improved self-other rating agreements, self-awareness can increase and performance is likely to improve.

The main objective of this research is to determine whether executive coaching has a positive impact on aligning leadership behaviour to organisational values, and whether coaching feedback can increase self-awareness. If leadership behaviour is found to be more positively aligned to organisational values, it would add to the many established benefits of coaching. Organisations would be able to implement coaching programmes to address specific areas of development as well as increase the alignment between leadership behaviour and organisational values.

CHAPTER 3: RESEARCH QUESTIONS

This study will attempt to gain a deeper understanding into the relationship between executive coaching and organisational values. The purpose of this research is to establish whether executive coaching can be used to align leadership behaviour to organisational values. As executive coaching is directed at senior leaders within the organisation, specifically the behaviour of senior managers will be measured.

The study will also attempt to understand whether coaching can lead to greater self-awareness of living the organisation values. Self-awareness will be measured using the strength of the self-other agreements over the coaching period. The extent of the agreement between self-other ratings has been used as a measure of self-awareness (Fletcher & Baldry, 2000).

The primary objective of this research is to establish whether executive coaching has an effect on leadership behaviour, and whether leadership behaviour can be aligned to organisational values through coaching and be used to increase self-awareness through the self-other rating agreement. To achieve the primary objective, the secondary objectives of this study are to investigate the research questions below.

3.1. Research Question 1: Does executive coaching impact leadership behaviour over time?

In order to understand whether executive coaching has an impact on leadership behaviour over time, the hypothesis below will be tested.

H₁₀: There is no improvement in the ratings by others.

H₁₁: The ratings by others improved.

The null hypothesis states that there is no improvement in the ratings by others. The alternative hypothesis states that the ratings by others improved over the period assessed.

These hypothesis will be tested against the 2008 and 2009 assessment ratings, as well as the 2009 and 2010 ratings in order to determine any impact over the 24 month period. Only other ratings will be used in the test. Self ratings have been found to be unreliable and invalid, and showed more variance than other ratings (Mabe & West, 1982, Atkings & Wood, 2002, Fleenor et al. 1996). For the purposes of this study, other ratings include peer, superior, subordinate and client ratings.

3.2. Research Question 2: Does coaching increase self-awareness over time?

To determine whether coaching increases self-awareness over time, the following hypothesis will be tested.

H₂₀: The executive coaching had no impact on the self-other ratings agreement.

H₂₁: The self-other ratings increased in agreement.

The null hypothesis states that coaching had no impact on the self-other ratings agreement. The alternative hypothesis states that the self-other ratings increased in agreement over the period assessed.

These hypothesis will be tested against the 2008 and 2009 assessment ratings, the 2009 and 2010 ratings and the 2008 and 2010 ratings in order to determine any change in the self-other agreement over the 24 month period.

3.3. Research Question 3: Does self-awareness correlate to increased performance?

To determine whether self-awareness correlates to an increase in performance, specifically an improvement in the alignment of leadership behaviour to organisational values, the hypothesis below will be tested.

H₃₀: The top 25% of individuals with the strongest self-other agreements in 2008 reflect no increase in performance over 24 months compared with the remaining 75% of the organisation with not as strong self-other agreements in 2008.

H₃₁: The top 25% of individuals with the strongest self-other agreements improved their performance at a higher rate than the remaining 75% of the organisation with not as strong self-other agreements.

The null hypothesis states that the top 25% of individuals with the strongest self-other agreements in 2008 will reflect the same rate of performance over the 24 month period as the remaining 75% of individuals who do not have as strong self-other agreements. The alternative hypothesis states that the top 25% of individuals with the strongest self-other agreements will show a higher improvement of performance than the remaining 75% of individuals.

CHAPTER 4: RESEARCH METHODOLOGY

4.1. Research Method

The methodology utilised in this research is of a quantitative nature, which used secondary data to statistically determine whether executive coaching can be used to align leadership behaviour to identified organisational values. Secondary data is defined by Blumberg (2008, p.315) as "information or data that has already been collected and recorded by someone else, usually for other purposes."

Secondary data collected by a private organisation for one of their clients over a period of two years (24 months) was used as a longitudinal study. A longitudinal study is a study that is repeated over an extended period, can track changes over time and is therefore a powerful test of causality (Blumberg, 2008). The data was collected using three separate 360 degree assessments at the commencement of the coaching project, after 12 months and again at the end of the 24 month period.

For each survey, participants were invited by an internal email to participate in the survey with a secure web link taking them to the online survey. The online survey was hosted and monitored by an external, independent organisation. All the surveys were completed via the internet.

Participants indicated their responses on a five point Likert scale. A Likert scale is the most frequently used variation of the summated rating scale and consists of statements that express either a favourable or unfavourable attitude towards the point in question (Blumberg et al. 2008). The anchors used were:

Table 1: Rating scale for 360 degree assessment

1	Behaviour is clearly below the acceptable level
2	Behaviour is appropriate in some aspects but shows need for improvement / change in other aspects
3	Behaviour fully meets the required standard
4	The behaviour is noticeably better than the required standard
5	The behaviour is regarded as outstanding and is obvious to all

The coaching process consisted of up to 24 individual coaching sessions or group coaching sessions over a period of 24 months, and were conducted by an external executive coach. The coaching sessions were either one on one, lasting approximately 90 minutes each, or group coaching sessions of four hours each.

The 360 degree assessments were completed online, and included self, superior, peer, subordinate and client ratings. The assessment took the rater approximately 20 minutes to complete.

Feedback on the assessment results was provided to the coachee. The results of the 360 degree assessments were used to inform the coaching process and determine

areas of development for the coachee and goals for the coaching sessions through the development of a personal development plan. Progress was monitored against the personal development plan during the coaching process.

The results of the 360 degree assessments were used to determine degree of change in each of the seven constructs, and used to determine whether the degree of difference in the self score and the other scores changed. The evidence will be statistically significant at the 5% level.

4.2. Questionnaire

Competencies were measured using a 360 degree assessment that comprised of 33 questions and seven behavioural constructs that are linked to the organisation's strategy and designed based on the organisational values. The questions were phrased as behavioural statements, such as "This person is passionate about our brand, our customers and our people".

The questionnaire was distributed by email and completed over the internet by an online survey. The ratee received an email in which he or she nominated the peers, subordinates, superiors, boss and clients who would rate him or her. These appointments were verified by that person's manager and an automatically generated email was sent to the nominated persons inviting them to complete the

rating. Reminders were sent out to the nominated persons and the individuals at regular intervals to ensure high participation levels.

4.3. Research Design

Emotional intelligence, including self-awareness, can be learned, but it takes time (Goleman, 2004). In a world where change is common place, organisational values generally remain consistent over time. Core values are the essential and long-term tenets of an organisation (Collins and Porras, 1996). Coaching programmes are usually structured to take place over time as behaviour and change takes time to reflect significant changes. Therefore, a longitudinal study of an executive coaching programme over a period of 24 months would provide sufficient time to demonstrate whether value has been gained through the process.

The research will be quantitative in nature and will explain the impact of executive coaching on aligning leadership behaviour to organisational values. The research will include a longitudinal study that will allow for changes in data collected over a twenty four month period to be analysed.

The unit of analysis for this study will be senior managers and executives who have participated in a 24 month executive coaching programme and completed a pre, mid way (at 12 months) and a post (at 24 months) 360 degree assessment. The minimum requirements for the 360 degree assessment results to be generated and

considered for this study was that the self assessment had to be completed, and the rater had to participate in all three assessments.

The sample is limited to one large organisation in the motor industry, based in South Africa. The data was collected on senior and executive managers who have completed pre, mid and post assessments that measure employee engagement, and who have completed twenty four months of either individual or group coaching sessions. The pre, mid and post assessments were analysed to understand whether the coaching programme had an impact on aligning the behaviour of senior and executive managers to the organisational values in the identified organisation.

Secondary data that measures these constructs and is accessible was used due to time and resource constraints. The disadvantage of this data source is that it was not collected for this specific research problem (Blumberg *et al*, 2008 p317). The data covers all the information required for this study and is sufficiently detailed and accurate.

Any unrelated, additional data was removed from the analysis. Data where self ratings had not been completed was removed from the analysis. Furthermore, data where individuals were not assessed for all three assessments, i.e. had not participated in all three assessments, was removed from the analysis.

The advantage of the intended source is that the data is of high quality and experts, including registered psychologists, were involved in the research and data-collection process. The assessments used in the data-collection process have been shown to be valid and reliable and are internationally recognised and used. An advantage of the data is that there were high participation rates from the respondents of the 360 degree assessments.

A further advantage of the data is that it is recent. The data was collected over a period of 24 months, and the third and final set of the data was collected in 2010. Time series data involves 'one or more variables that are observed at several, usually equally spaced, points in time (Albright, Winston & Zappe, 2009, p573).

There were three stages to the data collection. Stage one included the pre-assessments which were completed in 2008, and the commencement of the executive coaching programme which included individual sessions and group coaching sessions which took place over a period of 24 months. Stage two included the second assessments which were completed in 2009 after 12 months of either individual or group coaching sessions. Stage three included the conclusion of the coaching sessions and the post-assessments which were completed in 2010.

This information is not publically available. Permission was obtained from the organisation where the data was collected, to utilise the said data for this research study.

4.4. Population and Sampling

The population includes all organisations that have implemented an executive coaching programme.

A convenient sample was used. A representative sample is ideal (Albright, Winston & Zappe, 2009, p35), however due to time and resource constraints, obtaining a representative sample was not feasible for this study. There was two layers of sampling, firstly the sample of companies, and then the people within each of the organisations.

The senior managers and leaders were a convenient sample from an organisation in the motor industry. The sample included leaders in an executive or senior management role who have completed 360 degree assessments pre, midway and post a 24 month coaching programme. The assessments were compulsory and all top and senior managers in that organisation were required to participate in the process.

4.5. Data Analysis

Data from the responses to each of the elements in the 360 degree assessments was used to generate a sample mean for each construct and a sample mean for each of the three assessments.

A T-test is used to study the relationship between the means of variables and can be used to determine the correlation between paired variables. A t-test will be used to determine the correlation between the self and other ratings for each year that assessments were conducted.

A two paired sample t-test was used to test research question one. Only other ratings will be used to understand whether the individual's behaviour has improved against the organisation's values. Self ratings have been found to be unreliable and invalid, and showed more variance than other ratings (Mabe & West, 1982, Atkings & Wood, 2002, Fleenor et al. 1996).

A two samples t-test will be used to test research question two. Although self ratings are unreliable on their own, they are useful to determine their relationship to other ratings (Fleenor et al. 1996). The gap between the self-other ratings in each of the three assessments will be calculated in order to determine the strength of the relationship and whether it changes over time.

The p-value of a sample is the "probability of seeing a sample with at least as much evidence in favour of the alternative hypothesis" (Albright et al., 2009, p.503). Therefore, the smaller the p-value, the more evidence there is to support the alternative hypothesis. A level of significance is chosen at 0.05 or 5%. This will

indicate that there is strong evidence to support of the alternative hypothesis (Albright et al., 2009, p.503).

The independent sample t-test was used to decide whether two groups (levels) of a factor have the same mean. This test will be used to test research question three.

The Levene's Test for Equality of Variances is the most robust and powerful test that is used to test whether the two independent samples (levels) being measured has equal variances. The method used to calculate the t-values and hence the p-values depend on whether there is equal variance or not. Thus, if the difference between the variances of the two samples is significant, the method that assumes unequal variance is used for the t-test otherwise the equal variance method will be used. In this case the independent levels (groups) are the top 25% and the bottom 75%.

4.6. Limitations

The study has limitations that must be acknowledged. These are:

It is ideal for a sample to be representative of a population so that observed characteristics can be generalised to the population group of interest (Albright et al., 2009, p35). Due to time and budget constraints, the sample is limited to one large organisation in the motor industry in South Africa. The results may not be

representative of all organisations in the industry or within other industries or of different sized organisations.

The results demonstrated in this study are hampered by the design, in that the variables were not isolated since a complete process was being implemented. Therefore it is difficult to separate the impact of the 360 degree feedback sessions from the impact of the individual and group coaching sessions. Furthermore, the assessor does not assess all the external factors outside the influence of the coaching programme that could influence the responses to the assessment.

The data was collected for purposes other than this study. Therefore the data was constrained to the specific set of questions pertaining to the previous study for which the data was collected. The set of questions were designed against the organisation's specific values. These values and behaviours measured may not reflect the values and ideal behaviours in other organisations.

CHAPTER 5: RESULTS

A summary of the results obtained from the research and statistical analysis is presented in this chapter. Details of the survey response rate as well as corresponding results are provided.

5.1. Research Sample

A total of 211 individuals were rated in the 360 degree assessments over the 24 month period. Of the total, 134 individuals participated in all three assessments. The 77 (36.5%) individuals who had not participated in all three assessments were removed from the study.

A self rating was a requirement for the study. Six individuals (2.8% of the total participants) had not completed their self rating for at least one of the three assessments, and were removed from the study. Therefore, a total of 128 individual ratings were utilised in the study, which amounts to a participation rate of 60.66% over the 24 month period.

5.2. Research Question 1: Does executive coaching impact leadership behaviour over time

To answer the question as to whether executive coaching impacts leadership behaviour over time, two paired samples t-tests were conducted. Only other ratings were used in the test, as self ratings have been found to be unreliable and invalid, and showed more variance than other ratings (Mabe & West, 1982, Atkings & Wood, 2002, Fleenor et al. 1996). For the purposes of this study, other ratings include peer, superior, subordinate and client ratings.

5.2.1. Impact of coaching on leadership behaviour between 2008 and 2009

H1a₀: There is no improvement in the ratings by others between 2008 and 2009.

H1a₁: The ratings by others improved between 2008 and 2009.

The first test assessed whether there was an improvement in the rating by others from 2008 to 2009. The null hypothesis was that there was no improvement in rating by others and the alternative hypothesis was that the rating by others improved between 2008 and 2009. A paired t-test was used because there is a 2008 score and a 2009 score for each individual. The tests were carried out at a 5% significance level.

The results are reflected in the table below.

Table 2: Paired sample test results 2008 and 2009

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Other 2009	3.67	128	0.362
	Other 2008	3.43	128	0.384

The mean rating for 2009 (3.67) was higher than the mean rating for year 2008 (3.43). The table below shows the significant testing values.

Table 3: Significant testing values 2008 and 2009

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	t	df	P-Value
Pair 1	Other 2009 - Other 2008	0.24	0.336	7.955	127	0.000

The mean difference for the 2009 less 2008 was 0.24 which is positive, and therefore an improvement. The t-test for the mean paired difference is 7.955 with a p-value of 0.000 to three decimal places. The p-value of the t-test is less than 0.05, the significance level and this implies that we reject the null hypothesis in favour of the alternative hypothesis. Thus, between the period 2008 to 2009 there was a statistically significant improvement in the rating by others.

5.2.2. Others Ratings between 2009 and 2010

H1b₀: There is no improvement in the ratings by others between 2009 and 2010.

H1b₁: The ratings by others improved between 2009 and 2010.

A similar test was also carried out for the period 2009 to 2010. The results are shown below:

Table 4: Paired sample test results 2009 and 2010

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Other 2010	3.74	128	0.349
	Other 2009	3.67	128	0.362

The mean rating for 2010 (3.74) was higher than the mean rating for 2009 (3.67). The table below shows the significant testing values.

Table 5: Significant testing values 2009 and 2010

Paired Samples Test							
		Paired Differences					
		Mean	Std. Deviation	t	df	P-Value	
Pair 1	Other 2010 - Other 2009	0.07	0.288	2.594	127	0.011	

The mean difference for 2010 less the mean difference for 2009 was 0.07 which is positive and therefore indicates an improvement in performance from 2009 to 2010. The t-test for the mean paired difference is 2.594 with a p-value of 0.011 to three decimal places. The p-value of the t-test is less than 0.05, the significance level and this implies that we reject the null hypothesis in favour of the alternative hypothesis. Therefore, alike to the period 2008 to 2009, there was a statistically significant improvement in the mean rating by others between the period 2009 to 2010.

5.3. Research Question 2: Does coaching increase self-awareness over time?

To answer question two, two paired samples t-test were conducted. The first will be to assess whether there is an increase in the self-other agreement between 2008 and 2009, the second will be to assess whether there is an increase in the self-other agreement between 2009 and 2010.

5.3.1. Self-other ratings between 2008 and 2009

H2a₀: The executive coaching had no impact on the self-other ratings agreement between 2008 and 2009.

H2a₁: The self-other ratings increased in agreement between 2008 and 2009.

The first test was to assess whether there was a reduction in the gap between self rating and rating by others from 2008 to 2009. The null hypothesis was that there was no reduction in the gap between self rating and rating by others from 2008 to 2009 against the alternative hypothesis that there was a reduction in the gap between self rating and rating by others from 2008 to 2009. The gap between self rating and rating by others was found by subtracting the rating by others from the self rating scores.

A paired t-test was used because there is a 2008 score and a 2009 score for each individual. The test was carried out at 5% significance level. The results are reflected in the table below.

Table 6: Paired sample test Self-other agreement 2008 and 2009

Paired Samples Statistics		Mean	N	Std. Deviation
Pair 1	Self/Other Gap 2009	0.13	128	0.539
	Self/Other Gap 2008	0.17	128	0.629

The mean self-other gap for 2009 (0.13) was lower than the mean self-other gap for the year 2008 (0.17). The table below shows the significant testing values.

Table 7: Paired Differences Self-other agreement 2008 and 2009

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	t	df	P-Value
Pair 1	Self/Other Gap 2009 - Self/Other Gap 2008	-0.04	0.654	-0.768	127	0.444

The mean difference for the self-other gap for 2009 less the self-other gap for 2008 was -0.04 which is negative and thus a reduction in the self-other gap and an increase in the strength of the self-other agreement. The t-test for the mean paired difference is -0.768 with a p-value of 0.444 to three decimal places. The p-value of the t-test is greater than 0.05, the significance level and this implies that we cannot reject the null hypothesis. Thus, although there was a reduction in the self-other gap between the periods 2008 to 2009, the reduction wasn't statistically significant.

5.3.2. Self-other ratings between 2009 and 2010

H2b₀: The executive coaching had no impact on the self-other ratings agreement between 2009 and 2010.

H2b₁: The self-other ratings increased in agreement between 2009 and 2010.

A similar test to the one in 5.4.3 was carried out for the period 2009 to 2010. The results are reflected in the table below.

Table 8: Paired sample test Self-other agreement 2009 and 2010

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Self/Other Gap 2010	0.05	128	0.504
	Self/Other Gap 2009	0.13	128	0.539

The mean self-other gap for 2010 (0.05) was lower than the mean self-other gap for 2009 (0.13). The table below shows the significant testing values.

Table 9: Paired Differences Self-other agreement 2009 and 2010

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	t	df	P-Value
Pair 1	Self/Other Gap 2010 - Self/Other Gap 2009	-0.08	0.494	-1.848	127	0.067

The mean difference for the self-other gap for 2010 less self-other gap for 2009 was -0.08 which is negative and thus a reduction in the self-other gap. The t-test for the mean paired difference is -1.848 with a p-value of 0.067 to three decimal places. The p-value of the t-test is greater than 0.05, the significance level and this implies that we cannot reject the null hypothesis. Thus, although there was a reduction in the self-other gap between the periods 2009 to 2010, the reduction wasn't statistically significant.

5.3.3. Self-other ratings between 2008 and 2010

H2c₀: The executive coaching had no impact on the self-other ratings agreement between 2008 and 2010.

H2c₁: The self-other ratings increased in agreement between 2008 and 2010.

A paired samples t-test was carried out to assess whether there was a reduction in the gap between self rating and rating by others from 2008 to 2010. The null hypothesis was that there was no reduction in the gap between self rating and rating by others from 2008 to 2010 against the alternative hypothesis that there was a reduction in the gap between self rating and rating by others from 2008 to 2010. A paired t-test was used because for each individual there is a 2008 score and a 2010 score. The tests were carried out at 5% significance level. The results are shown below.

Table 10: Paired sample test Self-other agreement 2009 and 2010

Paired Samples Statistics		Mean	N	Std. Deviation
Pair 1	Self/Other Gap 2010	0.05	128	0.504
	Self/Other Gap 2008	0.17	128	0.629

The mean self-other gap for 2010 (0.05) was lower than the mean self-other gap for the year 2008 (0.17). The table below shows the significant testing values.

Table 11: Paired Differences Self-other agreement 2009 and 2010

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	t	df	P-Value
Pair 1	Self/Other Gap 2010 - Self/Other Gap 2008	-0.13	0.636	-2.225	127	0.028

The mean difference for the self-other gap for 2010 less the self-other gap for 2008 was -0.13 which is negative and thus a reduction in the self-other gap. The t-test for the mean paired difference is -2.225 with a p-value of 0.028 to three decimal places. The p-value of the t-test is less than 0.05, the significance level and this implies that we reject the null hypothesis in favour of the alternative hypothesis. Thus, over the two year period 2008 to 2010 there was a statistically significant reduction in the self-other gap.

5.4. Research Question 3: Does self-awareness correlate to increased alignment of leadership behaviour to organisational values?

To determine whether self-awareness correlates to an increase in performance, an independent samples t-test was carried out between the top 25% in 2008 against the bottom 75% on the self-others gap 2010 less the self-others gap 2009. The null

hypothesis was that there was no difference in self-others gap reduction between the top 25% in 2008 and the bottom 75% against the alternative hypothesis that the top 25% in 2008 improve in performance more than the bottom 75%.

H₃₀: The top 25% of individuals with strongest self-other agreements in 2008 reflect no increase in performance over 24 months compared with the remaining 75% of the organisation with not as strong self-other agreements in 2008.

H₃₁: The top 25% of individuals with the strongest self-other agreements improved their performance at a higher rate than the remaining 75% of the organisation with not as strong self-other agreements.

The independent sample t-test is used to decide whether two groups (levels) of a factor have the same mean. When carrying out a two-sample t-test there is an assumption to be made concerning the variances of the two samples involved and the formula used to determine the test statistic is dependent on whether the samples have equal variance or not.

The Levene's Test for Equality of Variances is the most robust and powerful test that is used to test whether the two independent samples (levels) being measured has equal variances. The method used to calculate the t-values and hence the p-values depend on whether there is equal variance or not. Thus, if the difference between the variances of the two samples is significant, the method that assumes unequal

variance is used for the t-test otherwise the equal variance method will be used. In this case the independent levels (groups) are the top 25% and the bottom 75%.

The results of the test are reflected in the table below.

Table 12: Group Statistics for the top 25% of strongest self-other ratings

Group Statistics		N	Mean	Std. Deviation
Self/Other Gap 2010-Self/Other Gap 2009	Top 25	32	-0.298	0.465
	Bottom 75	96	-0.008	0.484

The mean self-other gap for 2010 less the self-other gap for 2009 score for the top 25% was -0.298, which is lower than the mean score for the bottom 75% which was 0.008. The table below shows the significant testing values.

Table 13: Levene's Test for Equality of Variances

Independent Samples Test							
	Levene's Test for Equality of Variances			t-test for Equality of Means			
		F	P-Value	t	df	P-Value	Mean Difference
Self/Other Gap 2010-Self/Other Gap 2009	Equal variances assumed	0.00	0.947	-2.958	126	0.004	-0.290
	Equal variances not assumed			-3.018	55	0.004	-0.290

	not assumed						
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The F-test value for the test of equal variances was 0.00, with a p-value of 0.947, which is less than 0.05 and thus the assumption of equal variance should be used.

Based on the assumption of equal variance, for the difference between the top 25% in 2008 and the bottom 75% for the mean self-other gap for 2010 less self-other gap for 2009 was -0.29 which is negative. This means that the top 25% improved more than the bottom 75% between the years 2009 and 2010.

The t-test result is -2.958 with a p-value of 0.004. The p-value is less than 0.05 and thus we reject the null hypothesis and conclude that the top 25% improve in performance more than the bottom 75% in the period 2009 to 2010.

5.5. Summary of results

A summary of the results of the tested hypothesis are reflected in the table below.

Table 14: Summary of Results

Research hypothesis	Null Hypothesis Rejected / Not rejected
Research Question 1: Does executive coaching impact leadership behaviour over time?	
Hypothesis 1a: There is no improvement in ratings by others between 2008 and 2009	Rejected
Hypothesis 1b: There is no improvement in ratings by others between 2009 and 2010	Rejected
Research Question 2: Does coaching increase self-awareness over time?	
Hypothesis 2a: The executive coaching had no impact on the self-other ratings agreement between 2008 and 2009	Not rejected
Hypothesis 2b: The coaching had no impact on the self-other ratings agreement between 2009 and 2010	Not rejected
Hypothesis 2c: The executive coaching had no impact on the self-other ratings agreement between 2008 and 2010	Rejected
Research Question 3: Does self-awareness correlate to increased performance?	
Hypothesis3: The top 25% of individuals with strongest self-other agreements in 2008 reflect no increase in performance over 24months compared with the remaining 75% of the organisation with not as strong self-other agreements in 2008.	Rejected

CHAPTER 6: DISCUSSION OF RESULTS

6.1. Interpretation of the results

This chapter discusses the results that were presented in Chapter 5 with a view to determine whether coaching leads to leadership behaviour alignment to organisational values, and whether coaching leads to greater self-awareness of such behaviour. In answering this, three research questions were developed with corresponding hypothesis. In discussing the results, this paper considers each research question in turn.

The results from this study are generally consistent with the researcher's predictions about the form of the relationship between coaching and aligning leadership behaviour to organisational values.

6.2. **Research Question 1: Does executive coaching impact leadership behaviour over time?**

As the questions for the 360 degree assessment were structured as behaviour questions and were designed to be aligned to organisational values, an improvement in performance in this assessment indicates that leadership behaviour is more aligned to the organisational values.

The mean rating for 2009 (3.67) was higher than the mean rating for year 2008 (3.43). The mean difference for the 2009 less 2008 was 0.24 which is positive, and therefore an improvement. The null hypothesis, which stated that there was no increase in performance between year 2008 and 2009 was rejected.

The mean rating for 2010 (3.74) was higher than the mean rating for 2009 (3.67). The mean difference for 2010 less the mean difference for 2009 was 0.07 which is positive and therefore indicates an improvement in performance from 2009 to 2010. The null hypothesis, which stated that there was no increase in performance between 2009 and 2010 ratings was rejected.

This indicates that there was a statistically significant increase for each rating over the 24 month period. It is worth noting that the mean difference between 2008 and 2009, which was 0.24, is higher than the mean difference between 2009 and 2010, which was 0.07. This indicates that there was a higher increase in performance of leadership behaviour in the first year compared to the second year, however both years demonstrated a positive increase in performance.

As there was a statistically significant increase in other's ratings between 2008 and 2009 and a further increase in other's ratings between 2009 and 2010. Therefore, the leaders' performance against the behaviour, which in turn is aligned to the organisational values, showed statistically significant improvement (a total mean

difference of 0.31) over the 24 month period. This is in line with literature where coaching was found to improve performance and desired behavioural change (Cummings & Worley, 2009, Goleman, 2004, Gegner, 1997, in Kampa-Kokesch & Anderson, 2001, p49).

As the performance was measured against behavioural questions that were focused on behaviour that is aligned to the organisational chosen behaviours, the researcher puts forward that these results show that coaching can lead to positive behavioural change that is aligned to organisational values. Based on the literature, alignment of values will contribute to the organisational success (Intagliata et al., 2000, Sullivan et al., 2000, p247, Collins & Porras, 1996).

Therefore, in answer to the research question, coaching positively impacts leadership behaviour over time and can align leadership behaviour to organisational values, where those value have been clearly defined and measured.

6.3. Research Question 2: Does coaching increase self-awareness over time?

In order to answer the research question 2, whether coaching increases self-awareness over time, three hypothesis were tested.

6.3.1. Hypothesis 2a

The hypothesis 2a which stated that executive coaching had no impact on the self-other ratings agreement between 2008 and 2009 was not rejected. The mean difference for the self-other gap for 2009 less the mean difference for the self-other gap for 2008 was -0.04. This indicates a reduction in the self-other gap and an increase in the strength of agreement of the self and other ratings. The p-value is greater than 0.05, the significance level, and therefore the null hypothesis cannot be rejected. Although there was a reduction in the self-other gap, the reduction was not found to be statistically significant.

Therefore, it is concluded that coaching had no impact on the self-other ratings agreement between 2008 and 2009.

6.3.2. Hypothesis 2b

The hypothesis 2b which stated that coaching had no impact on the self-other ratings agreement between 2009 and 2010 was not rejected. The mean self-other gap for 2010 (0.05) was lower than the mean self-other gap for 2009 (0.13) and the mean difference was -0.08, which indicates a reduction in the self-other gap. The p-value was found to be greater than 0.05 and therefore the null hypothesis was not rejected.

Although there was a reduction in the self-other gap between the 2009 and 2010 assessments, the reduction was not statistically significant.

6.3.3. Hypothesis 2c

The hypothesis 2c, which stated that coaching had no impact on the self-other ratings agreement between 2008 and 2010, was rejected. The mean self-other gap for 2010 (0.05) was lower than the mean self-other gap for the year 2008 (0.17), and the mean difference was -0.13 which indicates that there was a reduction in the self-other gap between 2008 and 2010.

The p-value was found to be less than 0.05, and indicates that the null hypothesis is rejected in favour of the alternative hypothesis. Therefore, over the 24 month period there was a statistically significant reduction in the self-other gap. Goleman (2004) states that self-awareness is one's ability to assess oneself realistically. Fletcher and Baldry (2000) state that the self-other agreement can be used as a measure of self-awareness. Therefore, it may be said that over the 24 month period, the leaders of this organisation became more self aware.

There was not a significant increase in the strength of the self-other agreement between each individual rating 12 months apart, however, over a 24 month period there showed a reduction in the gap between and other ratings.

Therefore, self-awareness may take time, and longer than a 12 month period to develop. This is in line with Goleman (2004) who states that self-awareness can be learned but takes time. Values do not change over time (Collins & Porras, 1996), however, it may take time for leaders to develop self-awareness as to how their behaviour aligns to organisational values and change their behaviour accordingly.

A discrepancy between an individual's self perceptions and how they are perceived by other will create cognitive dissonance, and that individual is either likely to seek alternative feedback more in line with their self perceptions, or change their behaviour (Festinger, 1957). As it may be easier to seek alternative feedback, this may be a leaders first choice before they consider changing their behaviour. However, as the feedback is consistently provided after every 12 months, leaders have no option but to consider changing their behaviour which is more comfortable than the cognitive dissonance they experience. This change may take time, and may require more than one feedback assessment in order for leaders to accept that they need to change their behaviour in order to be more aligned to the organisational values.

According to Branson (2008), an organisation that intends to change should first ensure that there is alignment of values within the organisation. As we live in a fast changing environment, this may be difficult if it takes leaders a significant time to change their behaviour. However, organisational values do not change over time (Collins & Porras, 1996). Furthermore, values are key to organisational success.

This said, the time it takes to align leadership behaviour to organisational values will be worth the wait.

This may pose another challenge. As retention of talent is a key issue in organisations, an organisation that spends 24 months aligning its leadership behaviour to organisational values may not want to lose its talent. One of the benefits to coaching is that it has been shown to retain talent and therefore may have a compounded positive effect on the organisation.

6.4. Research Question 3: Does self-awareness correlate to increased alignment of leadership behaviour to organisational values?

Literature implies that greater self-awareness leads to increased performance.

- Goleman's (2004) definition of self-awareness as having the ability to recognise and understand your strengths, weaknesses, emotions, moods and drives, and the impact these have on others and your own job performance, implies that greater self-awareness leads to an increase in performance.
- Goleman (2004) also states that the most effective leaders have high emotional intelligence, of which self-awareness is one of five dimensions he defines as contributing to emotional intelligence.

- Mabe and West (1982) found that raters who provided more accurate ratings and are therefore more self aware, scored higher on characteristics such as intelligence, achievement status and internal locus of control.

Whether this performance translates to increased performance of leadership behaviours that are aligned to organisational values, is discussed below.

In order to answer the research question whether self-awareness correlates to an increase in leadership behavioural alignment to organisational values (i.e. an increase in the assessment measures), the hypothesis 3 was tested. The null hypothesis stated that the top 25% of individuals with strongest self-other agreements in 2008 reflect no increase in performance over 24months compared with the remaining 75% of the organisation with not as strong self-other agreements in 2008.

The mean self-other gap for 2010 less than the self-other gap for 2009 score was -0.298 for the 25% individuals with the strongest self-other agreements. This is lower than the mean score of 0.008 for the 75% remaining individuals.

Using the Levene's test for equality of variances, it was found that the assumption of equal variance should be used. Based on this assumption, the difference between the 25% of individuals with the strongest self-other agreements and the remaining 75% of individuals was -0.29. This indicates that the 25% of individuals with the

strongest self-other agreements improved their performance in the assessments at a statistically higher rate than the individuals with less strong self-other agreements.

The p-value was found to be 0.004, which is less than 0.05, and therefore the null hypothesis is rejected. We can therefore conclude that the top 25% individuals with the highest self-awareness (highest self-other agreements) improved their performance at a higher rate than the 75% remaining individuals in the period 2009 to 2010.

Therefore, high levels of self-awareness correlates with an increase in alignment of leadership behaviours to organisational values. This supports the literature that states that higher levels of self-awareness relates to stronger performance (Goleman, 2004, Mabe & West, 1982).

CHAPTER 7: CONCLUSION

This chapter concludes the study by reviewing the findings established as tested against the hypotheses and the preceding literature. Recommendations to stakeholders and suggestions for future research are made. Future research recommendations will be based on the identified gaps and points of interest that are a result of this study.

7.1. Discussion of research findings

This research examined the relationship between executive coaching and the alignment of leadership behaviour to organisational values. Self-awareness, a key concept of coaching and 360 feedback assessments, was discussed as a possible performance enhancer linked to organisational values.

7.1.1. Leadership behaviour alignment to organisational values

The first research question found that there was an improvement in performance against the behavioural questions in the assessment. There was a statistically significant increase in performance after 12 months of coaching and again after 24 months. As the questions for the 360 degree assessment were structured as behaviour questions and designed to be aligned to the organisational values, the improvement in performance in this assessment indicated that leadership behaviour

was found to be more aligned to the organisational values. Therefore, it is put forward that the feedback coaching, along with the individual and group coaching sessions, increased the alignment of leadership behaviour to organisational values. These findings are consistent with literature where coaching was stated to improve performance and desired behavioural change (Cummings & Worley, 2009, Goleman, 2004, Gegner, 1997, in Kampa-Kokesch & Anderson, 2001, p49).

7.1.2. Coaching can increase self-awareness

The second research question investigated whether coaching increased the self-awareness of the leaders who were assessed. In the literature, it was found that an increase in self-awareness contributed to individual's performance levels (Goleman, 2004, Mabe & West, 1982). Self-awareness is a key concept to coaching. This question explored whether coaching can increase alignment of leadership behaviour to organisational values through creating greater self-awareness.

No statistically significant increase was found between the first and second assessment, or between the second and third assessment, which were each conducted 12 months apart. However, a statistically significant increase in self-awareness was found over the full 24 month period.

It is apparent from the results that self-awareness takes time to develop. Fortunately, self-awareness is something that can be learned (Goleman, 2004). As organisational

values do not change over time (Collins & Porras, 1996), it is a long term investment that organisations should make in order to ensure success.

7.1.3. Self-awareness correlates to performance

The results in 5.4 provide evidence to support the view that high self-awareness correlates to high performance in the behaviours measured. Therefore, high levels of self-awareness correlates with an increase in alignment of leadership behaviours to organisational values. This supports the literature that states that higher levels of self-awareness relates to stronger performance (Goleman, 2004, Mabe & West,1982).

7.1.4. Conclusion

The primary key findings of this research conclude that coaching has a positive impact on performance, when that performance is aligning leadership behaviour to organisational values. The second key finding is that coaching can increase self-awareness, however it requires a long period of time for the change to be significant. Finally, it was found that an increase in self-awareness correlates to a positive increase in performance, specifically the alignment of leadership behaviour to organisational values.

7.2. Recommendations to stakeholders

As demonstrated in this research, leadership behaviour change takes time to align to organisational values. Furthermore, organisations today face a number of challenges relating to talent retention. Therefore it is recommended that leaders within the organisation are offered ongoing individual executive coaching sessions. Coaching has been shown to reduce retention (Goleman, 2004, Cummings & Worley, 2009, Phillips & O.Connel, 2004) and by effectively using coaching as a tool to align organisational values, the organisation will be tackling two birds with one stone.

Secondly, it is recommended that the 360 degree assessments and coaching be implemented throughout the organisation, at all levels of the organisation. Although leaders are required to guide the organisation in living the values, it is important for the behaviour of all employees of the organisation at all levels, to be aligned to the organisational values. Values can assist organisations capture the heart and mind of employees, as it provided meaning to their work, and can assist organisations in developing a workforce that is devoted to the goals of the organisation (Sullivan, Sullivan & Bufton, 2002, p247).

7.3. Recommendations for future research

It is recommended that the study be repeated with a control group, one that receives the 360 results but no coaching or feedback coaching on the results. This will allow

for the results to be compared and remove external factors that may have impacted the study.

It is recommended that the impact on the behaviour of employees at all levels of the organisation be assessed. This would allow for a study to determine whether leadership behaviour relating to organisational values filters down into the organisation, and if, to what degree.

The study could be replicated in other organisations in the industry to determine whether the findings can be applied across the motor industry.

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APPENDIX 15: QUESTIONNAIRE

BEHAVIOUR (ORGANISATIONAL VALUE)	QUESTION NUMBER	SUB-BEHAVIOUR / QUESTION
We Will Continuously Seek to Improve and Innovate	1	This person constantly strives to improve and do things better
	2	This person encourages innovation and continuous improvement within the work team.
	3	This person stays abreast of best practice
We Will Deliver World Class Quality	4	This person demonstrates and communicates a clear commitment to quality in how they work.
	5	This person demands quality work and never accepts less.
	6	This person regularly reviews operations in order to ensure quality standards are clear.
	7	This person ensures that the team is adequately skilled and resourced to meet quality standards
	8	This person benchmarks his/her own and his/her team's performance against the best.
We Will Demonstrate a Contagious Passion and Commitment	9	This person is passionate about our brand, our customers and our people.
	10	This person fights for what he/she believes to be right and in the best interest of the Company.
	11	This person tackles each task with high energy levels and never gives ups until the task is achieved.
	12	This person follows through on decisions even where they are unpopular.
	13	This person inspires enthusiasm in others in the team.
We Will Develop Skilled and Engaged People	14	This person shares information and encourages learning
	15	This person empowers team members by involving them in problem solving and decision-making

BEHAVIOUR (ORGANISATIONAL VALUE)	QUESTION NUMBER	SUB-BEHAVIOUR / QUESTION
	16	This person works in a way that develops the team and builds trust and respect
	17	This person provides, and clearly communicates, strategic direction for the team
	18	This person ensures that team members understand their role and align their individual goals and KPI's to the strategic direction of the team.
	19	This person focuses on developing skills and talent.
We Will Exercise and Encourage Entrepreneurial Skills	20	This person runs the Department as if it was his/her own business.
	21	This person takes short term decisions that optimize the long term interests of the Company.
	22	This person ensures the team adds value and controls costs.
	23	This person recognizes market opportunities or needs and reacts to them.
We Will Make Good Decisions and Deliver Results	24	This person makes decisions that are in the best interests of the Company.
	25	This person is not afraid to boldly and decisively lead.
	26	This person accepts some risks and is prepared to be criticized if necessary.
	27	This person Identifies problems early and acts speedily to resolve them.
	28	This person creates synergies with teams in other divisions so that business goals can be achieved.
	29	This person gives quick and understandable feedback against pre-agreed goals and targets.
We Will Meet our Customers Expectations	30	This person measures and rewards results rather than inputs/effort.
	31	This person knows what is needed to meet customer (internal/external) expectations .



BEHAVIOUR (ORGANISATIONAL VALUE)	QUESTION NUMBER	SUB-BEHAVIOUR / QUESTION
	32	This person provides a strong focus on improving customer service, striving always to delight customers.
	33	This person ensures all work adds value for the customer