Chapter -1

INTRODUCTION

&

CONCEPTUAL

FRAMEWORK
CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK:

1.1. Concept of Executive Coaching

Executive coaching is a helping process between an outside leadership expert and a senior level business leader, whereby through the coaching process such as feedback, reflection or practice, the client’s leadership and/or business performance improves in measurable ways. All coaching, is taking a player where he can’t take himself. Organizations use executive coaching to raise the skill level of employees, to raise their performance, to provide them with a developmental experience, to give them the opportunity to have an objective sounding board and to integrate executives into new roles. It is a critical business skill in today’s fast changing world and many of the world’s most admired companies invest in executive coaching.

In the words of Marshall Goldsmith (2004), a globally renowned Executive Coach and author of the book -What got you here will not take you there, executive should seek coaching when they feel that a change in behavior – either for themselves or their team members can make a significant difference in the long term success of the organization.

Joan. R Kofodimos (2007) has defined Executive Coaching as a one-on-one consulting relationship dedicated to improving the leadership capability and performance of high level managers. The ultimate goal of executive Coaching is to effect sustained change in an executive’s behavior that impacts performance.

Coaching in organization is about nurturing potential leaders within an organization and hence organizations are using coaching to sharpen the skill of individuals who have been identified as future organizational leaders. Coaching is a process of self discovery for the client since the coach believes that the client have the answer or can find the answer.
It’s easier to recognize performance gaps in others rather than finding those gaps in the self. Great leaders recognize the importance of continued improvement and support the concept of a learning organization. Only recently have individuals and organizations recognized that their long-term success is directly linked to the quality of their leaders. Executive Coaching helps executives learn. The experts work with individuals to deepen an awareness of the vital traits that are required to move ahead and perform better.

Basically the potential candidates for executive coaching include:

- Those who want to learn what it takes to become a great leader.
- Talented management persons who are candidates in succession planning but deficient in their leadership and communication skills.
- Technically proficient individuals who lack the skill, will or savvy to both promote and gain acceptance for their ideas.
- Executive women who want to break the glass ceiling by learning the invisible rules of the game.
- Inexperienced managers whose development is paramount to organizational success.
- Established leaders who are approaching burnout and need assistance in balancing work/life or handling age-related personal crisis.
- Long-term employees who resist or who have not kept up with organizational change.
- Strategic thinkers who want to plot new initiatives for their department or organization.

The coaching experts make efforts in discovering the personality traits and preferred way of handling situations of the person who requires the coaching. They explore the work style and work environment, review clients perceptions, attitudes and beliefs and then leverage his strengths. It helps the client to examine obstacles and support him learn to work around areas of weakness, giving him the ability to find success on his own terms. Often the coaching experts suggest a series of assessments to give the client a mirror to
view his behavior and become aware of how he can improve. Understanding oneself and developing the ability to motivate others are the pillars of leadership.

Executive coaching has become both prevalent and popular. Not only are coaching articles increasing, but coaching is becoming common parlance, being featured in magazines such as *Fortune*, *Forbes*, and *Time*—even on the cover! In practice, the number of executive coaches is also increasing but also by the looks of conference programs and the table of contents from major academic journals, coaching is becoming of paramount interest.

The popularity of executive coaching is increasing continuously. Using coaching rather than sending executives to training seminars can be more useful and less expensive for career development. Most importantly it is evolving as a natural form of leadership facilitating leadership development (Volckmann R. 2005), retention of top level staff, management succession planning or ensuring success after promotion or new hires (Zeus P and Skiffington S. 2005).

Executives have to provide top performance in complex and dynamic situations, solve ill-structured problems and effectively lead people in the context of continuous and turbulent changes. They also need to satisfy demands from shareholders, achieve employee satisfaction and maintain accountability for strategic decisions (Greene and Grant, 2003; Flaherty, 1999). This requires an excellent level of physical, mental and emotional strength that may not be easy to sustain over longer time span (Sieler, 2003), (Berman and Bradt, 2006). Executive coaching cannot only help high achievers to sustain high performance, it is also crucial to achieve a higher level of performance and excellence (Birchall, 2004). To deal with this situation, focus on self development, introspecting the behavior and belief is necessary to cope with a shift towards an uncertainty of a changing era (Owen 2004). The question is then what is an effective tool for leadership development to cope with the demand for leadership excellence? It is becoming increasingly apparent that executive coaching can equip leaders to face such challenges more effectively and easily (Morgon 2005).
Executive coaching is definitely hot in the corporate world. Harvard Business Review article (Sherman and Frees, 2004) puts estimated annual spending as Executive Coaching in the U.S. alone at $1 billion.

1.2. Benefits of Executive Coaching:
According to the CIPD Annual Survey Report on Training and Development (2005), 85% percent of survey participants undertook leadership development activities. The main leadership skills gaps reported included: leading people and people management, leading and managing change, strategic thinking and coaching and developing staff. Interestingly, 84% of respondents indicated external executive coaching as one of the most effective development activities.

www.cipd.co.uk/NR/rdonlyres/271CD424.../traindevtsurvrept05.pdf

According to a survey that involved 410 leaders from the UK and 4559 leaders from 42 countries (Bernthal and Wellins, 2006), the respondents from both UK and the global survey identified coaching with external coaches as one of the preferred leadership development methods. According to Offerman (2004), executive coaching can help leaders get at truth within their companies as they can often get into trouble when they are surrounded by followers who fool them with flattery and isolate them from uncomfortable realities. Individual and group executive coaching as well as personal and professional excellence related training courses can provide a holistic and interdisciplinary support for executives. Coaching takes a holistic view of individual work, corporate values, personal needs and development and all these are made to work in synergy and not against each other.

Specific benefits of executive coaching include (Zeus and Skiffington, 2005):
- Increased productivity.
- Improved communication.
- Increased staff commitment and loyalty.
- Decreased stress levels and tension within companies.
• Facilitating leaders to cope with global business etiquettes, language barriers, differing work ethics and economic fluctuation.
• Preventing executive derailment.
• Improving interpersonal skills.
• Facilitating strategic thinking and risk management.
• Developing a culture of trust and personnel responsibility.
• Developing leadership qualities associated with the success, cognitive capacity.
• Sustaining performance.
• Recognizing new competencies to be learnt.
• Helping other to increase their levels of responsibility.

1.3. Who is an Executive Coach?
Coaching is oriented towards goal setting and actions. The coach collaborates with the client to examine the problem situations, create a solution and plan of actions using client knowledge and answers. A coach is a facilitator, an advocate, a sounding board, a cheerleader, an accountability partner, a truth teller and a supporter.

A coach is a partner in achieving client’s personal goals, his champion during turnaround, his trainer in communication and life skills, his sounding board when making choice, his motivator when strong actions are called for his unconditional support when client take a hit, a mentor in personal development, co-designer when developing an extraordinary project, backup support during storm times, awake up call if client don’t have his own and most importantly a partner in living the life in many of personal and professional areas.

Those who perform executive coaching include consultants and practioners of various educational backgrounds, retired executives with rich experience, corporate training professionals looking to expand their talents past the classroom and an assortment of others. While psychologists used to be most effective executive coaches earlier, non-psychologists who have rich industry experience and have training in human dynamics, personality profiling, learning, motivation, group cohesion, assessment, counseling skills
and other proficiencies necessary to provide effective insight and behavior change in organizational are demanded more by industry. In another excellent HBR article, Barglass (2002), a psychotherapist, warned that untrained executive coaches have the potential for causing a great deal of damage to individuals and their companies by failing to recognize or blatantly ignoring, personality disorders or even severe psychopathology that may exists in some of those executives whom they coach.

Executives come under tremendous pressure during the economic downturn or business challenges, affecting their teams’ productivity and often people under pressure revert to their natural styles in order to survive. A coach can help leaders find solutions by widening their perspective, maintain (the) desired leadership style and manage morale during crisis.

1.4. Relevance of Executive Coaching:
There are increasing numbers of studies that investigate empirically the effectiveness of executive coaching. Zeus and Skiffington (2005) investigated the benefits of executive coaching from interpersonal and intrapersonal perspectives. Executives, who took part in this study, reported that they have become more aware of self and others, they took more responsibility for their actions and they achieved positive changes in performance as a result of coaching.

The major reasons for which organizations are going for executive coaching are:-

- Increased productivity.
- Developing executive is a challenge, since executives are having difficulties in getting feedback, acknowledging the need for change and adapting new behaviour.
- Group training or attending public training may inhibit senior executive to open up and has limited use.
- Coaching supports the implementation of skill as per individual style, overcoming hurdles encountered during implementation and internalize the process.
Coaching helps executives, who are in career transition to leadership position in acquiring new behaviour and improving dysfunctional behaviour?

Companies go for executive coaching for developing a pipeline of leadership and succession plan as well. Organizations who promotes coaching culture improve productivity, moral and job satisfaction for their subordinates and colleagues through demonstrating living examples, encouraging them to experiment, share with them and trusting them. Such organizations find that their employees are less dependent on their superior and deliver higher performance without rigorous follow-up. In fact the organizations who promote coaching culture develop a learning culture by encouraging their managers to use more questioning and inquiring approach.

Some of the values and behaviors displayed by organizations that promote coaching culture are:-

<table>
<thead>
<tr>
<th>Behavior &amp; Values before Coaching</th>
<th>Behavior &amp; Values after Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the boss</td>
<td>Showing respect for the person</td>
</tr>
<tr>
<td>Telling &amp; Directing</td>
<td>Asking &amp; Inquiring</td>
</tr>
<tr>
<td>Being Judgmental</td>
<td>Explaining at a deeper level</td>
</tr>
<tr>
<td>Do as I say not as I do.</td>
<td>Displaying personal integrity</td>
</tr>
<tr>
<td>Being pretention</td>
<td>Giving and receiving feedback</td>
</tr>
<tr>
<td>Penalizing the failure</td>
<td>Encouraging growth and Learning</td>
</tr>
<tr>
<td>I am the expert</td>
<td>Partnering and Collaborating</td>
</tr>
<tr>
<td>Managing and controlling</td>
<td>Empowering and Guiding</td>
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Executive coaching helps in critical leadership development and as a technique has come of age and can be strategically used to maximize development of talent and link the impact of coaching to bottom line results.

John Russell - MD Harley Davidson Europe Ltd who uses coaching for his team says on the relevance of coaching ‘I never cease to be amazed by the power of coaching process to draw out the skill or talent that was previously hidden with the individual and which
invariably finds away to solve a problem that was previously unsolvable’. http://www.performancedevelopmentsservices.com/en/services/coaching/why-should-you-invest-coaching/

Bob Nardelli – CEO Home Depot says about the usefulness of coaching, ‘I absolutely believe that unless people are coached they can never reach their full potential’ http://curtisstrategy.com/the-secret-of-successful-ceos

Much of the current unresolved questions regarding executive coaching revolve around estimating the value and proper application of coaching, as opposed to whether or not it works. Berglas, (2002); Cribbs, (2003); Dierickx, (2002); Kampa-Kokesh & Andersokn, (2002)

1.5. Recent Growth of Executive Coaching In India:
As businesses in India get increasingly globalized, companies are turning to executive coaching to help high-potential employees perform optimally in larger and ever-changing roles. Executive coaching—which refers to one-to-one mentoring of senior executives on leadership styles, organizational change and strategy—has caught on over the last three-four years, although an ad hoc concept of it has been around for many years. It isn’t as well-developed here as it is in Europe and USA but companies are now showing greater interest in deliverables, understandable given the costs involved. Many forward-looking Indian organizations have invested time and resources in grooming their high-performing executives and have resorted to coaching to attract and retain the best and brightest talent. Companies are now increasingly investing in executive coaching to help high-performing employees take on bigger roles.

The field of executive coaching is growing to an astonishing rate. Corporations are increasingly turning to coaching as an intervention, as it offers leaders and managers both on the job learning and built-in follow-up. There are about 150 Executive coaches in India who are either the experienced HR/ Training Experts, certified coaches who might
come from any discipline but are certified from certifying organizations like ICF (International Coaching Federation), or some retired CEOs.

Organizations such as International Coaching Federation (ICF), Coaching Federation of India and others have rallied to assist in the growth and standardization of the practice. Report of National HRD Network presented (Human Capital Journal June 2011) has estimated coaching industry to be Rs. 2000 Cr in India. India’s high growth business has led to new set of challenges and increasing business uncertainties requiring executives to dream, achieve, risk and excel. The increasing role of executive coaching is evident from the 50% industry growth seen in last 3 years resulting in a new entrepreneurial opportunity – the industry of executive coaching.

http://www.peoplematters.in/article/2011/11/01/training-development/the-industry-of-coaching/1227

1.6. Difference between Coaching, Mentoring, Training & Therapy

Coaching is a facilitative role where there is no advising. It is about listening and the art of asking the right questions. This is what helps in the unfolding process and slowly, but surely, unlocks the potential of the ‘coachee’. The focus is towards helping an individual to mobilize and be able to see multiple options/new opportunities for both at the learning level as well as at the performance level.

**Difference between Mentoring and coaching**

<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>1. Focus on individual.</td>
<td>1. Focus on performance.</td>
</tr>
<tr>
<td>2. Could have/not have an agenda.</td>
<td>2. Has a very focused agenda.</td>
</tr>
<tr>
<td>3. Can be biased on one’s favor.</td>
<td>3. Is impartial, is focused on improvement in behavior.</td>
</tr>
<tr>
<td>4. Returns in the form of value addition could/could not be assessed.</td>
<td>4. Returns in terms of value addition is specific; team harmony, job performance</td>
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**Difference between Training and Coaching**

<table>
<thead>
<tr>
<th>Training</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>1. Need not necessarily be co-active</td>
<td>1. Has to be co-active.</td>
</tr>
<tr>
<td>2. Results need not necessarily be</td>
<td>2. Results need to be apparent.</td>
</tr>
<tr>
<td>apparent.</td>
<td></td>
</tr>
<tr>
<td>3. Could advise the participant on past</td>
<td>3. Works on the clients´ requirement</td>
</tr>
<tr>
<td>experience and hypothesis.</td>
<td>by incessantly asking questions</td>
</tr>
<tr>
<td>4. Returns in the form of value</td>
<td>than giving &quot;answers&quot;</td>
</tr>
<tr>
<td>addition could/could not be assessed.</td>
<td>4. Results are important and are</td>
</tr>
<tr>
<td></td>
<td>usually assessed or visible soon</td>
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**Difference between Therapy and Coaching**

<table>
<thead>
<tr>
<th>Therapy</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>1. Assumes the client needs clinical</td>
<td>1. Assumes the client is high driven and highly functional</td>
</tr>
<tr>
<td>intervention and healing.</td>
<td></td>
</tr>
<tr>
<td>2. Focus on feelings and past events,</td>
<td>2. Focus on action and the future, goal orientation.</td>
</tr>
<tr>
<td>past orientation.</td>
<td></td>
</tr>
<tr>
<td>3. Works to bring in the unconscious</td>
<td>3. Works with a conscious mind</td>
</tr>
<tr>
<td>to consciousness</td>
<td></td>
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The difference can be better understood by following example:

**Let’s assume you wanted to learn to dance. If you took into details a:**

**Therapist**

Would help you find out what might be holding you back from dancing. They would probe into your past to discover what kinds of fear or phobias you have had with dancing and suggest remedy.
**Mentor**  
Would share her experiences of dancing and the wisdom and lessons she had learnt to become richer in the subject.

**Trainer**  
Would tell you how to dance by showing it to you? The trainer has perfected the art herself and you could do that too if you follow her footsteps.

**Coach**  
Would accompany you on an exciting journey that will help you set inspiring goals by being aware of your current dancing steps. She will encourage you to take action and will help you build new skills in the area of your choice by exploiting your natural talent.

1.7. Various forms of Coaching

Executive coaching involves an executive, his coach, and his organizational context (as represented by the interests of his organization and supervisor, including the fact that the organization typically pays for coaching services). All are key stakeholders in the process. This fact by itself would appear to differentiate executive coaching from other interventions, such as career counseling and life coaching. While both career counseling and life coaching can lend concepts and practice techniques that an executive coach might use, they focus solely on the individual client and his needs and goals. Executive coaching focuses on the needs and goals of both the executive and the sponsoring organization.

As coaching has grown in popularity over the past few years, it is only natural to know the difference between various forms of coaching. Some of these categories define coaching type by its goals or ends. Career coaching, for instance, is defined as coaching designed to help individuals make enlightened career choices. Other attempts at categorization make distinctions based on the means used in a particular kind of coaching. As an example, presentation and communication skills coaching employs video
feedback. The practice of executive coaching may involve many of the types of coaching described below.

Thus, an executive coaching engagement may over time touch on the executive's career or personal life issues involving work/life balance, and use video feedback to work on some particular behavioral or communication problem. **Two factors always distinguish executive coaching from these other types, however:**

- It always involves a partnership among executive, coach, and organization.
- The individual goals of an executive coaching engagement must always link back and be subordinated to strategic organizational objectives.

**Personal / Life Coaching**
The personal/life coach helps individuals gain awareness of and clarify their personal goals and priorities, better understand their thoughts, feelings, and options, and take appropriate actions to change their lives, accomplish their goals, and feel more fulfilled.

**Career Coaching**
The career coach helps individuals identify what they want and need from their career, then make decisions and take the needed actions to accomplish their career objectives in balance with the other parts of their lives.

**Group Coaching**
Group coaches work with individuals in groups. The focus can range from leadership development to career development, stress management to team building. Group coaching combines the benefits of individual coaching with the resources of groups. Individuals learn from each other and the interactions that take place within the group setting.

**Performance Coaching**
Performance coaches help employees at all levels better understand the requirements of their jobs, the competencies needed to fulfill those requirements, any gaps in their current
performance, and opportunities to improve performance. Coaches then work with the employees, their bosses, and others in their workplace to help the employees fill performance gaps and develop plans for further professional development.

**Newly Assigned Leader Coaching**
Coaches of individuals assigned or hired into new leadership roles help these leaders to “onboard”. The goal of the coaching is to clarify with the leader’s key constituents the most important responsibilities of her new role, her deliverables in the first few months of the new assignment, and ways to integrate the team she will lead with the organization. The major focus of this type of coaching is on helping the new leader to assimilate and achieve her business objectives.

**Relationship Coaching**
The relationship coach helps two or more people to form, change, or improve their interactions. The context can be work, personal, or other settings.

**High-Potential or Developmental Coaching**
The coach works with organizations to develop the potential of individuals who have been identified as key to the organization’s future or are part of the organization’s succession plan. The focus of the coaching may include assessment, competency development, or assistance planning and implementing strategic projects.

**Coaching to Provide Feedback Debriefing and Development Planning**
Organizations that use assessment or 360 feedback processes often utilize coaches to help employees interpret the results of their assessments and feedback. In addition, coaches work with individuals to make career decisions and establish professional development plans based on feedback, assessment results, and other relevant data.

**Targeted Behavioral Coaching**
Coaches who provide targeted behavioral coaching help individuals to change specific behaviors or habits or learn new, more effective ways to work and interact with others.
This type of coaching often helps individuals who are otherwise very successful in their current jobs or are taking on new responsibilities that require a change in specific behaviors.

**Legacy Coaching**

The legacy coach helps leaders who are retiring from a key role to decide on the legacy they would like to leave behind. The coach also provides counsel on transitioning out of the leadership role.

**Succession Coaching**

The succession coach helps assess potential candidates for senior management positions and prepares them for promotion to more senior roles. This type of coaching may be used in any organization that is experiencing growth or turnover in its leadership ranks. It is especially helpful in family businesses to maintain the viability of the firm. Since assessment is often part of this intervention, clear expectations and ground rules for confidentiality are essential. It may be necessary in some companies to use separate consultants for assessment and coaching.

**Presentation/Communication Skills Coaching**

This type of coaching helps individuals gain self-awareness about how they are perceived by others and why they are perceived in that way. Clients learn new ways to interact with others. The use of video recording with feedback allows clients to see themselves as others do. The coach helps clients change the way they communicate and influence others by changing their words, how they say those words, and the body language they use to convey their intended messages.

**Team Coaching**

One or more team coaches work with the leader and members of a team to establish their team mission, vision, strategy, and rules of engagement with one another. The team leader and members may be coached individually to facilitate team meetings and other
interactions, build the effectiveness of the group as a high-performance team, and achieve team goals.

1.8. Executive Coaching Process:
Executive coaching is an experienced and individualized development process that builds an executive’s capability to achieve short and long-term organizational goals. Coaching is not just about changing behavioral styles, but it is becoming an essential part of a business leader’s learning process, providing knowledge, opinions and judgment in critical areas.

<table>
<thead>
<tr>
<th>Usual steps involved in the coaching process</th>
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<tbody>
<tr>
<td>1. Normally, management identifies the executive to be covered to improve their leadership capabilities for current or future jobs or they can be high potential</td>
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</table>
managers who will take leadership role in future as part of succession planning.

2. User and Coach identify and articulate the purpose of coaching assignment e.g. - specific behavior(s) to improve, specific competencies to be honed (e.g. assertiveness) or specific outcomes (e.g. collaborative behaviors among team members); this is based on assessment made by
   - Executive himself or
   - The sponsor (e.g. a CEO)
   - Feedback (e.g. 360° Method)

3. The executive coach usually assesses the personality traits of the individual and how he reacts and handles various situations.

4. A study is made in terms of the work style of the executive and his work environment to know more about the executive’s attitude and perception and then the strategies are designed to match his strengths with the challenges faced.

5. Alternately, the obstacles are also examined, to find out the areas of weakness and design a strategy to cope with them.

6. A series of assessments is conducted to make the person understand himself, check out reaction and behavior, thus making him aware of the applied strategies to be successful.

7. Deepen self awareness through coaching dialogue and/ or instrumented feedback

8. Establish congruence between individual and the organizational goals

9. Catalyze personal growth through the executive gaining insight about her/ his potential

One or more of these **various instruments are generally used in such assessment during coaching**:-

1. 360 degree assessment.
2. Assessment of leadership style.
3. Feed forward.
4. MBTI (Myres Brigg Type Indicator)
5. FIRO-B (Fundamental Interpersonal Relations Orientation- Business)
6. DISC (Dominance, Influence, Steadiness, Compliance)
7. Managerial Style diagnostics.
8. 16 PF (Personality Factors)
9. Belbin Test

Based on assessment, Executive Coach interacts with the individual and a coaching agenda or deliverable is prepared jointly by the coach and the executive. During the coaching process, interactions are held with the others like management team, superior of the executives and selected subordinate to assess the impact of coaching in organizational contact.

The ultimate goal of executive coaching is to effect sustained change in an executive’s behavior that improves performance. This is achieved in coaching process through broadening perspectives, providing insight into leadership behavior and style, developing new leadership skill and behavior, improving relationship and enhancing learning abilities.

1.9. Models, Approaches and Techniques of Executive Coaching.
Most ‘Global Coaching Certifications’ teach western coaching models and methodologies which are based on proven theories in psychotherapy, psychology and behavioral sciences. Many certifications also focus on coaching practices, ethics, codes, qualities of coaches and coaching models. Some of the popular coaching models are the GROW Model of Coaching, PCMK, NLP Coaching, Positive Psychology Coaching, Behavioral Coaching (Marshall Goldsmith Methodology & other Methodologies), and Ontological Coaching, Integral Coaching, among others.

GROW Model

The GROW Model is a simple yet powerful framework for structuring the coaching sessions. GROW stands for: Goal, Current Reality, Options (or Obstacles), Will
(or Way Forward). The model was originally developed in the 1980s by performance coach Sir John Whitmore, although other coaches, such as Alan Fine and Graham Alexander, have also helped to develop it. A good way of thinking about the GROW Model is to think about how you’d plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way. Steps in Grow Model of coaching

1. Establish the Goal
2. Examine the Current Reality
3. Explore the Options
4. Establish the Will

Marshall Goldsmith Methodology- Behavioral Coaching

Marshall Goldsmith (2003) coaching is about Behavioral coaching for successful executives – not strategic coaching, life planning, or organizational change and hence the focus remains on changing leadership behavior and answers the questions, “Can executives really change their behavior?” Behavioral coaching experts would say “The answer is definitely yes. It takes coaching for those who have already achieved success, want to focus on development of leadership behavior and become even better by achieving positive lasting changes in behavior for themselves, their people and their teams. Usual approach adopted in getting better results for the clients/ coached executives.

1. Involve the person being coached in determining the desired behavior in their roles. Leaders or Executives cannot be expected to change behavior if they don’t have a clear understanding of what desired behavior looks like. It is impossible to get evaluated on changed behavior if an agreement is not reached on what behavior to change.

2. Involve the person being coached in determining key stakeholders. Not only do clients need to be clear on desired behavior, they need to be clear on key
stakeholders. There are two major reasons why people deny the validity of feedback. Wrong items or wrong refers. By having the clients and their managers agree on the desired behavior and key stakeholders in advance, help in getting their buy into the process.

3. **Collect feedback** : When coach personally interview all key stakeholders it helps get results as the executive is usually potential CEO’s or holding key position and the company is making a real investment in their development. However, at lower level in the organization, traditional 360° feedback can work very well. In either case, feedback is critical.

4. **Reach agreement on key behavior for change**: It is generally recommend to pick up only 1 – 2 key areas for behavioral change with each client. This helps ensure maximum attention to the most important behavior. The coach, clients and their managers should agree upon the desired behavior for change.

5. **Have the Coaching clients respond to Key stakeholders**: The person being reviewed should talk and collect additional feed forward suggestion on how to improve on the key areas targeted for improvement. In responding the person being coached should keep the conversation positive, simple and focused. When mistake has been made in the past, it is generally a good idea to apologize and ask for help in changing the future.

6. **Review what has been learned and help client develop an action plan**: The Client should agree to the basic steps in coaching process. On the other hand, outside of the basic steps, all of the other ideas the coach solve with his clients are suggestions. The clients need to listen to ideas of coach in the same way they are listening to the ideas from their key stakeholders. The client should comeback with a plan of what they want to do. These plans need to come from client rather than coach. After reviewing their plans, coach may encourage them to live up to their own commitments. Coach has to be much more of a facilitator than a judge. Coach should help the clients do what they know is the right thing to do.
7. **Develop an ongoing follow up process:** Ongoing follow-up should be very efficient and focused, like based upon behavior last month, what ideas will work for client next month. Within six months conduct a two to six item mini survey with key stalk holders. They should be asked whether the person has become more or less effective in the areas targeted for improvement.

8. **Review results and start again:** If the person being coached has taken the process seriously, stakeholders element invariably report improvement. Build on that success by repeating the process for the next 12 to 18 months. Such follow-up ensure continued progress on initial goals and uncover additional areas for improvement. Stakeholders will appreciate the follow-up.

**Neuro-linguistic programming (NLP)** Bandler, Richard (2008) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in United States in the 1970s. Its creators claim a connection between the neurological processes ("neuro"), language ("linguistic") and behavioral patterns learned through experience ("programming") and that these can be changed to achieve specific goals in life. [http://en.wikipedia.org/wiki/Neuro-linguistic_programming](http://en.wikipedia.org/wiki/Neuro-linguistic_programming)

**PCMK Model of Coaching**

Power Coaching with Mind Kinetics (PCMK) is the coaching methods adopted by Betska K Burr (2009) founder of CLI to assist people improve their performance at home and at work. Mind-Kinetics® is the science within the coaching tools that stimulates innovative thought which empowers the Client to take action and make permanent positive change. PCMK creates a physiological shift in the brain. PCMK gets to the root cause of coachee’s inability to achieve goals. PCMK trains the brain to use both IQ and EQ and is based on The Universal Laws of Human Behavior. PMCK turns negative patterns of thoughts, words and actions, into permanent positive ones. PCMK connects body, mind and spirit. [http://www.CoachingAndLeadership.com](http://www.CoachingAndLeadership.com) Betska K-Burr
**Positive Psychology:** Seligman founded the concept of positive psychology based on the concept of Maslow’s need hierarchy. While Psychology mainly deals with what is wrong with people, positive psychology substitute to those who are normal and do not suffer from any clinical disorder. It is about discovering what is right with people and is on the assumptions that people are healthy, resourceful and motivated to grow. P. Alex Linley, Stephen Joseph, Carol Kauffman and Anne Scoular (2012)

Mukherjee, S (2008) who is an executive coach with Hero Mindmine frequently uses the “The Delta Coaching Model”: says in coaching, we are always looking for how the client could move forward in his as her life journey, and how the coach can facilitate the process to help that happen.

Coaching is largely a change process that leads toward a predetermined destination of goal achievement. The coach’s job is to facilitate the client through the coaching process to support the client moving into action to achieve his or her goals. The effectiveness of

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<th>Delta coaching Model:</th>
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<td>“Co-creating the Relationship”, through mutual understanding building trust and respect, building comfort level and authenticity.</td>
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<td>“Communicating Effectively”, the coach deploys tools of active listening, powerful questioning and effective feedback.</td>
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<td>“Create Excitement”, in this stage the Coach creates excitement about learning and change by self-awareness, visioning reframing, enthusing, acknowledging, visualizing, empowering.</td>
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<td>“Create a plan of action”, while creating a plan of action for moving forward the coach uses the tools of Goal setting, planning action steps and establishing structure.</td>
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<td>“Check progress”, during the check progress stage in this model the coach checks the current reality new learning, self belief and commitment level.</td>
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<td>“Celebrating the Journey of Accomplishment”, is aimed to strengthen the process and make its impact lasting.</td>
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the coaching depends on the knowledge and expertise of the coach in the application of coaching skills, process skills and related concepts at different stages of the coaching journey.

**Guiding Principles for Executive Coaching**

Principles are the values or inspirational goals that guide the coaching process. These principles provide a compass that the coach, the executive, and other members of the executive’s organization will use to set, maintain, and correct their course of action. David Coilemon, an experienced executive coach and organizational psychologist, offers these six guidelines for thinking about a client’s issues.

1. Some weakness or strengths overdone.
2. Persistent behavior that is most likely to have positive purpose but does not allow any change as per situational need.
3. Assuming similarities when they do not exist can lead to un-realistic expectations and conflicts.
4. An outdated view of the self can lead to behaviors that are disproportionate to current reality.
5. Being both differentiated and corrected is essential for effective leadership.
6. The ability to see one’s responsibility in each situation and the willingness to take calculated risks are keys to making progress.

Ten Attributes and abilities that usually promote superior performance are listed below.

- Mature Self-confidence
- Positive Energy
- Assertiveness
- Interpersonal Sensitivity
- Openness and Flexibility
- Goal Orientation
- Partnering and Influence
- Continuous Learning and Development
Coaches mostly use the following tools and techniques of coaching:-

1. Powerful questioning.
2. Feedback.
3. Active listening.
4. Reframing the perspectives.
5. Visioning and goal setting.
7. Acknowledging.
8. Entrusting.
11. Truth telling.

Special coaching situation is dedicated to specific problems that can confront a client or the contact in which the client works. For example, experts examine the dilemma of the senior executive who gets isolated and ways to coach the introverted and extroverted executives, as well as differences in the courses and effects of isolation.

1.10. Study Rationale

While there are many studies in the context of developed countries related to Executive Coaching and its effectiveness, there has clearly been the lacking of literature and study related to Indian context as this subject is comparatively new to Indian organizations. Furthermore the socio-economic context of Indian Executives and their style of leadership and managing performance /teams are usually different then western counterparts, it becomes important to know what works here in executive coaching. Indian Human Resources and Leadership Development practitioners may be going through a wilderness of conflicting information about when to use coaching, how to do it well, and how to evaluate the cost-effectiveness and success of any coaching intervention so that they can get the maximum benefits. The purpose of this research was to determine
what makes Executive coaching really effective in Indian context from the perception of stakeholders. This study aimed to reveal what it is about executive coaching that really works in Indian corporate and what does not work. By doing this, the field of Executive coaching will have a stronger foundation, and some clear direction as to what makes up a successful coaching engagement in Indian context. While there have been studies by Gegner (1997), Kilburg (2001) and Sztucinski (2002) for the identification of key coaching elements, this study is to survey the executive coaching experience to find the perception of stakeholders as to what makes the coaching experience effective and success in Indian context. This study also is unique in that all stakeholders are involved particularly the coaches and users knowing what specifically makes a difference in executive coaching through this study will allow theorists, practitioners and coaching participants alike to understand and apply the critical elements of this practice.