Chapter - 2

REVIEW

OF

LITERATURE
Chapter 2
Review of the Literature

This chapter mentions the results of the research done by different researchers previously nationally and internationally. The literature review is mentioned in time order.

Olivero G, Bane KD and Kopelman RE (1997) examined the effects of executive coaching in public municipal agency. Thirty one managers underwent a conventional managerial training program, which was followed by one-on-one executive coaching. The study found that the training increased the productivity only by 22.4 percent. The executive coaching which involved goal setting, collaborative problem solving, practice, feedback, supervisory involvement, evaluation of end results and public presentation, increased the productivity by 88 percent which was very high in comparison to the increase gained by training alone.

Wasylyshyn KM. (2003) explored factors influencing the choice of a coach, executives’ reactions to working with a coach, the pros and cons of both internal and external coaches, the focus of executive coaching engagements, indications of successful coaching engagements, coaching tools executives favored, and the sustainability of coached executives’ learning and behavior change. The author also raised a question about which executives were most likely to benefit from this development resource and presented a typology for gauging this issue.

Wheeler D (2005) described the introduction of ‘sustainability’ as a novel strategic paradigm to senior executive learning. Specifically, he described the Sustainable Enterprise Academy, an executive education initiative founded by the Schulich School of Business at York University (Canada) with the active support of a number of academic collaborators, five corporations and several business and civil society organizations. The Academy was dedicated to business transformation through the application of a strategic
sustainability paradigm, which assumed the desirability of business simultaneously creating economic, social and environmental value.

Bluckert P (2005) examined the coaching relationship as a critical success factor in executive coaching. He also tried to set out the characteristics of a successful coaching relationship and how to establish it. He argued to a need to shift the emphasis of coach training more strongly towards the coaching relationship. The article reminded the importance of the coaching relationship as a critical success factor in executive coaching.

Boyatzis R. Smith M. and Blaze N. (2006) integrated recent findings in affective neuroscience and biology with well documented research on leadership and stress, offered a more holistic approach to leadership development. They argued here that leader sustainability was adversely affected by the psychological and physiological effects of chronic power stress associated with the performance of the leadership role. They further contended that when leaders experience compassion through coaching the development of others, they experience psycho physiological effects that restore the body’s natural healing and growth processes, thus enhancing their sustainability. They suggested that to sustain their effectiveness, leaders should emphasize coaching as a key part of their role and behavioral habits.

Gray DE (2006) offered adult learning theory, and specifically transformative learning, as an alternative or parallel theoretical model for underpinning the coaching processes. All coaches needed to be aware that the coaching process may open up deep-seated anxieties, some of which are more appropriately addressed by a psychotherapeutic approach. Hence, a dynamic network model of coaching was proposed, in which psychotherapists and non-therapists collaborate to facilitate their mutual professional coaching development, learning and support.

Hamlin R. , Ellinger A.D. and Beattie R.S. (2006) attempted to address the lack of a sound and sufficient empirical base by presenting the results of a cross-cultural
comparison of the empirical findings from several previous ‘managerial coaching effectiveness’ and ‘managerial and leadership effectiveness’ studies completed by the authors in their three respective countries. Its specific aim was to demonstrate empirically the extent to which being an effective coach is an essential feature of being an effective manager and/or managerial leader.

Orenstein R. (2006) demonstrated that executive coaching efficacy can be measured empirically. It described the application of C. P. Alderfer’s and L. D. Brown’s (1972) “Empathic Organic Questionnaire” to executive coaching by summarizing a case in which it was adapted and utilized, by detailing the instrument’s construction and administration, and by reporting the results of paired sample ‘t’ tests of 40 items rated by 20 respondents representing a diverse sample of the client’s organization. The findings supported the hypothesis that the coaching client would be rated as changing most the behaviors directly related to stated coaching objectives; next, behaviors indirectly related to objectives, and least, behaviors not addressed in coaching.

Parker-Wilkins V. (2006) found increased understanding of the business impact of executive coaching enhances the utilization of coaching throughout the firm. Attaining business benefits required taking a more proactive stance in how coaching is managed: ongoing measurement of the value of coaching should be linked to the achievement of specific business objectives and value propositions set.

Wasylyshyn KM, Gronsky B and Haas JW (2006) conducted a survey focused on the effectiveness of a coaching program commissioned by a global company for high potential employees who wanted to develop their emotional competence. Survey results indicated sustained learning and behavior change among program participants over an extended period. Successful outcomes appeared to be related to the careful scrutiny of program participants, a collaborative model, an insight-oriented coaching approach, and persistent efforts to brand the program as a developmental resource. This work also indicated areas of continued opportunity for consulting psychology to include: the
developmental branding of coaching initiatives, the need for early career coaching, ways to connect coaching results to existing HR practices, how to deliver high impact coaching in cross cultural settings, and the critical need for empirical research in the areas of coaching and organization-based consultation.

Styhre A and Josephson PE (2007) undertook an action research coaching project in the Swedish construction industry and showed that site managers participating in the coaching programme developed skills for reflecting on their work life situation, improved their communication, and became better equipped for seeing a broader range of perspectives in their work. In addition, the coaching programme opened up new discussions in the construction projects, which benefited further communication. The overall reception of the coaching programme was enthusiastic. While coaching did not come without costs and efforts, it served as a leadership development approach capable of helping site managers develop their leadership skills, cope with work–family conflicts, and improve their communication.

Griffiths K and Campbell M (2008) attempted to standardize coaching and develop frameworks of accreditation for professional coaches which appeared to be growing as rapidly as the coaching industry itself. Coach training organisations, professional associations and universities were vying to regulate the industry through the development of competencies and standards. However, most existing frameworks of coach regulation were not evidence-based or empirically validated. The International Coach Federation (ICF) was the then leader in the promotion and regulation of professional coaching standards and the largest coach accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified coaches and their clients, this paper empirically examined and discussed the ICF coaching core competencies. The paper presented evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement.
Georgy JB, Levy PE and Jeffers M (2008) consistently pointed out the need for a better conceptual understanding of the process of coaching. The paper addressed this need with an emphasis on the role of feedback in executive coaching. Several existing models of the coaching process mentioned feedback as an important element, but none expanded on the role and function of feedback in executive coaching relationships. The author attempted to create a model of feedback in executive coaching.

Stewart LJ, Palmer S, Wilkin H. and Kerrin M. (2008) explored the relationship between coaching clients’ personality and a self-report measure of the transfer of learning from coaching to the workplace using 5-factor model of personality and construct general self-efficacy. Positive correlations were found between the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Conscientiousness was also found to be associated with generalization and maintenance of outcomes. Personality measures might have value as a means for identifying coaching clients who require support in order to make manifest the changes experienced in coaching.

Bono J. et al (2009) compared the practices of psychologist and non-psychologist coaches, as well as the practices of coaches from various psychological disciplines (e.g., counseling, clinical, and industrial/organizational). Results of surveys completed by 428 coaches (256 non-psychologists, 172 psychologists) revealed as many differences between psychologists of differing disciplines as were found between psychologist and non-psychologist coaches. Moreover, differences between psychologists and non-psychologists were generally small (average $d = 0.26$). The survey also revealed some differences in the key competencies identified by psychologist and Non psychologist coaches.

McKenna D. and Davis S. (2009) found that psychologists who coach executives had overlooked psychotherapy outcome research as a source of information and ideas that can be used to improve executive coaching practices. The research, based on thousands of studies and many meta-analyses converged on the conclusion that four ‘‘active
“ingredients” accounted for most of the variance in psychotherapy outcomes: 1) Client/extra-therapeutic factors (40 percent), 2) The relationship or alliance (30 percent), 3) Placebo or hope (15 percent), and 4) Theories and technique (15 percent). Working on the assumption that psychotherapy and executive coaching were sufficiently similar to justify generalization from one domain to the other, they described these four active ingredients at length and explored how they may be at work in the executive coaching process. They also suggested that psychologists had training and experience that allowed them to leverage some of these active ingredients in executive coaching (e.g., understanding of client individual differences related to coaching outcomes). But they also had areas of weakness (e.g., building a strong working relationship with an individual client) that may be needed to be bolstered with additional training and development experiences.

Moen F. and Allgood E. (2009) investigated the impact of a one year executive coaching experiment on self-efficacy in reference to important leadership tasks. The results showed that executive coaching had significant positive effect on self-efficacy. The findings were discussed from the perspective of the effect of coaching on the executives’ self-consciousness and their abilities to analyze tasks to evaluate their own capacities regarding these tasks, to setting better goals for themselves, and being aware of and able to better use strategies regarding these tasks.

McKenna D. and Davis S (2009) addressed concerns about the generalizability of the active ingredients of psychotherapy to the science and practice of executive coaching. They discussed four ingredients that may make a difference: (a) client characteristics, (b) goals or success criteria, (c) role of the organization, and (d) contextual knowledge of the executive coach. They explored how each of these differences is likely to affect the weighting of the four active ingredients in the equation for predicting executive coaching outcomes. From this analysis, they re-affirmed hypotheses that the active ingredients were generalizable to coaching and held promise for strengthening research and practice. They concluded by deepening their hypotheses to other areas of leadership development.
Moen F. and Skaalvik E. (2009) explored the effects of an executive coaching programme on important performance psychology variables (self-efficacy, causal attribution, goal setting, and self-determination). One hundred and forty-four executives and middle managers from a Fortune high-tech 500 company participated in the experiment over a period of one year. Twenty executives participated in an external executive coaching program and one hundred and twenty four middle managers participated in a coaching based leadership program. Findings indicated that there were significant effects of external coaching on psychological variables affecting performance such as self-efficacy, goal setting, and intra-personal causal attributions of success and need satisfaction. Findings also indicated that there were significant effects of coaching based leadership on self-efficacy among middle managers. However, the effects regarding coaching based leadership were not as strong as those from external executive coaching.

Perkins R. (2009) had shown that poor leadership during meetings results in negative outcomes; however, few studies had explored effective leader behaviors during team meetings. From "expert leader" observations, the author hypothesized that more effective meeting leaders ask questions, summarize, and test for consensus more frequently, and they disagree, attack, and give information less frequently. Executive behaviors were observed and tallied into these categories during team meetings before and after executive coaching. Three cases illustrated how coaching was done using these measures of meeting leadership behaviors. After coaching, study participants (20 men, 1 woman) exhibited significant behavioral changes.

Stern L (2009) presented information related to five basic assumptions about psychology and executive coaching. It was reported that psychology as a professional discipline can bring a great deal to the practice of executive coaching.
Grant AM. (2010) explored the relationships between workplace coaching skills and the perceived costs and benefits of adopting coaching skills from ‘Stages of Change Perspective’. This was the first study to examine these issues. Participants were 99 executives and managers from a range of occupations. Findings were broadly as predicated by the Trans theoretical Model of Change. Individuals in the early stages of adopting coaching behaviors had lower self-efficacy and lower coaching skills than those in the latter stages. The perceived benefits of adopting coaching behaviors did not differ across different stages of change. The perceived costs of adopting coaching behaviors were significantly lower in the latter stages of change, but findings suggested that it took about six months before the perceived benefits of adopting coaching behaviors outweigh the perceived costs. Disaffected managers held higher perceptions of the benefits of coaching, and there was no relationship between coaching behaviors and workplace wellbeing. It was recommended that managers of coach training programs explicitly address ways to overcome barriers to adopting coaching behaviors, rather than primarily promoting the benefits of workplace coaching. Organizations should give ongoing learning support to those who have recently completed workplace coaching training, in order to help them persevere through the initial adjustment period as they consolidate and develop their coaching skills.

Grant AM, Green LS and Rynsaardt J (2010) conducted a randomized controlled designed survey to explore the impact of coaching on goal attainment, mental health, workplace well-being, and resilience, and a quasi-experimental (pre--post). It was used to explore the impact of coaching on leadership styles. Forty-four high school teachers were randomly assigned to either coaching or a waitlist control group. The coaching used a cognitive--behavioral, solution-focused approach and was informed by theories of self-leadership and transformational leadership. Participants in the coaching group received multi rater feedback on their leadership style and undertook 10 coaching sessions conducted by professional coaches over a 20-week period. Compared with randomly allocated controls, participation in coaching was associated with increased goal attainment, reduced stress, and enhanced workplace well-being and resilience. Pre--post analyses for the coaching group indicated that coaching enhanced self-reported
achievement and humanistic--encouraging components of constructive leadership styles and reduced self-reported aggressive/defensive and passive/defensive leadership styles. Findings suggested that coaching, as a professional development methodology, has great potential to contribute to the development and well-being of society beyond the corporate and organizational settings with which leadership coaching and executive coaching are normally associated.

Kearney KS. (2010) undertook an organizational survey and observations at a single organizational site, as well as broader coaching experiences and offered a practical reflection of narcissism in the organizational environment and presented core issues that coaches face. He also suggested some possible guidelines for coaching this type of client and considers how much we as coaches were required to endeavor to assist our clients in changing that aspect of them.

Koonce R. (2010) discussed the significance of executive coaching towards leadership development (LD) within the U.S. federal government. It mentioned that adding executive coaching to existing training and LD programs would provide leaders the confidential opportunity to explore leadership issues, allow leaders to be acquainted with their own style, and allow leaders implement ideas and principles. It highlighted the four key factors to successfully bring executive coaching to the organization: Strong sponsorship, careful selection of coaches, consideration of services to offer, and appropriate matching of coaches to executives and managers.

Newnham-Kanas N, Morrow D and Irwin JD (2010) explored the unique qualities / characteristics/components of the co-active coaching model compared to motivational interviewing. Six questions pertaining to the creation, purpose, and process of the therapeutic alliance; and the relationship between practitioner and client were used to guide comparisons. According to the authors, it cannot be said that any of them are necessarily distinctive in their core principles or tenets. Instead, their uniqueness lay in the way that they are packaged and delivered. A model of motivational coaching, informed by this study’s comparative analysis of the three models/method analyzed in
this paper, was presented. The intent was to distil into one framework the key components of three important and overlapping methods used in working toward behavioral changes.

**Pousa C and Mathieu A (2010)** developed a theoretical model exploring sales managers’ motivation to show a coaching behavior, based on vroom’s expectancy model

**Visser M. (2010)** developed a theory of relating in executive coaching at this dyadic level of analysis. A conceptual analysis of relating in executive coaching was presented, drawing on a combination of the behavioral approach (Skinner and others) and the systems approach. The researcher found that the behavioral and systems approaches may be fruitfully combined in one behavioral systems approach. Following this, relating in executive coaching got characterized as systemic, behavioral, communicational, and patterned. The research was among the first to study executive coaching at the dyadic level of analysis, and to develop a combined behavioral systems approach towards that purpose.

**Coultas C, Bedwell W, Burke S and Salas E (2011)** proposed a research-based, prescriptive motivational approach to coaching those from culturally diverse backgrounds. Called the DELTA approach, the model included five components: (a) Determining cultural values, (b) Employing typical coaching techniques, (c) Looking and listening for motivational needs and deficiencies, (d) Tailoring coaching techniques to motivational needs and cultural values, and (e) Assessing the effectiveness of the approaches used. The DELTA model was intended to provide a flexible framework within which coaches can work with, motivate, and develop culturally diverse executives.

**Chandler M. (2011)** examined the effectiveness of a coaching model designed for managers in a college of business. The study included both educational ($n = 5$) and business leaders ($n = 30$). It examined their perceptions and outcomes of their participation. The results strongly supported the efficacy of coaching model.
Dean E, Culpin V and Curd J. (2011) examined how various aspects of the executive coaching intervention make a difference to the clients of coaching themselves. The study involved a web-based questionnaire (163 closed and three open questions) completed by 71 executive coaching clients shortly after the beginning of their coaching contract and by 31 of those again approximately six months later. The findings supported the idea that common factors that work in executive coaching are the relationship, empathic understanding, and positive expectations.

Fraser AW. (2011) conducted the qualitative research study on an enquiry into the meaning and essences of the executive coaching-organizational learning phenomenon, as a social construct of the lived experiences and perceptions of HR professionals. The findings suggested a need to place executive coaching within an organization’s systems, with performance measures aligned to business strategies, and for stakeholders to validate and build capacity around executive coaching. The results of the research study provided guidance to human resource professionals, poised to advance a coaching culture that benefits organization performance and leadership development.

Newsom G. and Dent E. (2011) measured three factors of executive coaching work behavior: Professional Coach Activities, Goal Setting and Attainment Activities and Relationship Activities. One hundred and thirty executive coaches affiliated with a major global leadership training and development organization were surveyed. Results indicated that the most frequent coaching behavior were (1) establishing trust, honesty, and respect (2) using open-ended questions, and (3) clarifying and understanding client concerns and challenges. Significant differences in coaching behavior occurred based on some demographic variables that were measured. For example, women scored higher than men in Relationship Activities behaviors, coaches with only a Bachelor’s degree scored higher than coaches with a doctoral degree in Professional Coach Activities, and coaches with business-related educations performed more Professional Coach Activities than coaches with counseling-related educations. An implication of this study was that competencies
needed to achieve professional level performance as an executive coach were not derived from particular educational or work-related experiences.

**Smither J. (2011)** presented eight questions to guide research concerning executive coaching based on a review of meta-analyses of psychotherapy. For each question, he presented the results of psychotherapy meta-analyses and discussed the implications for executive coaching research and practice. The voluminous history of psychotherapy research pointed to important questions and methodological issues that should guide future research about the impact and practice of executive coaching.

**Seggers J. (2011)** offered a theoretical coaching cube that helps to structure and understand the coaching industry. The three dimensions of the cube referred to (1) coaching agendas (what); (2) coaches’ characteristics (who); and (3) coaching approaches/schools (how). Each dimension was described by discussing the academic literature surrounding it. Using an economic and psychological perspective, they explored which combinations of these three dimensions were more likely to be observed in the business world. Next, they presented three studies from Belgium that empirically explored the existence of the different combinations. Finally, they discussed theoretical and practical implications of the coaching cube.

**Ben-Hur S, Kinley N. and Jonsen K. (2012)** presented a systemic approach to understanding the challenges facing executive teams in making good decisions and propose a simple framework for addressing these challenges. The suggested model incorporated previously proposed process- and insight-based solutions and adds a broader focus on information flow and how decision-making behavior is influenced and informed by the context in which it occurs. They questioned the predominantly individual-based approach to tackling the challenges of decision making and highlighted additional interpersonal processes that can both cause and be the source of solutions to Groupthink.
**Bozer G. and Sarros J. (2012)** examined executive coaching effectiveness by investigating whether executive coaching had an impact on coachee performance outcomes as well as individual outcomes as manifested by self-awareness, career satisfaction, job affective commitment, and job performance. Coaching outcomes were examined through a quasi-experimental field pre-post design with an untreated control group. The study participants (n=197) were drawn from the client bases of four Israeli-based firms whose primary professional services focused on executive coaching. The primary conclusion was that executive coaching may be a mechanism by which executives could be helped in improving and maintaining a high level of career satisfaction. The results were to assist organizations in designing more effective executive coaching programs, and in making informed decisions about implementing and measuring executive coaching.

**Enescu C. and Popescu D. (2012)** examined two levels of analysis from the viewpoint of the implementation of coaching, and executive coaching respectively, in organizations, throughout the changing process: the analysis of individual perceptions and their effects among employees as well as the institutional, structural, approach of change at the level of the human resources in the organization, mentioning risks that can often be noticed in Romanian organizations. They also described the perspectives from which mindful change is seen at the level of organization, by describing the theory of mindful change meant to facilitate the interpretation and understanding of the way in which both people and organizations can approach change. This theory is instrumental in the coaching process.

**Joo B, Sushko J. and Mclean G. (2012)** investigated the theoretical background of manager-as-coach, executive coaching and formal mentoring. Based on the extant literature, it also examined the definitions, purposes, practices and research of those three interpersonal relationships. Then, the similarities and differences among these issues were compared. Finally, implications and recommendations for future research were discussed. Overall, whereas manager-as coach and executive coaching are different practices in terms of their purpose and process, executive coaching and formal mentoring
were found to be more similar. They hoped that the conceptual distinction among these interchangeably used practices should enhance the understanding and appropriate application of such developmental practices.

**Clutterbuck D. (2013)** raised awareness of the role and nature of team coaching. He found that team coaching had multiple definitions and was only now emerging as a clear area of practice that requires specialist knowledge, skills, experience and supervision. Researcher provided a pragmatic view of how organizations can approach the development of team coaching as part of their coaching strategy.

**Dehaan E., Duckworth A., Birch D. and Jones C. (2013)** examined working alliance between coach and client, the self-efficacy of the client, the personality of the client, and the "personality match" between client and coach. The results showed that client perceptions of coaching outcome were significantly related to their perceptions of the working alliance, client self-efficacy, and to client perceptions of the range of techniques of the coach. The client-coach relationship mediated the impact of self-efficacy and range of techniques on coaching outcomes, suggesting that this relationship is the key factor in determining how clients perceive the outcome of coaching.

**Egan T (2013)** tried to understand the impact of executive coaching and multisource feedback on leadership development. Explored in the context of a U.S. government agency, the study used two large groups of respondents. One group received executive coaching as part of a leadership development program and was compared to a group not receiving coaching. The study design and limitations articulated by the authors provide both interesting results and insights regarding design improvement for future studies.

**Frost DE and Wallingford V (2013)** endeavored to create a practical system for assessing the need for developmental opportunities for management development while functioning on the job and to assist managers in selecting from those opportunities. This included assessment strategies, discussion of developmental patterns, and potential gains in organizational commitment and managerial performance. A model was proposed for
connecting previously established management competencies to developmental opportunities in the manager's current task and group environments. Self-assessment instruments were presented for general management competencies and for task structure with notes on how managers, their supervisors and/or mentors might complete those ratings, in order to then use the proposed action model for learning/development.

**Hannafey F. and Vitulano L.A. (2013)** proposed that executive coaching involves an agency relation with specific moral duties that go beyond the usual standards of professional ethics. Agency theory, and in particular a focused understanding of the agency relationship, can provide a needed ethical grounding and basis for moral thinking about executive coaching.

**Harakas P. (2013)** attempted to bridge the insights gained from specific areas of social, clinical, and counseling psychology with the executive coaching literature. The article reviewed and discussed theoretical approaches to executive coaching, the phenomena of resistance and ambivalence, the psychological theories of reactance and self-determination, and the therapeutic approach of motivational interviewing. The author adopted relational perspective to resistance to change, describes the conditions under which motivational interviewing might be useful as an executive coaching approach.

**Kay D. (2013)** described the coaching process in the literature as a process of learning that includes making reflections, examining the experiences individuals or groups undergo, and applying their understanding to new situations. He found that communicating the ideas in a manner to promote the coachee’s performance professionally and personally was a challenge. The paper focused on a tool that can help the coachee to practice new ways of communications that may have a positive effect on his performance and feeling at work.

**Kempster S. and Iszatt-White M. (2013)** outlined the terrain of executive coaching and contrasted with co-constructed coaching that draws on the research method of co-constructed auto ethnography. In particular the relative merits of directive versus non-
directive leadership development interventions were examined, along with the issue of multiple agendas in coaching/research relationships in this context. The paper made a contribution to management learning by presenting co-constructed coaching as a credible and potentially beneficial alternative to executive coaching by enabling a critically reflexive dialogue.

**Nieminen L, Smerek R, Kotrba L and Denison D (2013)** evaluated the outcomes of multisource feedback (MSF) and the importance of facilitation strategies that help leaders to interpret and use their feedback throughout the development process. This quasi-experiment followed 469 managers from a large government agency participating in a 15-month leader development program. Changes over time in MSF ratings of leadership behaviors and effectiveness were compared for two groups of leaders. Results indicated that managers in both groups improved similarly as rated by direct reports, peers, and supervisors, whereas only those managers who received the executive coaching improved according to self-ratings. Executive coaching intervention had a unique positive effect on managers' self-rated involvement, consistency, and mission-focused leadership behaviors.

**Plaister J. (2013)** proposed that raising culturally-bound awareness and building culturally-appropriate responsibility constituted the essence of good inter-cultural coaching practice. If cross-cultural coaching becomes an established form of coaching practice, coaches must be cognizant of the dangers of transporting ‘Western’ models of coaching that are biased towards their own cultural lens. It was proposed that the differing values informing constructs such as ‘responsibility’ can change over the life span due to multiple and prolonged intercultural experiences and this may require that the coach work with ‘unlearning’ as a key intercultural competency.

**Swart J. and Harcup J. (2013)** have provided empirical evidence of how coaching enables the translation from individual learning into collective learning, i.e. enacting behaviors, enacting a coaching approach and embedding collective learning processes. It drew on interview data gathered in two law firms wherein learning was the result of executive coaching interventions to pinpoint the mechanisms by which individual and
collective learning is interconnected, thereby heeding a call for a more detailed understanding of the mechanisms of learning.

McCarthy G. and Milner J. (2013) examined the literature on coaching managers. They also discussed practical implications for coach training. They identified key differences in the issues faced by coaching managers and by internal/external coaches and recognized the importance of adequate training of managers in coaching skills as an important issue for organizations to tackle. Furthermore, the development of a supportive coaching culture should not be underestimated in facilitating managers to apply their coaching skills on a daily basis. Paper gave an overview of the challenges of coaching managers, identified areas for development/consideration of coaching training programs and offered practical suggestions for supporting managers in applying their coaching skills.

The need for this Research study

In Indian corporate sector the executive coaching is quite a new concept. Not much research is done on the executive coaching practices in India. After doing the literature review it was observed that more detailed research study is needed for Indian corporate sector in order to understand the perception of the users of executive coaching as well as the components of executive coaching in India. The following research gap was observed on the basis of literature review:

- Executive coaching in India largely an unexplored area of research.
- Executive coaching is a new area of management research as revealed by reviews. Researches on it were found almost negligible prior to 2000 AD and serious research began mostly after 2000 AD
- None of empirical study were found in India or by Indian Researchers except few opinions expressed by Indian HR heads or few CEOs
- It has huge implications on Indian industry in view of the growth made and anticipated by Indian corporate sector
• No primary research was found which explains the perception of the stakeholders of executive coaching in Indian corporate sector. There is a need to understand the methods used by the expert coaches in the process of executive coaching and the user’s perception about them.

• Perceived benefit of executive coaching in India also needs to be studied so that suggestions could be made in order to improve the process of executiv