

Master of Business Administration

Subject: Research

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Date: 11 December 2009

**The impact of Integral Coaching on Toyota Malawi Ltd and Toyota
Uganda Ltd**



A Thesis
presented to

The Graduate School of Business

University of Cape Town

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Karen Yodaiken

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This thesis is not confidential. It may be used freely by the Graduate School of Business.

Signed:

Karen Yodaiken

The impact of leading with a Coaching Style on Toyota Malawi Ltd and Toyota Uganda Ltd

Abstract

This research performs a study of the impact of coaching on Toyota Malawi and Toyota Uganda and uses a process of Grounded Theory to develop a model of its impacts. Through a thorough interview and data collection process, involving management participants in the coaching initiative and the direct reports who have been present at both firms' pre and post the initiative, a diverse range of perspectives have been sought out to inform the theory generation process. An extensive literature review of the core categories that emerged was further used to understand the processes at work as a result of the coaching initiative.

In line with Grounded Theory, the research develops a core variable, that of the willingness and ability to relate to account for the impact of coaching and through the use of a paradigm model illustrates the impact that this has had on Toyota. The research should be of interest to coaching practitioners and to Toyota in better understanding the results of undertaking this coaching initiative.

KEYWORDS: Coaching, leadership development, Grounded Theory

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1 Introduction

1.1 Context

This section provides background to the coaching initiative undertaken by Toyota Tsusho Africa (“TTAF”). It provides a brief overview of the modules and development areas identified during the needs analysis conducted by the Centre for Coaching.

TTAF is a wholly-owned subsidiary of Toyota Tsusho Corporation, originally founded as a trading and supply-chain specialist of the Toyota Group. With its headquarters in Johannesburg, it provides key support to seven Toyota Tsusho Corporation acquired Distributors throughout Africa, including Toyota Malawi Ltd (“Toyota Malawi”) and Toyota Uganda Ltd (“Toyota Uganda”) (TTAF, 2007).

In November 2006, TTAF began implementing an Integral Coaching Initiative in its 12 strategic business units based in eight African countries. TTAF’s decision to undergo a coaching program was in response to diverse geographical and cultural challenges. The organisation also saw coaching as a method of providing the sustained competitive advantage they were seeking. Hylton Bannon head of TTAF Automotive Division comments, “We started searching for innovative ways to improve productivity and staff satisfaction. The company was already successful; what we needed was a sustainable competitive edge. We couldn’t change our product. What we needed to change was how we lead our people. You can be efficient with processes, but not with people. People need to be fulfilled.” (Harrison, 2008)

The Integral Coaching Initiative was implemented by the University of Cape Town’s Graduate School of Business Centre for Coaching. The Integral Coaching Initiative consisted of two separate but mutually supporting coaching initiatives, namely the:

- a) Strategic Leadership through Coaching (SLC) Initiative for the General Managers of the strategic business units. The focus of the SLC was at a strategic level
- b) Regional Leadership Team Coaching Circles and Leadership Roll-out Initiative for the senior management teams of the strategic business units.

For the purpose of this research the focus will be on the latter and will concentrate only on the Malawi and Uganda operations.

Uganda and Malawi Regional Leadership Training through Coaching Circles and Leadership

The coaching initiative comprised a six-module course aimed at empowering the regional leadership teams to learn new leadership skills, and to enhance their ability to interact in new and meaningful ways. The senior management team of Toyota Malawi, consisting of fifteen members, and the senior management team of Toyota Uganda, consisting of eighteen members, all took part in the initiative. The six-module course is represented graphically in figure 1. The Centre for Coaching specifically designed the course from a needs-based analysis. The resulting course aimed at developing the following:

- The ability to hold a coaching conversation and to lead using a coaching approach
- The ability to participate in and receive the benefits of coaching circles
- The ability to give and receive feedback in a constructive way
- The ability to engage in difficult conversations in a constructive way (constructive conflict)
- The ability to make effective requests and promises and to understand the role offers play

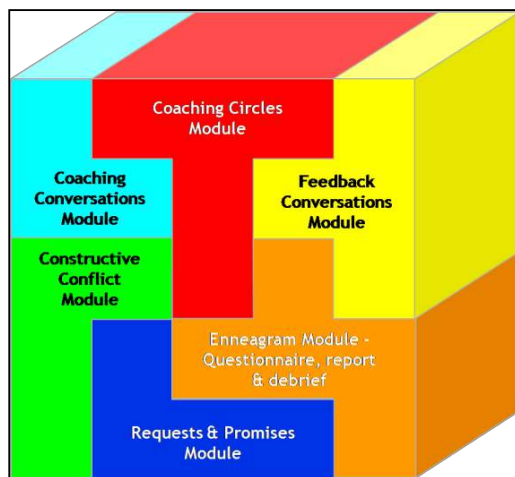


Figure 1: Regional Leadership Training through Coaching Circles and Leadership Roll-out

1.2 Research Area and Problem

Levenson (2009, p. 105) argues that “Although the primary objective of coaching is behaviour change and learning, most organisations promote and support executive coaching in the belief that such changes will improve leadership effectiveness.” Thatch (2002, p. 205) argues, “In the last decade, executive coaching, combined with 360⁰ feedback has been one of the fastest-growing executive development options within global economies. Recently there has been a substantial amount research in the area of coaching and leadership development, namely, Cacioppe (1998a), Kombarakaran, Yang, Baker, & Fernandes (2008), O’Flaherty & Everson (2005a), Kets de Fries (2005), Howard & Loos (2005).

The Integral Coaching Initiative has reached its completion in Toyota Malawi and Toyota Uganda and it was determined that a study was required to understand the impact of the coaching initiative. The purpose of the research therefore is to develop a Grounded Theory, which aims to understand the impact of integral coaching on Toyota Uganda and Toyota Malawi.

The researcher believes that the research is important for coaching generally as well as the specific coaches involved to better understand the process and the impacts that the initiative had, both in terms of its ultimate outcomes but also the way in which these outcomes were

reached. This should be done through understanding the perspectives of the coaching participants and those who report to them and who form part of the teams within which the coaching participants work. This in recognition that coaching, as contemplated by integral coaching seeks not just to strive for personal development for the sake of the individual but also to develop skills that can positively impact the wider team and organisation.

Equally importantly, is the need to provide context and understanding for TTAF as to if, how and why the coaching initiative was successful so as to enable a judgment as to its efficacy but also to develop a greater understanding of the skill sets required to develop the competitive advantage they are looking for.

Finally, given the lack of studies done to-date on the impact of Integral Coaching in a real world context, there is a need to determine not only what it achieves but how, especially given the potentially important role that coaching is recognised to have in a world that is increasing in complexity and where leadership and organisations are facing many challenges.

In support of this Vaughn (2005) argues, “Evaluating training is an essential process to ensure that the organisation’s resources are being used wisely. This assessment is important to the organisation, to the trainer, and to the trainees.” “Organisations will want to know: Is the cost of training justified?” and ‘Can these trainees safely be turned loose in our organisation?’ Trainers will typically want to know ‘How successful have I been in doing my job?’ Trainees will want assurances that they have been successful in their learning efforts and will be able to perform effectively on their jobs.” (Vaughn, 2005) In agreement with this, Kombarakaran et al. (2008) argue that “Companies can benefit greatly by including empirical outcome evaluations in planning their coaching initiative. Doing so will shape and improve the professional practice of executive coaching in the future.”

1.3 Research Question and Scope

The research is limited in scope to exploring the impact of coaching with regards to the specific coaching initiative that was developed through the needs-based analysis conducted by the Coaching Centre for Toyota Uganda and Toyota Malawi.

The research question is defined as: what is the impact of coaching on Toyota Uganda and Toyota Malawi.

1.4 Assumptions and Ethics

Assumptions

The following assumptions have been made with respect to the research undertaken:

- It has been assumed that the 20% of coaching participants in Toyota Uganda and the 15% of coaching participants in Toyota Malawi who were not available to be interviewed would not have added any additional information insight that may have altered the theory that has been developed.
- Due to time constraints the researcher was not able to develop a relationship with the interviewees. The assumption is that the respondents felt comfortable enough to give honest and accurate responses to the questions.
- The direct reports did not take part in the coaching initiative. The assumption is that they had enough of an understanding of coaching from being exposed to it through their manager to be able to give accurate responses to the questions asked.

Ethics

Leedy & Ormrod (2005, p. 101) state that “most ethical issues in research fall into one of four categories: protections from harm, informed consent, right to privacy and honesty with professional colleagues.” The researcher has taken all these into consideration and in addition, ethical considerations as required by UCT have been taken into account. Informed consent was obtained prior to interview and confidentiality has been maintained.

2 Literature Review

The framework for this research paper focuses on developing a theory, which aims to determine the impact of the coaching initiative. The literature review firstly covers a definition of Integral Coaching, looking at its evolution and its aims and outcomes, before moving onto Leadership and then Coaching's impact and effect on leaders and leading, both individually and from a team perspective. The next sections relate to topics specifically identified during the Grounded Theory data analysis process as "core categories" with the purpose of this part of the literature review to better inform theory development. Finally, the results of (Harrison, 2008) are reviewed as it pertains to this study.

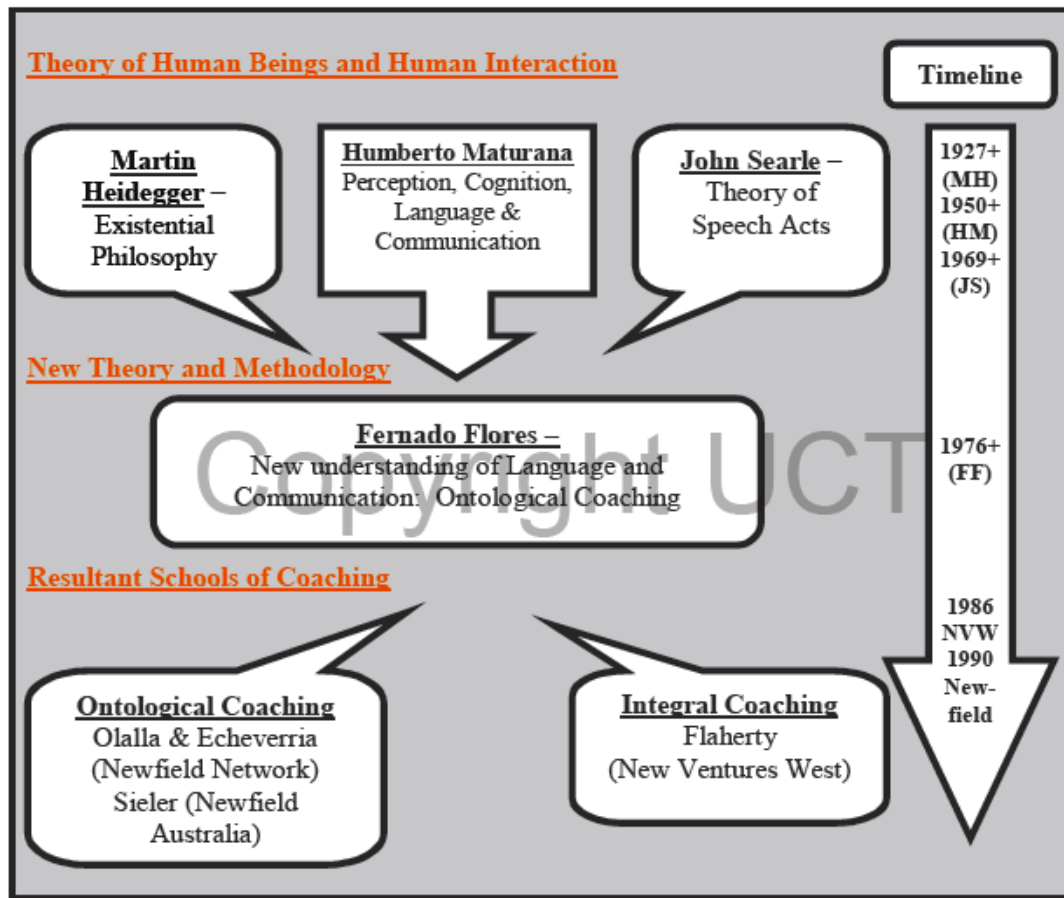
2.1 Integral Coaching

There are many different schools of thought around coaching and executive coaching. This causes a considerable amount of confusion in the profession. Integral coaching has also been called, 'generative' or 'ontological' (O'Flaherty & Everson, 2005a).

Fernando Flores was the founder of the discipline of Ontological Coaching. Flores was greatly influenced by Humberto Maturana, whose ideas were grounded in perception, cognition, language and communication. Along with this, his research was inspired by the existential philosophy of Martin Heidegger and the theory of Speech Acts of John Searle. The culmination was the development of a new understanding of language and communication and the creation of this new discipline (Sieler, 2003a).

As stated by O'Flaherty and Everson (2005a, p. 6) "James Flaherty, a student and collaborator with Flores has expanded these roots over the last ten years, into a branch of Integral Coaching which powerfully blends the phenomenology of Merleau-Ponty (1962) and the work of modern philosopher Wilber (2000)."

Figure 2 Represents the evolution of coaching and ties together the different schools.



Source: (Howard & Loos, 2005)

Figure 2: The Evolution of Integral / Ontological Coaching model

For the purpose of this paper when reference is made to coaching it specifically refers to the school of Integral Coaching developed by James Flaherty defined as:

Integral Coaching is what arrives when two people (coach and coachee) develop a professional relationship that is grounded in mutual trust and respect, directed toward a set of clear outcomes, guided by the presence, and informed by models about what it means to be a human being....it is a moment when you feel deeply connected to yourself and others, with a deep acceptance of everything, and take practical steps to forward in life. (Flaherty & Handelsman, 2004, p. 2)

2.1.1 Philosophical Foundation of Integral Coaching

As Sieler (2003b, p. 1) states “One of the key features of a profession is that the work of its practitioners is based on a coherent methodology that is grounded in an established and accepted body of knowledge”. The robustness of integral coaching comes from its building upon the foundations of various philosophical and academic underpinnings. At its core, according to Flaherty (2005), is the concept of pragmatism. This philosophical school is based upon the work of Charles Sanders Pierce (Pierce, 1877 & Pierce, 1878) followed by that of William James (James, 1963). Effectively, pragmatism’s approach is that there must be an acceptance that truth rests in what works. The focus is on practical outcomes rather than a reliance on theoretical constructs (Flaherty, 2005). Further it means that coaching styles are likely to adapt to context and situation, and should be constantly being updated rather than following a set routine or dogma.

Beyond this, O’Flaherty describes a coaching tree (Howard & Loos, 2005), based on the Tree of Knowledge from the works of Maturana and Varela (1987). This characterisation of coaching differentiates between four philosophical roots, the trunk and various branches. The four philosophical roots are Phenomenology, Hermeneutics, Existentialism and Linguistics and these support Integral and Ontological coaching approaches through the trunk (represented by integral philosophy and ontology).

The following is from (Wabbels & Kahaar, 2004) and gives a broad overview of the four roots:

Roots	Concept	Literature
Phenomenology	“Phenomenology is the study of essences; and according to it all problems amount to finding definitions of essences: the essence of perception, or the essence of consciousness for example.” (Merleau-Ponty, 1962)	(Merleau-Ponty, 1962)
Hermeneutics	“...hermeneutics, or the theory of interpretation... Interpretation is the act of developing one’s understanding of something and illuminating the thing. For example, when I learn that a gesture means that something is too expensive, I have interpreted the gesture.” (Polt, 1999, p. 13 &	(Heidegger, 1976, Gadamar, 1976)

	p. 41)	
Existentialism	...Sartre defines existentialism as the view that, for human beings, existence precedes essence. In other words, there is no fixed human nature – only human freedom. It is up to us to create our own values and make ourselves into whoever we choose to be” (Polt, 1999, p. 164).	(Jean-Paul Sartre, 1946, cited in Polt, 1999), (Karl Jaspers, 1919, cited in Polt, 1999), (Polt, 1999), (Gadamar, 1976), (Heidegger, 1976)
Linguistics	“We use language in human activities, and our use of linguistic forms is shaped by the need for effective co-ordination of action with others. If one person’s utterance is not intelligible to others, or if its interpretation by the listener is not consistent with the actions the speaker anticipates, there will be a breakdown...If I say there is water in the refrigerator and this assertion is not consistent with the domain of relevant actions, you may decide that you can’t ‘take me seriously’ or ‘believe what I say’. A fundamental condition for successful communication is lost.” (Flores and Winogard, 1988, pp. 62-63)	(Searle, 1969, Maturana and Varela, 1987, Heidegger, 1976)

Source: (Wabbels & Kahaar, 2004, pp. 33-34)– adapted

Table 1: Concepts of the Coaching Tree

Phenomenology

With regards to the concept of integral coaching developed by James Flaherty, O’Flaherty & Everson (2005a) cite the first of these, Phenomenology, particularly the work of Merleau-Ponty, as critical. This body of work is essentially concerned with the subjective interpretation of experiences by individuals, as individuals within their environment. According to (Husserl, 1970) this “life-world” is experienced by “embodied beings” (Merleau-Ponty, 1962) who “can never experience and know about things or encounters independent of our lived experiences as bodily-engaged beings” (Kupers, 2005). In this way, as embodied beings, we are both a part of the world and coextensive with it, in that we impact its construct and are impacted by it (Merleau-Ponty, 1962). Further, this recognizes the bodily senses’ role in the understanding of, and participation in, experiences. The importance of this perspective, in respect of coaching, is recognising the way that individuals and relationships between individuals develop.

Within the realms of coaching and the theories developed by Flaherty, this phenomenological base takes form in the individual's "Structure of Interpretation" (Flaherty, 2005, p. 9) which effectively talks about the manner in which a person interfaces with his or her world. Without recognition of the individual nature of such a structure, it is difficult for coaching to become truly effective and it is often the changes to the individual's Structure of Interpretation, and the potentials that such changes allow the individual, that becomes a central aim in coaching. The critical aim often is to understand what part of this structure is relevant to the coaching objectives (Flaherty, 2005, p. 34).

Coaching Tree: Beyond the Roots

The next stage in O'Flaherty's characterisation is the trunk and this is built upon the body of work around integral philosophy and psychology from the works of Ken Wilber and the importance and understanding of ontology from Flores, Maturana and Varela.

Integral Philosophy

Wilber (2000a and 2000b) proceeded to develop what he believed to be an encapsulation of a number of different areas of eastern and western philosophy, teachings and theories to develop his integral theory into one model. This model is based on the concept of the Holon, which is itself a complete concept but also constitutes part of a larger concept. (Landrum & Gardner, 2005). This forms the central tenant of the four-quadrant model as represented by the following (from Wilber (2000)):

- the Inner-Individual – the "I" where the focus is not on what is seen but what is processed internally
- the Exterior-Individual – the "It" where the outside observable actions of the individual are apparent
- The Inner-Collective – the "We" the common understandings held by individuals based on culture, cultural norms etc
- The Exterior-Collective – the "Its" where the focus is on society as a whole

This framework is known as the AQAL framework and has been adapted by Flaherty for use in integral coaching, as shown below:

III. Culture and Relationships <ul style="list-style-type: none"> • Language • Ritual and customs • Morals 	I. Individual Experience and Consciousness <ul style="list-style-type: none"> • Thoughts and feelings • Emotions and mood • Body sensations
IV. Environment <ul style="list-style-type: none"> • Natural • Human-made • Technology and tools 	II. Body and Behaviours <ul style="list-style-type: none"> • Body chemistry • Neuromuscular system • Genetic inheritance

Source: (Flaherty & Handelsman, 2004)

Table 2: The Four Quadrants

Importantly, in their article, Flaherty and Handelsman indicate that each of the four quadrants should not be thought of separately but rather, as four different windows on the same phenomena, and that all interrelate to each other. As such, all four windows should be attended to when thinking about developing competencies. This therefore represents the “I”, the “We” and the “It” that is at the heart of Integral Coaching (Flaherty & Handelsman, 2004). This approach can be summarised as follows: “We include everything in human life, leaving out nothing. The more fully we can understand the forces constructing and coursing through a human life, the more powerful our coaching can be”. (New Ventures West, 2008).

Ontology and Coaching

As Sieler points out in his book:

Ontology is the study of being, and is an inquiry into the nature of human existence. This especially includes a concern for the quality of our existence, much of which is the quality of coexistence in our everyday personal and professional dealings with each other. (Sieler, 2003a, p. xii)

With its roots in the work of Parmenides, the ancient Greek philosopher, according to (Sieler, 2003b) the use of ontology enables a coach to:

- develop a sound understanding of what aspects of the coachee's Way of Being are generating an unhelpful reality, and

- support the coachee to develop a more constructive reality that will lead to positive changes in his or her world.

In Sieler (2003b), he refers to developments in the Biology of Cognition, in existential philosophy and in the philosophy of language (i.e. body, emotions and language) in bringing together what he terms the “Ontology of the Human Observer” which has at its roots the work of Fernando Flores (Flores, (1982) & Winograd & Flores, (1986)).

Maturana (1980) defines the Biology of Cognition and essentially states that the nature of observation results in interpretations on the part of what he calls “The Observer” (Maturana & Varela, 1987) and that this cognitive activity cannot be divorced from the rest of the activity of an organism. Furthermore, it cannot be separated from patterns of behaviour established in relation to the rest of the “world” or the organism’s environment. This relates to both biological matters as well as, importantly, the use of language. Both these areas relate to the works of Heidegger who, according to Winograd and Flores (1986), postulates that cognition is not merely an individual mental area, but rather it is a realm that is informed by social activity. Thus, human understanding is born out of lived practical experience and language is at the core of this understanding.

Many branches of philosophy including phenomenology, hermeneutics and the work of Ken Wilber recognize, along with Searle (Searle, 1967 & 1979) as well as Wittgenstein (e.g. (Wittgenstein, 1958)), the important role that language plays in human understanding and cognition (alongside that of physiology and emotions).

Sieler (2003b) summarises the ideas that emerged as:

- language is a form of human action;
- language is an instrument for getting things done;
- language produces effects on participants and therefore impacts on what is really for them; and
- there are a number of fundamental ways that humans continually use language to produce effects and generate reality which are referred to as Speech Acts (Sieler, 2003b, p. 4)

Flaherty (2005) also acknowledges the importance of language and includes listening as an important part of the use of language. The key role for the coach in this regard is therefore to understand the way language is being used (and not used) by the coachee and how this impacts on observations of circumstances. This lies at the heart of the principles of Integral Coaching. As New Ventures West state:

...the horizons of what is possible for us are bound by the way we speak and listen to ourselves and others. Working at a fundamental level with language allows clients to initiate profound change in identity, meaning, and relationship. By becoming more competent speakers and listeners, clients resolve nearly all of their everyday difficulties, especially those associated with producing results and generating innovation. Integral coaches have learned through their own experience the power of language and invite their clients to share in its mystery and wonder. (New Ventures West, 2008)

The final element of Sieler's ontological coaching is the role of emotions or moods, which borrows much from the work of Heidegger and Nietzsche in establishing the importance of moods in people's interpretation of their experience. "The foundation of any interpretation is an act of understanding, which is always accompanied by a state-of-mind, or, in other words, which has a mood" (Heidegger, 1962). Thus, an appreciation and recognition of moods and emotions, and in many ways their link to emotional intelligence as developed by Daniel Goleman (Goleman, 1998a), is critical in respect of coaching.

Therefore, in concluding with reference to Sieler's quote at the start of this section, integral coaching, and the related ontological coaching, has strong philosophical foundations. These are concerned with the roles that existence, definition, perception and interaction of the human being play. This applies to both the individual, individually and as part of a collective, as well as a part of their surroundings. In terms of coaching it is the use of language, an appreciation of interrelationships and the biological underpinnings which enables the coach to better understand the individual's Structure of Interpretation as well as to develop an appreciation of how best to facilitate interventions in ways that will be meaningful and contribute to the desired outcome.

2.1.2 Products of Coaching

Flaherty (2005) explains that “one of the most powerful ways of understanding coaching is from the end. If we know what we are intending to accomplish, we can correct ourselves as we go along and be able to evaluate our success at the end.” (Flaherty, 2005, p. 3). He seeks to differentiate coaching from merely being a tool to be used towards a specific and narrowly defined goal but rather that it should result in broader outcomes. Outcomes are generally specific to each coachee (but will be mutually beneficial for them as individuals and for the organisation), however at its heart Integral Coaching has the following three broad aims:

Long-term Excellent Performance

Flaherty and Handelsman (2004) contend that people will continue to face challenges (both personal and professional) in life and that these can be met either as “an opportunity or a burden, a chance to develop or a painful lesson” (Flaherty & Handelsman, 2004, p. 1). They speak of a competence and a fulfillment in life that is impacted by our sense-making of these situations and the actions we chose to take. Long term excellent performance has these two core dimensions at its heart and these can be described as follows:

Competence “Competence is distinct from a goal. A goal is something you achieve...Competence is a capacity that endures. It helps us achieve particular goals and stays with us afterwards...” (O’Flaherty & Everson, 2005b, p. 10) adapted from (Flaherty & Handelsman, 2004)

Fulfillment “Fulfilment is a deeply felt experience that what we are doing and how we are living and who we are becoming is meaningful and worthwhile...From an individual perspective the value of fulfilment is self-evident. For organisations it makes a difference when people are fulfilled because they stay longer and generate better results (O’Flaherty & Everson, 2005b, p. 10) adapted from (Flaherty & Handelsman, 2004)

Self-Correction

Flaherty (2005) advocates that self-correction occurs when a person is able to detect when they are performing well and when they are not. They are independently able to make the necessary changes to the processes underpinning non-productive behaviour (Flaherty, 2005, p.

4). Further, when coachees are able to become self-correcting they are no longer dependent upon a coach (Flaherty & Handelsman, 2004).

Self-Generation

Flaherty (2005) explains that when someone is well coached they are always seeking for self-improvement. They will do this by practicing more, watching others perform or learning a new activity that will produce a new competency (Flaherty, 2005, p. 4). The aim is that self-generating helps to make developing competencies a continuous process. (Flaherty & Handelsman, 2004)

2.2 Leadership

(Mastrangelo, Eddy, & Lorenzet, 2004) have defined leadership as the ability to develop a vision, support processes, procedures, people and technology to achieve organisational goals. In agreement, Cacioppe (1998b), states leadership involves the creation of a strategic vision for an organisation, the effective communication of the the vision to both people in the organisation and the customers alike and also involves motivating, inspiring and aligning the people in the organisation to achieve this vision. Leaders must have the courage to embrace change, and have the capacity to motivate and inspire to follow a vision (Bass, 1990). In addition, leaders are able to influence, in order to encourage the achievement of goals (Yukl, 1998). However, Burns (1978) suggests that leadership is one of the most misunderstood concepts on this planet.

Boyatzis, Smith, & Blaize (2006) state that theories of leadeship and leadership development can become more intergrated and holistic if they integrate psychological interactions. The importance of focusing on the individual in the workplace and integrating these psychological interactions is highlighted by Sieler (2003a, p. iii) when he states “*The human soul is the hidden side of business*. Coaching the human soul is about supporting people to be at their best in living, learning and working. Coaching the human soul makes good business sense, for when people are at their best, organisations benefit from their enhanced performance, productivity and creativity.”

2.3 Coaching and Leadership Development

Sieler states that:

Thoughtful organisational leaders are hungry for a new paradigm that will enable their organisations to flourish in the complexity of a rapidly evolving global culture. They are searching for something beyond conventional understanding. They want learning that will produce deep and sustainable change, which includes the necessity for recurrent adaptiveness in an increasingly unpredictable and competitive environment. (Sieler, 2003a, p. 14)

Kombarakaran et al. (2008), explain that executive coaching has grown substantially in recent years. Organisations' need for competent managers and the reported success of executive coaching has provoked organisations to adopt coaching as a strategy to improve executive performance. In agreement, Kets de Fries (2005) advocates that organisations are realizing what used to be an effective way of running a business is no longer valid. New competencies are needed and there is relentless pressure on executives to transform their way of thinking while maintaining the focus on achieving financial performance.

One of the methods of choice for leadership development is executive coaching. This is because it offers a unique position, in that it assists in modifying behaviours and perspectives without sacrificing the coachee's self-esteem and competence. (Kombarakaran et al., 2008) In addition to this, Freas (2000, p. 30) maintains that "Executive coaching can help build bench strength within the organisation by providing and developing executives with such vital coaching skills as giving and receiving feedback; varying their leadership style to meet the needs of their direct reports; and demonstrating that it is acceptable to ask for help."

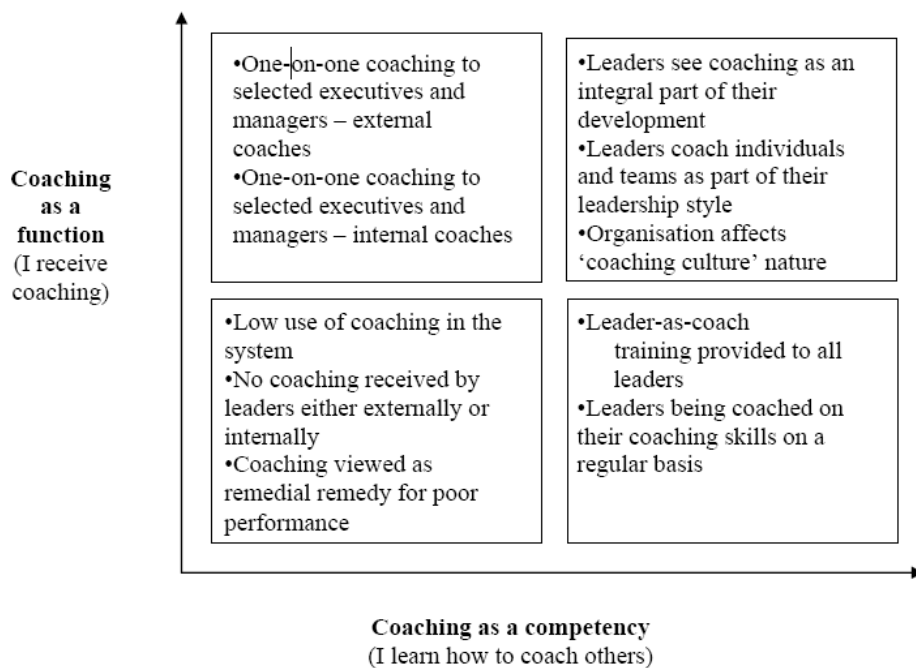
In agreement with this, O'Flaherty and Everson (2005a, p. 2) argue that the "focus on leadership development has arisen through the urgent need for organisations to find ways of building capacity to deal with the unforeseen challenges brought by our ever-changing global reality." O'Flaherty and Everson (2005b) suggest that coaching provides a medium to train leaders and enhance organisational leadership. O'Flaherty and Everson (2005a) put forward three propositions regarding coaching, in the context of leadership development and future trends which they propose are likely to develop:

Proposition 1: Coaching will become a significant component of leadership development into the future and an increasing proportion of leadership development budgets.

Proposition 2: Organisations will increasingly seek to develop ‘coaching cultures’ as a way of differentiating themselves.

Proposition 3: Coaching will become increasingly used to integrate the learning and development outcomes aimed for in other learning modalities. (O’Flaherty & Everson, 2005a, pp. 10-11)

Cacioppe (1998a) argues that successful leadership development needs to address not only the individual, but also the team and the organisation, this includes self-development of leaders, improving the ability to contribute to the teams they lead and the development of skills, which help them facilitate strategic and business change. O’Flaherty and Everson (2005b) describe that coaching can occur across two dimensions. They explain that the first consists of coaching as a function. This is described as “one-to-one business or executive coaching, provided by either internal or external coaches.” The aim is to develop a tailored coaching program that specifically facilitates self-development of the leader and allows the leader to confront their competencies to successfully lead. The second dimension they term as coaching as a competence. This equips leaders with the tools and capacity to coach those they lead (O’Flaherty & Everson, 2005b). Figure 3 below provides an overview of the way these two dimensions interact.



Source: (O'Flaherty & Everson, 2005b)

Figure 3: Coaching as a Competency and a Function

In its application to the coaching oriented organisation, it is self-evident from the above that the area of highest leverage for both the individual and the organisation is achieved in the area of maximizing both coaching as a function and coaching as a competency, and the emergence of a coaching culture which is sustainable beyond the coaching intervention. Conversely, the least ideal situation would be represented by the lowest level of both of these dimensions.

2.3.1 Leaders who Coach (competency)

Morgan, Harkins, & Goldsmith (2005) express the view that the coach works to provide the capabilities in the leader or leadership team to help shift the organisation to a new level of effectiveness. This sometimes requires helping the leader become the coach him or herself. In agreement with this, Crane (2000, p. 111) argues, "One of the core competencies of contemporary leadership is coaching. It is a field of management practice that is receiving renewed interest for the power it has to create and sustain high performance.

Further, Kombarakaran et al. (2008) state that “Coaching direct reports improves these relationships and is a good long term investment that may save the organisation the costs associated with external coaching in the future. Companies that adopt this approach generate a continuing line of prepared leaders.”

With respect to leadership and culture, Evered & Selman (1989, p. 1) state that “Current management culture – based on the intention to control others – is contrasted with a new management culture based on the intention to empower others. Coaching is presented as that conversation which creates that new management culture, *not as a technique within the old culture* (italics added). It occurs within a particular kind of relationship between manager and the managed.” Morgan et al. (2005, p. 122) believe that “it is the job of the leader to build coaching capability in the DNA of the organisation. When leaders coach...learning and teaching are continuously exchanged in a virtuous cycle”

Kets de Fries, (2005) advocates that organisations have realised that in order to remain competitive the command and control leadership orientations of the past have been replaced with the creation of coaching and commitment cultures. Coaching is seen as essential tool for creating a coaching culture, where managing is seen as an art, the art of - “getting things done through people”, focusing on empowering a group of people to generate desired results, achievements and accomplishments (Evered & Selman, 1989). Effective management should attend actively to what is going on, as opposed to applying prescriptive, inflexible techniques and rational models. They should be aware of how the quality of the communication (speaking and listening) affects the level of work results and they should strive to build partnerships with the people through whom the results are generated and the tasks accomplished. This creates an enabling environment, where people collectively generate results, which lead them to be empowered by the results they have created (Evered & Selman, 1989).

2.3.2 Team Coaching

Although many executives generally view coaching as individual-focused, team coaching has recently emerged as an initiative to help build and motivate teams. Lyons (2000) believes that

“in times of major organisational change, coaching often provides the necessary impetus for building and motivating teams. Team coaching helps establish and then build a collection of individuals into a fully functioning business network.”

Kets de Fries (2005) argues that although one- to-one coaching is very effective, the benefits of leadership coaching in a group setting will normally have the most long-term and sustainable changes. Lyons (2000) argues that a well designed team coaching process creates cohesion, enthusiasm and ignites business improvement.

Some of the outcomes of Kets de Fries (2005) study, where executives participated in intensive group coaching exercise, were as follows:

- The members learnt what it meant to coach others.
- The members acquired new interpersonal skills which in particular allowed them to become better listeners. This enabled the development of more meaningful relationships because of the promotion of new understandings.
- The process had allowed the creation of more congruent teams where common goals and values were shared and articulated.
- Members reported higher levels of trust and mutual respect.
- Not only were the relationships between members of the team who participated in the study more effective, but the executives all reported the skills acquired had helped build and improve relationships with direct reports.
- Communication became more focused, less conflicting and therefore less energy draining.
- They reported experiencing more satisfaction and fulfillment in their work and personal lives.

Part of the Coaching Initiative at Toyota involved the implementation of Leadership Team Coaching Circles. O’Flaherty & Everson (2005b) describe the typical Coaching Circle being composed of six leaders and one coach and occurring every six weeks. The coach was there to facilitate the learning experience thus assisting leaders to develop their coaching competence.

The Circles provide an opportunity for the leaders to get, firsthand, the experience of coaching their peers.

According to O’Flaherty and Everson (2005b) when coaching circles are used effectively, the following results are normally achieved:

- Leaders learn to reflect
- Leaders learn to see from other people’s point of view
- Leaders learn about themselves
- Leaders learn how to listen
- Leaders learn to give and receive feedback
- Leaders learn to ask the right kinds of questions

2.4 Self-Awareness

Socrates, the ancient Greek philosopher, suggests that to “know thyself” is the bases for all wisdom and right action. Cacioppe (1998b), explains that improving self-knowledge should form the foundation of all leadership development programs. Goleman (1998b) explain that self-awareness is the first component of emotional intelligence. He defines self-awareness as “having a deep understanding of one’s emotions, strengths, weaknesses, needs and drives. People with high levels of self-awareness are neither overly critical nor unrealistically hopeful. Rather they are honest – with themselves and with others” (Goleman, 1998b).

Cacioppe (1998a) states, Leadership development programs should help participants learn something new and surprising about the world they operate in, resulting in a change to their mindset. He suggests that one of the ways of doing this is through helping leadership to better understand themselves and providing them with the necessary tools and support to develop a deeper self-awareness.

Everson, O’Flaherty, Howard, & Loos (2006) explain that at the core of both Integral coaching and Ontological coaching is the development of increased self-understanding, the results of which allows the coachee to view both personal and professional life situations in a new way. This new way of viewing situations creates new possibilities for the individuals, in

terms of relating to themselves and to others. They further advocate that the enhanced self-understanding and improved professional and personal relationships lead to greater self-fulfilment, which further results in greater workplace productivity. In agreement with this Blattner & Bacigalupo (2007) advocate that through coaching, individuals are able to develop improved self-awareness, resulting in an increased ability to manage tension brought about by disparate responsibilities in an organisation and leading to increased performance amongst executive and teams. The outcomes of the study conducted by (Howard & Loos, 2005), confirmed that an integral coaching initiative, ongoing in a multinational organisation, facilitated the development of greater self-understanding in the participants and that this lead to managers cultivating enhanced relationships with others and the creation of an environment for new ways of thinking and learning.

Goleman (1998b) states, that people with high levels of self-awareness understand how their emotions affect them, the people they interact with and their job performance. Thus, a person with high levels of self-awareness who knows that tight deadlines bring out the worst in them will make the necessary plans to make sure their work is done well in advance. Another person who is self-aware will be able to deal with difficult customers, they are able to understand the impact of the customer on their moods, often turning frustration into something constructive (Goleman, 1998b).

Urch Druskat & Wolf (2001) explain that the imperative, in the arena of high performing teams, lies in the ability to develop and create emotionally intelligent teams. This is achieved by establishing norms for emotional awareness and regulation at all levels of interaction. This allows teams to build a level of trust, group identity and group effectiveness, needed for true collaboration and co-operation leading to high performance, creative solutions and better decision-making capabilities (Urch Druskat & Wolf, 2001). In agreement with this Prati, Douglas, Ferris, Anmeter, & Buckley (2003) advocate that if individuals maintain a high level of self-awareness when interacting in teams, they are more equipped to prioritize concerns, insignificant issues can be set aside, minor conflicts are contained and more important project issues take priority. In addition to this, self-aware individuals might have the facility to modify how team members respond to their actions, allowing them to direct interaction to

achieve a desired common goal (Prati et al., 2003). In order to facilitate this, individuals need to understand how to self-regulate emotions (Prati et al., 2003).

2.5 Self-Regulation

Goleman (1998b) describes self-regulation, a component of emotional intelligence, as analogous to the continuous inner dialogue that liberates us from being controlled and taken prisoner by our emotions and feelings. People who have the ability to engage in these inner dialogues are not immune to feeling bad moods and emotional impulses, they are just better equipped to control the impact the emotions and feelings have on them and even channel them into something constructive (Goleman, 1998b).

Goleman (1998b) highlights a number of key factors to explain the importance of self-regulation for effective leadership. Firstly, he explains, people who are in control of their emotional impulses and feelings are able to create an environment of trust and fairness. Such environments normally are able to hold and attract talent, politics and infighting are reduced, and productivity is high. Self-regulation often has a disseminating effect in an organisation, with direct reports of managers who regulate their emotions often more consistent in their emotional responses (Goleman, 1998b). Secondly, self-regulation is important factor to enable people to deal with ambiguity and change. In today's world, organisations are continuously being subjected to mergers, takeovers and the introduction of new technology. Those with the ability to self-regulate find it easier to suspend judgement, seek out information and look for the constructive angle (Goleman, 1998b).

Seiler (2003a) explains that moods and emotions form an integral part of business and life processes. He further states, "the role they play in individual, team and organisational performance, and living an enriched and fulfilling life is vastly underestimated" (Sieler, 2003a, p. 20). The integral coaching methodology contains tools for "managing, recognising and shifting moods and emotions" (Sieler, 2003a). Moods and emotions play an essential role in the use of language and the effectiveness of communication in management, leadership, team building and coaching. Essentially, they form a fundamental element of morale and organisational performance (Sieler, 2003a).

Some of the key distinctions and tools in coaching are learning to differentiate between emotions and moods, learning to shift from a negative mood to a positive mood, and using moods and emotions to develop relationships, encourage collaboration and engage in more effective and influential conversations (Sieler, 2003a).

A study conducted by Sy and Cote (2005), revealed that those who had high emotional regulation were rated by their peers as being leaders that are more visionary. These peers also reported receiving more emotional and social support and reported having more meaningful communications with other group members and their counter parts. Bagozzi (2006) suggests that business-to-business relationships involve complex interpretive, cognitive and psychological processes. The ability of the parties to self-regulate in a functional way for the self, other person, relationship and firm is imperative to the health and results of the business-to-business relationships.

Emotionally intelligent individuals who have the ability to self-regulate are able to adapt to any social context and remain functional team members, even when faced with team conflict, membership turnover or other situations, which may have a harmful effect on overall team and organisational performance (Eisenberg & Fabes, 1992).

2.6 The Importance of Communication and Conversation

Fundamental to the coaching relationship is conversation and the ability to communicate accurately. Using language that can be understood and where the expressed ideas can be utilised by the recipient is a central core competency of the coach.

Sieler (2003a) states:

In these considerations of learning, it is important to emphasize that learning is not just an individual phenomenon. Learning is a social phenomenon that occurs with and between people in conversation...Ontological coaching can provide an invaluable context for the development of conversations about what deeply matters for people. This is not only the conversation that occurs between the coach and the coachee. Effective coaching can also mean that the coachee expands the range of his or her conversation beyond the coaching context. Coaching can provide a powerful catalyst

for people to speak and listen to each other differently, opening up new possibilities for utilising the power of conversation to design what is necessary for them to live happier and more meaningful lives.

In our everyday lives we continuously engage in conversations. When describing conversations at work, Sieler (nd) explains that part of being human is our in-built need and desire to concentrate on what matters, we do this by engaging with others to generate shared meaning by accomplishing important tasks. At the heart of accomplishing these task is conversation. He argues that the art of conversing may be the key leadership skill for creating high quality performance from people.

Additionally Sieler (2003a) describes a number of important benefits that conversations create for individuals and others:

- *Coordinating actions with others:* bringing together and connecting the diverse efforts of different people
- *Making sense and generating meaning:* developing an understanding and interpreting the world around to give meaning
- *Inventing the future:* visualize future possibilities and explore how they may be achieved
- *Producing opportunities:* exploring new ways of participation in current domains of action and exploring opportunities to operate in new domains
- *Creating a shared understanding;* creating an environment of collective understanding though practices, customs and rituals to encourage a better future together
- *Becoming a possibility for others:* being listened to as someone who has something considerable to offer which produces new possibilities and adds value to others
- *Improving relationships:* the development of relationships, with colleagues, loved ones and people from various different cultures and backgrounds

Sieler (nd) explains that language cannot only be regarded as a way of describing what exists but is also regarded as a way of taking action and performing. In order to develop better communication and relationship skills, leaders need to develop what he terms “Conversational Proficiencies”. He defines Conversational Proficiency as “utilising specific linguistic actions

to generate the required activities that are necessary for satisfactory organisational performance” (Sieler, nd). Organisational leaders have come to realise that their opportunity to create high performing organisations lies in the development of talent and human capital and at the heart of this lies managing interpersonal relationships (Kets de Fries, 2005).

Sieler (nd) recommends certain conversational proficiencies which should be considered:

- Language is both speaking and listening
- Listening is an active, not a passive process
- Speaking contains specific actions, which generate physical actions
- All actions within speaking and listening occur in conversations
- Linguistic actions cannot be divorced from moods and emotions (Sieler, nd)

Sieler (nd) highlights that coaching provides the essential tools to help leaders and managers develop the necessary conversational competencies to build stronger, more meaningful relationships. Development of these relationships is imperative in the increasingly complex, rapidly changing and chaotic business world of today. In agreement, Kaufman (2006, p. 288) states that “Among the desired outcomes of coaching are actionable recommendations that result in a shift in the perspective, new learning and altered behaviors, such as increased ability to manage key relationships more effectively, demonstrate style flexibility that leads to more effective communication and more effective approach to problem solving and conflict resolution”.

Coaching provides insight into how verbal and non verbal interactions impact on others, how to best communicate with different personality types and the implications of actions (Kombarakaran et al., 2008). The coaching process, through skilled conversations, encourages tacit and implicit knowledge to be transformed into explicit knowledge, which can then be transformed into action (Bowerman & Collins, 1999).

Ultimately, becoming more proficient in conversation can lead to deeper and more meaningful communication, which in turn has an impact on the overall functioning of the organisation, “the improved capacity to relate to direct reports, internal customers and

managers in a focused way mobilises others to improve productivity and effectively achieve corporate goals.” (Kombarakaran et al., 2008)

2.7 Trust

In (Sieler, 2003a) he defines the universal linguistic action of “promising” as one of the primary and most essential ways in which we communicate. He explains that at the heart of coordinating action is the ability to make and manage promises with each other. The act of promising, requiring two or more people, is about making commitments to each other to perform specific functions (Sieler, 2003a). Within this realm, lie the key linguistic acts of requests, offers and declarations of acceptance. The notion of a request is an attempt to appeal to someone to perform a certain action for us and constitutes a powerful tool for generating desirable future realities (Sieler, 2003a). An offer, however, is when we extend ourselves to another to perform a certain action (Sieler, 2003a). Sieler (2003a) explains that the connection between requests and promises, and the connection between offers and promises is through a declaration of acceptance, which essentially provides a commitment to the other person to fulfil the specific actions being requested or offered. The importance of promising lies in its power to generate collaborative action to accomplish tasks that may not have been possible without the participations of others (Sieler, 2003a).

Sieler, determines that trust cannot be described as a thing or an entity, but should rather be viewed as a linguistic and emotional practice (Sieler, 2003a). He explains that trust viewed through a linguistic lens is an assessment we make about whether or not we want to commit ourselves in some way to dealing with others.

The concepts of promises and trust are undeniably linked through the fundamental element of commitment. Through the concept of making and managing promises effectively, essentially committing to one another, we generate shared meaning, fulfilment, the development of relationships and the building of trust (Sieler, 2003a). This has a virtuous cycle of building our trust in others as well as our trust in ourselves. When we follow through with a commitment and build trust we essentially develop sincerity, reliability, competence and involvement (Sieler, 2003a).

In addition to the concepts of commitments, actions and promises, trust can be built through group coaching session, the researcher highlights the study conducted by Kets de Fries (2005), referred to in a previous section, which shows how group coaching had a profound effect on building trust in an organisation. The process whereby trust is built in this group situation is through self-disclosure, where individuals are willing to share intimate information about issues that really pre-occupy them, and then receive feedback from others (April, 1999).

The willingness to share the information shows trust on behalf of the person who is “putting themselves out there”, “being able to accept risk, an individual can become more creative and open to the possibility of being able to develop sustained intimate relationships” (April, 1999). The feedback elicited, further extends the cycle of trust and relationship building through the view that feedback verifies the support and desire of the other group members for the success of the person sharing the information. Mayer, Davis, & Schoorman (1995) further iterate this, when they propose that risk, on the behalf of the trustor in a relationship, is positively correlated to the level of trust in the trustee. Unfortunately, trust is generally a rare commodity in most organisations. The notion that trust relies on our willingness to look not only to our own interests but also the interests of others, is sometimes hard for competitive individuals to buy into (Kets de Fries, 2005). However, it is important to develop trust in organisations, as it extends beyond the sense of rational teamwork to an emotional force that can be rallied and relied upon during times of uncertainty, and if, during these turbulent times, co-operation increases, people begin to realise that their futures are dependent on one another (April, 1999).

There a large number of publications on the topic of trust and although there is little empirical evidence to support the direct relationship between trust and performance (Mayer & Gavin, 2005), Kets de Fries (2005) argues that trust is an essential ingredient in constructive conflict resolution. He further advocates that this leads to genuine commitment, which makes for accountability, all of which have a significant impact on the bottom line of an organisation.

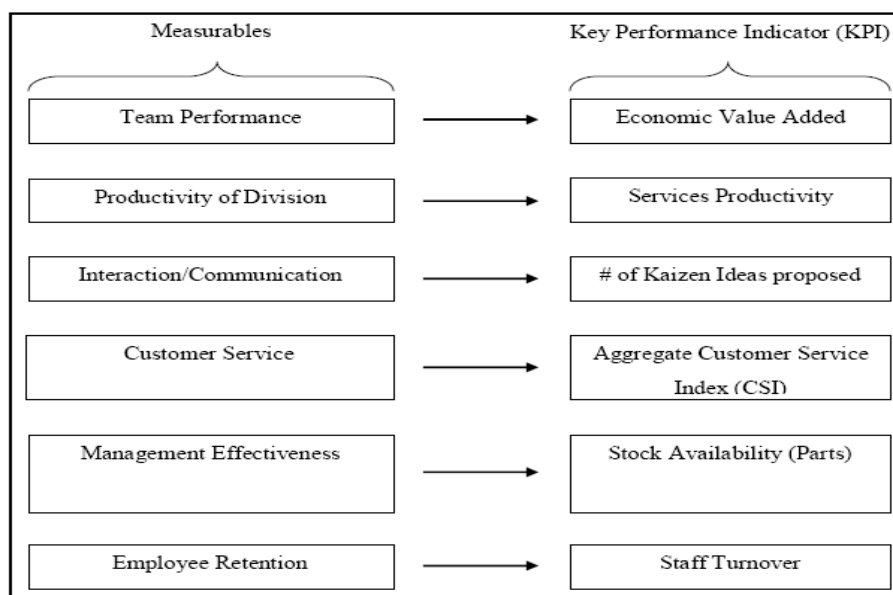
2.8 Report on the Impact of Integral Coaching in Toyota Malawi Ltd

Introduction

The research report titled “The Impact of Integral Coaching in Toyota Malawi Ltd” by Duncan Harrison set out to develop and test a model to evaluate the impact of the coaching initiative that took part in TTAF. The model that was developed by the researcher was applied to Toyota Malawi at the half-way mark of the completion of the three year long coaching initiative. The following sections aim to outlines his general research approach and the outcomes of the report.

Harrison’s Research Methodology

Harrison’s evaluation model related specific KPI’s to the coaching outcomes and is graphically represented bellow:



Source: (Harrison, 2008)

Figure 4: Measurables and KPIs

Harrison (2008, p. 39) explains “As suggested by Meyer (2007) the author firstly adapted the performance management data Key Performance Indicators (KPIs) contained in Toyota

Malawi Ltd's monthly "Actual Balanced Scorecard" (Toyota Malawi Ltd, 2008, p.1) in an attempt to provide quantitative evidence of the impact of coaching at Toyota Malawi. Secondly, the author conducted eleven one-on-one, semi-structured interviews and a simultaneous survey of all the key Toyota Malawi staff members in an attempt to determine whether they perceived improvement in their KPIs as a result of coaching.

Harrison (2008) used a combination of qualitative and quantitative data analysis techniques. The qualitative data from the one-on-one semi-structured interviews were analysed using a combination of Grounded Theory and a hybrid of open and formal coding techniques. The quantitative data was analysed, first by taking a base line of percentage improvement across the six scorecard elements for a period prior to the coaching initiative and then for a period after the commencement of the coaching initiative.

Outcomes

The findings of the study were as follows:

Finding 1: Toyota Malawi has observed a 92% increase in EVA after the commencement of the coaching initiative while simultaneously observing that 82% of the respondents feel that coaching has improved their team's performance.

Finding 2: Toyota Malawi observed a 35% improvement in the productivity of its Service Division after the commencement of the coaching initiative while simultaneously observing that 82% of the respondents feel that coaching has improved their Division's productivity.

Finding 3: Toyota Malawi improved their number of Kaizen Ideas generated per person per month from an average of 0.02 pre-coaching to an average of 0.9 post-coaching, while simultaneously observing that 73% of the respondents felt that coaching has improved the quality of communication with their superior.

Finding 4: Toyota Malawi observed a 25% increase in the CSI after the commencement of the coaching initiative, and the change to a new CSI measurement methodology (April 07)

while simultaneously observing that 73% of the respondents feel that coaching improved the level of customer service.

Finding 5: Toyota Malawi observed a 1% improvement in stock availability and a 3% reduction in stock availability volatility since the commencement of the coaching initiative while simultaneously observing that 73% of respondents felt that coaching has improved management effectiveness.

Finding 6: Toyota Malawi observed a 0% improvement in employee retention while simultaneously observing that only 9% of the respondents felt that coaching has improved employee retention. “ (Harrison, 2008)

2.9 Conclusion

The literature review has sought to cover academic texts relevant to a number of the areas considered in this study. The concept of Integral Coaching was defined and analysed to both understand fully its philosophical underpinnings and also the areas of study that Flaherty borrowed from and developed in bringing this critical area of coaching to fruition. Importantly, his approach takes a broad arena of work into account in developing an understanding of the role, workings and likely impact of coaching, to better identify an approach capable of achieving its desired outcomes.

Specifically, he combines the work of Wilber’s integral philosophy with the ontological coaching practices of Sieler, itself based on the concept of Ontology from Maturana. Through this, the role and perspective of the individual (the coachee) is recognised and the importance that their Structure of Interpretation plays in the approach to specific areas relevant to coaching and therefore the fact that this area is one of the key potential areas for coaching to intervene and enhance. A core tenet of Integral Coaching is its grounding in pragmatism and the recognition that coaching must always be flexible in its approach, with a focus on what works rather than sticking to a strict dogma. The needs-based analysis conducted for Toyota in respect of the coaching initiative would seem to evidence precisely this approach.

Next, the review outlined the three specific aims of integral coaching from (Flaherty, 2005), these aims being different from simple targeted goals. Essentially, the aim is to develop a set of practices or competencies in the individual that become embodied going forward such that the person develops self-correcting and self-generating skills and other competencies combined with an enhanced sense of fulfilment (Flaherty & Handelsman, 2004).

Beyond the coachee as an individual, comes the concept of the leader, which, as a term, has specific meanings in terms of developing a vision, support processes, procedures, people and technology to achieve organisational goals (Mastrangelo et al., 2004). Importantly, from the literature, an appreciation of psychological interactions and processes was shown to be critical in developing the concept of, and the requisite skills required to be, a leader. This represents a natural point for coaching to play a role. This becomes especially important in terms of the changing role of leadership in a changing leadership environment. Flaherty (2005) has argued that the old methods of “command-and-control” are unable to bring about “the conditions and competencies necessary to successfully meet the challenges holistically” (Flaherty, 2005, p. 2) when referring to a world of commerce requiring endless innovation, amongst multicultural environments where the relationship between organisation and employee has changed permanently. Thus, the role of coaching in attempting to build these competencies becomes clear.

With respect to leadership and leadership skills, the literature review showed that it is important that coaching, in developing new ways of thinking, encompasses not just the individual as the leader, but the team and indeed the organisation (Cacioppe, 1998b) and central to this is the concept of teaching the leader to become a coach themselves (Crane, 2000). O’Flaherty and Everson (2005b) describe two dimensions of coaching, namely coaching as a function (related to developing leaders’ skill sets) and coaching as a competence (which equips leaders with the tools and capacity to coach those they lead). It has been further argued by the literature that by becoming coaches, leaders’ relationships with their direct reports improve (Kombarakaran et al., 2008).

As important as coaching the individual is, there is a clear recognition from the literature that Team coaching can be equally important to developing a sustainable positive outcome in the long term (Kets de Fries, 2005). It serves to further enhance relationships and further embed the competencies associated with successful coaching and can have a further re-enforcing impact on leaders themselves (O’Flaherty & Everson, 2005b). In recognising the importance of coaching others and working within teams, The Coaching Initiative at Toyota involved the implementation of Leadership Team Coaching Circles.

The next section of the literature review was undertaken to add to the core categories identified during the Grounded Theory process of this research. Four categories were identified and literature was sought on each of the following: self-awareness, self-regulation, the importance of communication and conversation and finally, trust. This literature was used to help the researcher understand better the theoretical and academic underpinnings of her own findings and to help refine the theory presented in the report.

In terms of the literature, self-awareness and self-regulation are readily identifiable as separate concepts (as indeed they were during this research), but can be developed in unison (Goleman, 1998b). Together, they form distinct parts of Goleman’s Emotional Intelligence (Goleman, 1998a), but only these two accurately reflect the findings from the data in this regard.

Conversation and the ability to communicate accurately are fundamental to the coaching relationship (Sieler, 2003a) representing possibly the key leadership skill required to evoke high quality performance in others through understanding how verbal (and non-verbal) interactions impact on others. Trust is thought of as a linguistic and emotional practice (Sieler, 2003a) and, in this case, refers to the way people decide to commit or otherwise in some way to dealing with others. One of the key areas that coaching can help with is self-disclosure, viewed by the literature (e.g. (April, 1999)) as critical in the development of trust amongst individuals. These four categories are dealt with in more detail in Section 4 as they relate to the development of the theory through this research and the relevance of the literature to their inclusion.

Finally, the literature review undertook a review of the study conducted by Harrison (2008), who sought to measure the impact of the coaching initiative with respect to Toyota Malawi, as the coaching initiative continued. Through seeking to develop appropriate measures to quantify the coaching initiative's impact, he attempted to show a causal relationship between coaching and the outcomes (in terms of specific KPI's). The measurables, as identified by Harrison in his report are related to many of the areas covered in this report.

Therefore, it has been shown that coaching and, more specifically, integral coaching has at its core strong academic underpinnings for the specific set of approaches and broader outcomes it seeks to achieve. Much of this is around both developing the individual (and in particular the leader) as well as the team. This research has therefore sought to build these postulated relationships into a theory of the processes and outcomes associated with the Coaching Initiative at both Toyota Uganda and Malawi.

3 Research Methodology

3.1 Research Approach and Strategy

The purpose of this research was to explore the impact of a coaching initiative in Toyota Malawi and Toyota Uganda. The next section will aim to explain and justify the reasons behind the chosen research approach and strategy.

3.1.1 Research Approach

Bryman & Bell (2007) argue that deductive theory is the most common form of the relationship between theory and research. They explain that it is based on the formulation of a hypothesis from existing theory, belief or paradigm. This is then subjected to empirical scrutiny in order to test whether the deduced hypothesis is false or true. The process usually follows the pattern of:

Theory → Hypothesis → Data → Analysis → Finding → Hypothesis Confirmation/Rejection
→ Revision of Theory

Conversely, Bryman & Bell (2007) explain inductive theory as the formulation of the theory from observations or findings. Glaser & Strauss (1967) state that inductive research often uses Grounded Theory approaches in analyzing data to generate a theory.

In the event that a field of enquiry has not yet developed a theoretical base of such a level of sophistication that it would allow empirical deductive hypothesis formation, then the research is limited in the degree to which a deductive approach can be followed. In the present field, the development of theory that is related to research into the impact on an organisation of coaching as a leadership competency is sparse and much theory has been generated from surrounding fields such as philosophy and ethics. This being the case, the researcher has therefore taken an inductive approach in this research. Furthermore, it is also considered appropriate given the existing status of the field, that the methodology is based on a qualitative, Grounded Theory approach to this research study.

3.1.2 Research Strategy

Bryman & Bell (2007) define research strategy as the general orientation of the conduct of research. They argue that when assessing the relationship between the role of theory and research, a qualitative research strategy emphasizes an inductive and theory generating approach, whereas quantitative research, they argue, is a strategy that generally entails a deductive approach to the generation of the relationship between theory and research. Qualitative research places emphasizes on the words in the analysis and collection of data, as opposed to use of quantitative measurements.

Qualitative Strategy

Although qualitative research does not allow the identification of cause-and-effect relationships (Leedy & Ormrod, 2005), according to Peshkin (1993) in (Leedy & Ormrod, 2005) it does however serve to provide the following purposes:

Description: To reveal the nature of certain situations, settings, processes, relationships, systems or people within the context of the coaching initiative undertaken in Toyota Malawi and Uganda.

Interpretation: Allows the researcher to gain new insight, develop new concepts or theoretical perspectives into the impact of a coaching initiative, in order to add to or challenge current theories.

Evaluation: Provides a means to evaluate the effectiveness and impact of the coaching initiative undertaken

According to Leedy & Ormrod (2005), all qualitative research approaches share two common characteristics. First, they focus on phenomena that take place in a natural setting, “the real world”. Second, they involve studying and representing those phenomena in all their complexity. Corbin and Strauss (2008) state that “qualitative research allows researchers to get at the inner experiences of participants, to determine how meanings are formed through

and in culture, and to discover, rather than test, variables.” Many qualitative approaches are therefore concerned with understanding and interpretation as well as being aimed at a holistic understanding of issues being studied. (Eriksson & Kovalainen, 2008, p. 5) Gauri and Gronhaug in (Eriksson & Kovalainen, 2008, p. 5) argue that qualitative research is most relevant when prior insight into the research area is limited. They state that “qualitative research tends to be more exploratory and flexible because of ‘unstructured problems’”. With this in mind, the researcher has identified qualitative, Grounded Theory research as the main research strategy for this research paper.

Grounded Theory approach to qualitative research

Grounded Theory aims to begin with the data and use this to develop a theory (Leedy & Ormrod, 2005). Specifically, Grounded Theory uses a rigorous, prescribed set of procedures for gathering data, analysing data and constructing a theoretical model. The theoretical model is derived from and grounded in the data that has been collected, rather than taken from literature (Leedy & Ormrod, 2005). Similarly, Saunders, Lewis, & Thornhill (2003, p. 398) cite how *Grounded Theory* is “designed to build an explanation around the core theme that emerges from your data.”

The research that was undertaken was exploratory by nature with the extent of the current theories about the phenomena of the impact of a coaching initiative in organisations being relatively limited. In addition, Creswell (2002) describes how grounded theory is used when the ultimate goal of research is to advance a theory about a process or phenomena. It is clear that Grounded Theory is the best approach to answering the research question and establishing a theory, which aims to explain the impact of the process the individuals at Toyota underwent, derived from data gathered from their experience of the process and the explanation of the impact of the process.

Philosophical considerations

“Ontology, epistemology, methodology, methods and paradigm are key concepts in the philosophy of social sciences.” (Eriksson & Kovalainen, 2008, p. 12) The relationship of

these concepts depends on the philosophical position of the research and this position manifests itself with respect to particular paradigms adopted by the researcher. There is significant debate as to the nature of the approach to Grounded Theory and Mills, Bonner & Francis (2006) postulate that Glaser & Strauss, Glaser, Strauss and Corbin & Strauss have considered different philosophical positions through the evolution of Grounded Theory (Glaser & Strauss (1967); Glaser (1992); Strauss (1987); and Corbin & Strauss (1996).

These different philosophical positions relate to four key “paradigms” as identified by (Guba, 1990) and (Guba & Lincoln, 1994) being positivism, postpositivism, critical theory and constructivism. Each of these stances can be categorized by way of their approach to three specific questions (as described by Guba (1990):

- (1) Ontological: What is the nature of the “knowable”? Or, what is the nature of “reality”?
- (2) Epistemological: What is the nature of the relationship between the “knower” (the inquirer) and the known (or knowable)?
- (3) Methodological: How should the inquirer go about finding the knowledge? (Guba, 1990, p. 18)

Guba and Lincoln (1994) provide the following overview of these four paradigms:

Item	Positivism	Postpositivism	Critical Theory	Constructivism
Ontology	Naive realism – “real” reality but apprehendable	Critical realism – “real” reality but only imperfectly and probabilistically apprehendable	Historical realism – virtual reality shaped by social, political, cultural, economic, ethnic and gender values; crystallized over time	Relativism – local and specific constructed realities
Epistemology	Dualist/objectivist; findings true	Modified dualist/objectivist; critical tradition/ community: findings probably true	Transactional/ subjectivist; value-mediated findings	Transactional/ subjectivist; created findings

Methodology	Experimental/ manipulative; verification of hypotheses; chiefly quantitative methods	Modified experimental/ manipulative; critical multiplism; falsification of hypotheses; may include qualitative methods	Dialogic/ dialectical	Hermeneutical/ dialectical
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Source: (Guba & Lincoln, 1994, p. 109)

Table 3: Overview of the Four Paradigms

Constructivism asserts that “reality” only exists within the context of a mental framework for thinking about it. This implies that understandings may be based on experiences and perceptions that differ for each person and vary with respect to context and time. Further, constructivism holds that no theory can truly be said to be universal because it is simply not possible to assert that a theory holds for all circumstances. As (Guba, 1990, p. 25) states in respect of the constructivist view “Observing one million white swans does not provide indisputable evidence for the assertion “All swans are white.” Essentially, there will always be a large number of theories that can explain a given body of facts.

Importantly, constructivism also acknowledges the fact that inquiry cannot be value free and that the inquirer’s interpretation and interaction plays a critical role in the process of theory development. The purpose of constructivism, methodologically, is to build an understanding of individual constructions to increase and enhance the sophistication and complexity of the construction. Coaching’s recognition of the importance of the individual’s Structure of Interpretation seems a close parallel to this. The process of Grounded Theory, given the interaction between the inquirer(s) and inquirer, and the inductive nature of theory building based upon the inquirer’s process of theory development also appears to lend itself to this approach. This is the stance that the researcher takes and indeed Mills et al. (2006) state that the work of Strauss and Corbin exhibits a constructivist stance.

3.2 Research Design, Data Collection Methods and Research Instruments

Qualitative Data Collection Methods and Research Instruments

According to Bryman & Bell (2007), there are five data collection methods associated with this type of research, namely ethnography/participant observation, qualitative interviewing, focus groups, language based approaches to the collection of qualitative data and the review of academic literature. For the purposes of this research, only the qualitative interviewing and the review of academic literature were used as collection methods.

Literature Review via Desktop Research

A broad range of reference material was sourced from books, electronic journals, articles and publications using a combination of the library, on-line library and the internet at the Graduate School of Business. As per Grounded Theory research strategy, the researcher was not sure which of the literature would be relevant to the emergence of the Grounded Theory. The primary literature review has been adjusted post the data analysis to only include literature relevant to the final questions, related topics and in order to substantiate or refute the finding of the study as well as to aid the development of the core categories.

Pilot Study

The process of undertaking a primary literature review and the formulation of a research proposal gave the researcher a clearer understanding of the purpose of the research. The researcher was then able to prepare the interview questions that would form the bases for the data collection (full interview process described in detail in subsequent section). The researcher's supervisor then reviewed the questions and the necessary adjustments were included.

The interview questions were very specific to the coaching initiative in Toyota, therefore it was deemed that only the participants who underwent the coaching initiative and those who reported to them would be candidates for the pilot study. Unfortunately, it was not possible to get access to any of these candidates prior to the interviews taking place, both because of the

geographical location and time constraints in relation to both Toyota Uganda and Toyota Malawi.

With not having access to candidates, the researcher took consultation with the facilitators of the course for both Uganda and Malawi. This assisted the researcher to refine the wording, order of the questions and helped to identify additional questions, which the facilitators deemed would give deeper insight into the experiences of the subjects. Once the necessary changes were included, the supervisor gave final sign-off.

Interviews

The qualitative data collection method undertaken primarily consisted of one-on-one semi-structured interviews, defined by Bryman & Bell (2007) as “a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions. The questions are frequently somewhat more general in frame of reference than that typically found in structured interview schedule.” The advantage of conducting interviews is that it allows the researcher to gain deeper insights into the experiences of the individuals at the heart of the study. Interviews can have either open or closed questions. Closed questions have a set of fixed alternatives from which to choose an appropriate answer. With open questions, respondents are asked a question and can respond however they wish (Bryman & Bell, 2007). The researcher determined that the semi-structured interviews with open questions would lend itself well to a more inductive research approach, where there is an opportunity for more flexibility when interesting information presents itself, but is structured enough to allow the correct information to be gathered.

Two separate sets of interview questions were developed (Appendix A). The first aimed to gain insight into the impact of the coaching initiative through the experience of those individuals who took part in the coaching initiative (coaching participants). The coaching participants consisted of senior management and middle management. Middle managers were asked an additional three questions to ascertain perceived changes in the senior manager they reported to and the senior management team. The second aimed to gain insight into the impact of the coaching initiative on those who report directly to the coaching participants (direct

reports). The researcher felt that in order to accurately answer the research question and develop the related theory, it was essential to gather data from these various perspectives.

The interviews ranged in length from 15 minutes to 45 minutes. Interviews were conducted on site at Toyota Uganda in Kampala between the 26 October 2009 and 29 October 2009 and on site at Toyota Malawi in Blantyre between the 01 November 2009 and 05 November 2009. A total of 43 interviews were conducted across both countries, details of the sample can be found in the following section. The costs and time associated with transcribing 43 interviews was considered impractical, as an alternative, the researcher took comprehensive notes and an audio recording during each interview. On completion of the interviews, the researcher listened to the audio file for the interview and supplemented the interview notes where necessary.

Confidentiality of Interviews

Gorman & Clayton (2005, p. 44) reiterate, “in most qualitative research confidentiality (concealment of individual identity) is the issue, not anonymity (subject remaining nameless). Because we know the name of our participants, it is essential that they be assured of confidentiality.” In order to guarantee this, all interviews were conducted in a safe and secure environment, which ensured the confidentiality of participants’ responses. All names and corresponding documentation remained confidential throughout the process. Under no circumstances was any individual or group response conveyed to senior managers. The researcher’s notes and audio files reflect an open and honest reflection of the individuals’ responses, and thus are to remain confidential.

3.3 Sampling

The researcher intentionally took a non-random stance in the sampling process of identifying interviewees. Leedy and Ormrod (2005, p. 145) argue that with this sampling process the researcher “selects those individuals or objects that will yield the most information about the topic under investigation.” This sampling method most closely aligns to Grounded Theory theoretical sampling process (Leedy & Ormrod, 2005). Corbin and Strauss (2008, p. 143) describe theoretical sampling as “a method of data collection based on the concepts/themes

derived from data. The purpose of theoretical sampling is to collect data from places, people, and events that will maximize opportunities to develop concepts in terms of their properties and dimensions, uncover variations, and identify relationships between concepts.” With theoretical sampling the researcher chooses interview candidates who have or currently are experiencing the phenomena being studied. The choice of candidates, will provide the best possible data and hence the most accurate findings (Corbin & Strauss, Basics of Qualitative Research , 2008).

The process of theoretical sampling is described by Corbin & Strauss (2008, p. 146) as when the “researcher takes one step at a time with data gathering, followed by analysis; followed by more analysis; followed by more data gathering until a category reaches a point of ‘saturation’” Corbin & Strauss (2008, p. 153) describe a process where the “the researcher may look for persons, sites, or events where he or she purposefully can gather data.” This would have been the ideal method to follow during the data collection process, however the researcher was aware it would not be possible to obtain more interviews after the data analysis had began. With limited time and access to the companies, the researcher identified the best categories of candidates and set out to gather as many interviews for those categories, to ensure the data could be saturated completely.

Research Sample - Malawi

The sample for Toyota Malawi coaching participants was limited to those who participated in either the African Management Team Strategic Leadership through Coaching Initiative or the Malawi Regional Leadership Team Coaching initiative. Twelve out of the fifteen possible participants were interviewed, representing an 80% response rate. The remaining four members could not be interviewed due to work commitments. The sample of direct reports was limited by length of time of employment at Toyota Malawi and availability. Only those direct reports who had been with the organisation for a period of at least one year prior to the commencement of the coaching initiative were interviewed.

Toyota Malawi Interview Participants				
No.	Name	Position	Level	Coaching Participant
1	Rosemary Mkandawire	Managing Director Toyota Malawi	Managing Director	Yes
2	Ronald Banda	Customer Relations Manager	Senior Manager	Yes
3	Mac Mwalabu	National Service Manager	Senior Manager	Yes
4	Lawson Chatika	Training Manager	Senior Manager	Yes
5	Richard Makondi	Sales Manager	Senior Manager	Yes
6	Booker Mphinga	IT Manager	Senior Manager	Yes
7	Kenwell Khumbanyiwa	HR Manager	Senior Manager	Yes
8	Patrick Malinga	Sales Manager	Middle Manager	Yes
9	Alex Kabowa	Parts Manager	Middle Manager	Yes
10	Clifford Phiri	Service Manager	Middle Manager	Yes
11	Mavuto Mapemba	Management Accountant	Middle Manager	Yes
12	Noel Zigowa	Management Accountant	Middle Manager	Yes
13	Mareen Kapanda	CRM Officer	Direct Report	No
14	Obed Mkumbwa	Technical Advisor	Direct Report	No
15	Aaron Kuobola	Training Officer	Direct Report	No
16	Steven Livison	IT Officer	Direct Report	No
17	Harry Kachitsa	Sales Consultant	Direct Report	No
18	Jodawe Lunga	Sales Consultant	Direct Report	No
19	Ethel Liabuba	Assistant to HR Manager	Direct Report	No
20	Martha Makaka	Creditors and Ledger Control	Direct Report	No

Table 4: Toyota Malawi Interview Participants

Research Sample - Uganda

The sample for Toyota Uganda coaching participants was also limited to those who participated in either the African Management Team Strategic Leadership through Coaching Initiative or the Malawi Regional Leadership Team Coaching initiative. Sixteen out of the nineteen possible participants were interviewed, representing an 85% response rate. The sample of direct reports was also limited by length of time of employment at Toyota Uganda and availability. Only those direct reports who had been with the organisation for a period of at least one year prior to the commencement of the coaching initiative were interviewed.

Toyota Uganda Interview Participants				
No.	Name	Position	Level	Coaching Participant
1	Ian Walker	Managing Director	Managing Director	Yes
2	Tinka Joseph	National Sales Manager	Senior Manager	Yes
3	Mansour Mbabazi	Strategic Project Manager	Senior Manager	Yes
4	Jasper Opoipimungu	Parts Manager	Senior Manager	Yes
5	Bobby Taylor	National Service Manager	Senior Manager	Yes
6	Joweriah Butele	CRM Manager	Senior Manager	Yes
7	Francis Waweru	IT Manager	Senior Manager	Yes
8	Peter Matiru	Financial Controller	Senior Manager	Yes
9	Timothy Akkiki	Marketing Manager	Senior Manager	Yes
10	Hannifer Wamala	HR Manager	Senior Manager	Yes
11	Anita Asaba	Management Accountant	Middle Manager	Yes
12	Joan K. Nkolo	Assistant Part Manager	Middle Manager	Yes
13	Godfrey Mulondo	Service Administration Manager	Middle Manager	Yes
14	Carol Aneno	Toyota Sales Manager	Middle Manager	Yes
15	Futsum Yosef	Service Technical Training Manager	Middle Manager	Yes
16	David Mudangi	Yamaha Sales Manager	Middle Manager	Yes
17	Maggie Flavia Nakyanzi	Training Coordinator	Direct Report	No

18	Jonita Wangoolo	Customer Relations	Direct Report	No
19	Wilber Habiyaremye	Yamaha Sales Executive	Direct Report	No
20	Moses Balitema	Accountant	Direct Report	No
21	Jackson Ivan Isiko	Systems Administrator	Direct Report	No
22	Alex Mubiru	IT Support Officer	Direct Report	No
23	Paul Rugambwa	Human Resources Advisor	Direct Report	No

Table 5: Toyota Uganda Interview Participants

From Table 6 it should be noted that all the relevant Divisions for both Toyota Malawi and Toyota Uganda were represented within the sample. The inclusion of all the divisions added important insight into the dynamics and inter-relationships between the divisions, and allowed the researcher to gain a deeper and more holistic view from a multitude of perspectives.

Area of Specialisation	Number of participants
Managing Directors	2
Services Division (Customer & Parts)	14
Sales Division	8
Finance Division	6
Human Resources Division	6
Information Technology Division	5
Training Division	2

Table 6: Breakdown of Participants

3.4 Research Criteria

Reliability and Validity are important criteria to assess the quality of quantitative research. Bryman & Bell (2007) state qualitative researchers have tended to employ the terms reliability and validity in similar ways to quantitative researches when measuring the quality of the

research. Lincoln & Guba (1985) in (Bryman & Bell, 2007) suggest that qualitative studies should be evaluated on quite different criteria from those of quantitative research. They propose the alternatives to reliability and validity as trustworthiness and authenticity. Importantly, these are key considerations for a constructivist stance as highlighted by (Guba & Lincoln, 1994).

Trustworthiness

Trustworthiness contains four key criteria, each of which has an equivalent quantitative measure. (Bryman & Bell, 2007, p. 411). The four criteria are discussed below in relation to the research.

- *Dependability (Reliability)*¹ Bryman and Bell (2007, p. 40) define as “being concerned with the question of whether the results of a study are repeatable. The term is commonly used in relation to the question of whether or not the measures that are devised for concepts in business and management are consistent.” Leedy and Ormrod (2005, p. 93) go on to define the reliability of a measurement as “the extent to which it yields consistent results when the characteristics being measured have not changed.” They argue reliability will be enhanced when the researcher uses a standardized process when administering a measurement instrument. This is an important methodological consideration and informed the approach to conducting the semi structured one-to-one interviews and ensured that the questions followed standardized format.
- *Credibility (Internal Validity)*: Leedy and Ormrod (2005, p. 92) explain validity of a measurement as “the extent to which the instrument measures what it is supposed to measure.” Triangulation is one strategy that can help to increase the validity of research. Maxwell (2005b, pp. 93-94) states that this strategy “reduces the risk that your conclusions will reflect only the systematic biases or limitations of a specific source or method, and allows you to gain a broader and more secure understanding of

¹ Equivalent quantitative research criteria donated in brackets for each

the issues you are investigating.” Accordingly, the researcher mitigated this risk by using multiple sources of data as depicted in the diagram below:

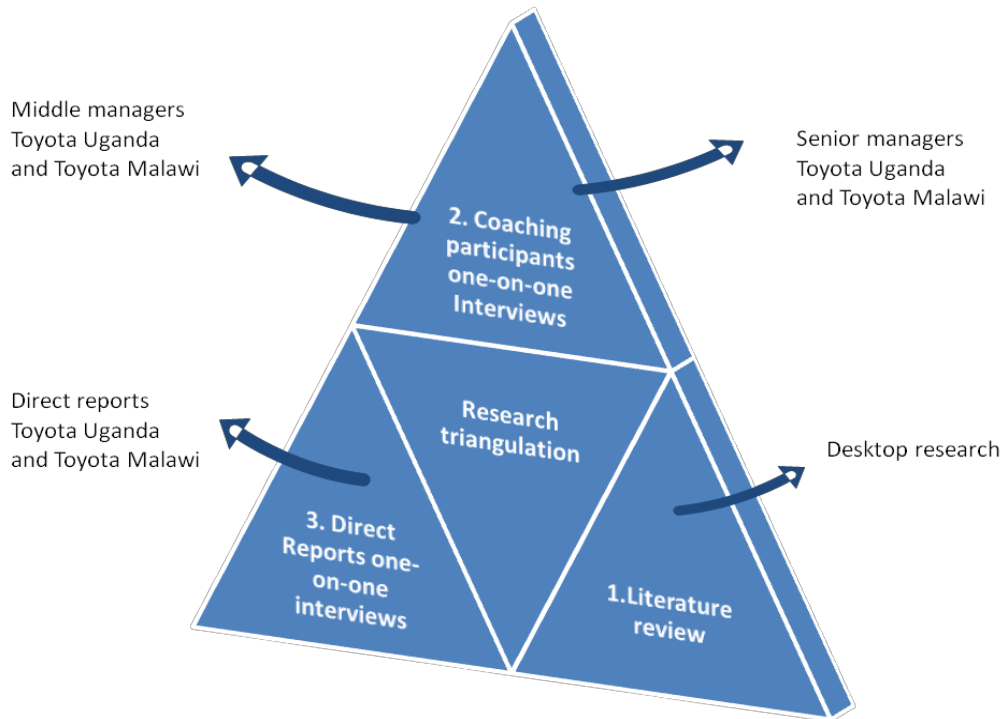


Figure 5: Triangulation Methodology

In addition to this Charmaz (2006) who is a proponent of constructivism with regards to grounded theory (Mills, Bonner, & Francis, 2006) suggest a number of criteria for assessing grounded theory creditability which are covered in section 5.

- *Transferability (external validity)*: Transferability refers to the potential transfer of finding from one context to another. With any Grounded Theory study and specifically one that involves investigating the impacts of a particular leadership development program, it will potentially be difficult to replicate these findings beyond that of another organisation of a similar size that has undergone the same leadership development program. Even if this is the case, the theory may not be transferable given changes in context, culture etc. Bryman & Bryman & Bell (2007) suggest the

use of a “thick description”, which is defined as a rich and extensive set of details of people and events and is used to aid other researchers to replicate the study in another setting. In this regards, Table 4 and 5 highlights the details of the respondent’s basic information. This may help future researchers who are looking to research a coaching initiative at any of the other Toyota Africa distributors.

- *Confirmability (objectivity)*: Gasson (2004) states that Grounded Theory cannot be totally objective. Confirmability recognizes that complete objectivity is impossible; however, researchers should ensure that the research, as far as possible, is not influenced by personal values or theoretical inclinations. (Bryman & Bell, 2007). “The conclusion should depend on the subjects and conditions of study, rather than the researcher.” (Gasson, 2004) Throughout the research process the researcher set out to ensure that only the information taken from the interview notes and audio files were used during the coding and data analysis process.

Authenticity

In addition to trustworthiness, Lincoln & Guba (1985) in (Bryman & Bell, 2007) suggest that authenticity is another important criterion for assessing the quality of qualitative research. They explain that authenticity is concerned with the wider political impact of research (Bryman & Bell, 2007). The most applicable criteria of authenticity in this research is *fairness*. This is described as the ability of the research to represent accurately and fairly different viewpoints (Bryman & Bell, 2007). The researcher believes that this has been achieved through the process of interviewing senior management, middle management and their direct reports for both Toyota Uganda and Toyota Malawi to gain a complete picture that is representative.

4 Data Analysis, Discussion and Findings

Organizing of the Data

The first step in the data analysis process was to organize the data from the 43 interviews, comprising of the researcher's interview notes and audio files, into two distinct datasets. The first dataset (Dataset A) consisted of the data gathered through interviewing the coaching participants, both senior and middle managers across both countries. The second dataset (Dataset B) consisted of the interview data gathered from the direct reports (non-coaching participants) across both countries. It is important to note that, in line with Grounded Theory process, the researcher no longer used the interview questions as context for the data, the interview questions were put aside and the data for each interview was looked at in its entirety without reference to the questions asked.

Level I Coding

The researcher began with coding Dataset A at Level I, which is defined as the "process of breaking down, examining, comparing, conceptualizing and categorizing data. This process of coding yields concepts, which are later to be grouped and turned in categories." (Corbin & Strauss, 1990 in Bryman & Bell, 2007, p. 589). Level I codes are called substantive codes as they are used to extract the substance from the data (Stern, 1980, p. 21 in Struebert & Carpenter, 1999). There are two types of substantive codes, those that come from the language of the interviewees, and implicit codes, constructed from concepts acquired from the data (Mullen & Reynolds, 1978 in Struebert & Carpenter, 1999). The substantive codes were captured into an Excel spreadsheet from the researcher's notes and from re-listening to all the interviews. The Excel spreadsheet made it easier to cluster, organise and group the data as the analysis progressed.

From the beginning, following the recommendation of Mullen & Reynolds (1978) in (Struebert & Carpenter, 1999)), the researcher attempted to discover as many categories as possible, constantly comparing them with new indicators to ascertain relationships and characteristics, discarding early codes if they lacked foundation and adding more codes as the data gathering progressed.

As the researcher progressed through capturing the substantive codes it was very evident that the data naturally fell into three high level distinct categories. These were; impacts on the individuals (I); impact on the team (WE); and impacts on the organisation (IT). The researcher found that the language used by the interviewees when answering the questions was very similar, which appears logical given their participation in the same coaching initiative. This process continued until no more codes were found.

Level I Codes - Impact on the individual
Confidence in the ability to have a courageous conversations
Feedback from my team has indicated I am no longer erratic and more in control of my emotions
I am no longer as defensive
Increased self-confidence and ability to handle confrontation
Positive feedback from the team leaves me feeling satisfied
Increase levels of self-acceptance
I feel less stressed at work and I am more comfortable in my job
Realisation that I don't have to run to my supervisor but the power is within
I have learnt to question myself and reflect

Table 7: Examples of Level I Coding (Impacts on the Individual)

Level I Codes - Impact on the Team
Ability to delegate more with confidence (Makes my job easier which is important)
Ability to have difficult conversations
Good communication in difficult times
Feedback is seen as a gift
I am more of a team player
I have a greater understanding and respect for the people I work with
I have learnt how to really listen
I have an open door policy now
I try to put myself in their shoes
Improved relationships with subordinates
I used to want to rescue people and do the work for them if they were having difficulties now I support them to solve the difficulties on their own
My manager is more encouraging
More openness
More tolerance
Mutual respect
Sharing of concerns

Promises are now being kept
Reduction of conflict - less tension

Table 8: Examples of Level II Coding (Impacts on the Team)

Level I Codes - Impact on the Organisation
I am constantly thinking of ways to develop my department
We have conversations to solve problems
Ability to deal with difficult customers
Development for succession planning through letting go
My team has come up with new ways of reporting (Through me giving them more responsibility)
Empowerment leads to motivation
Ownership (everyone is a team player)
Customer Service has improved through better communication
Lead times improved in the service department
Information sharing
I am achieving real outputs
Absenteeism has improved

Table 9: Examples of Level I Coding (Impacts on the Organisation)

A full list of Level I codes can be found in Appendix B.

Level II Coding

The next step in the data analysis process was Level II coding still concentrating on Dataset A. Level II coding is defined as, “a set of procedures whereby data is put back together in new ways after the open coding, by making connections between the categories. This is done by linking codes to contexts, to consequences, to patterns of interaction and to cause.” (Corbin & Strauss, 1990 in Bryman & Bell, 2007, p. 589). Level II coding employs the constant comparison method, where the researcher codes the data by constantly comparing the data to other data, looking for obvious fit and assigning to clusters or categories (Stern, 1980, p. 21 in Struebert & Carpenter, 1999).

The process of deciding on specific clusters or categories allowed the researcher to determine which Level I codes could be grouped together. Keeping with the “I, WE and IT” lens, the Level II clusters or categories were then constantly compared to one another to make sure that they were mutually exclusive. This took the researcher many iterations, constantly re-grouping and re-organizing the data until she was satisfied that the clusters were complete and accurately represented the categorisation of the data. Appendix B, shows a full list of Level II categories and micro clusters including the progression from Level I codes.

Level II - Micro Clusters	Level II - Categories
Recognition of contribution and interaction leads to enhanced participation	Collaboration
Greater levels of commitment to each other and the team builds a sense of belonging	Collaboration
The capacity to relate has improved through open conversation and communication	Communication
Freedom to express views and share ideas	Communication

Table 10: Examples of Level II Coding

Level III Coding

No longer looking through the lens of “I, WE and IT” and using an amalgamation of the Level II micro-clusters, the researcher conducted Level III coding to describe the BSPs (basic psychological processes) (Glaser and Strauss, 1967). BSPs essentially create a title to the central themes that emerge from the data. In order to develop the Level III codes the researcher followed questions suggested by Glaser and Strauss (1967) in Struebert & Carpenter (1999) such as:

- What is going on in the data?
- What is the focus of the study and the relationship of the data to the study?
- What is the problem that is being dealt with by the participants?

Whilst employing the three questions above, the researcher constantly went back and assessed the Level I and Level II codes to make sure that the BSPs being developed were accurately describing the processes from the data. This took many iterations and the researcher found it very useful to have the research question on every page, referring to it constantly to make sure the connection between the data and the research question was her focus.

Level III Codes – BSPs
Leadership have a developed level of Self awareness and emotional control
Openness and trust has built stronger more committed relationships and brought people closer together
Ability to shape and navigate difficult conversations which result in positive outcomes
The creation of a sustainable environment where people feel empowered and confident in their own abilities
Willingness to share ideas and express views, in the knowledge they will be accepted and acknowledged
Development of an environment where there is innovative thinking and problem solving
Ability to perform tasks, level of commitment to tasks and motivation have improved
Quality and level of customer service and interaction has improved
Giving and receiving of feedback viewed positively through structuring effective conversations

Table 11: Level III Codes

Data Saturation

Once the Level III codes had been developed for Dataset A, the researcher began to saturate the data using Dataset B. This entailed a rigorous process of constant comparison of the Level III categories generated for Dataset A vs the data in Dataset B, to determine if any additional categories emerged. The researcher found that the data contained in Dataset B was very similar to that of Dataset A. Only one additional theme emerged from the data, this theme however was not related to the impact of the coaching initiative and thus the researcher deemed it more appropriate for this to form part of the conclusion to this section and will be discussed there.

Reduction

At this stage, the researcher realised that there were still an overwhelming number of categories and that there was a need to reduce the number of categories. This would enable a better understanding of the relationships between the categories and would help to determine what the drivers in the system were. In addition to this, the researcher felt that certain categories although very similar were, in fact, describing more than one process and it was necessary to be more explicit and use a higher level of abstraction when naming the categories.

Data reduction allows the researcher to reduce the number of categories, this is done by comparing categories to see how they cluster and connect, in order to fit under another broader category (Stern et al., 1982, p.207 in Struebert & Carpenter, 1999). “Category reduction is an essential component in determining the primary social processes or core variables that trace the action of the social scene being investigated.” (Struebert & Carpenter, 1999, p. 7)

Winchip (2001) explains that an interrelationship diagram is a systems thinking tool that is useful for exploring complex problems. It encourages multidirectional thinking by exploring interrelated factors in a graphical format (Winchip, 2001).

Interrelationship diagram: Whilst doing the interrelationship diagram, which can be found in Appendix C, the categories were reworded and renamed, in order to develop neutral variables. The process of developing an interrelationship diagram allowed the researcher to compare each of the categories with every other category to understand what the core drivers (something that causes something else to happen), outcomes (something that is caused by something else) and links (something that links the drivers to the outcomes) were. A summary of the interrelationship diagram can be seen bellow. Essentially starting at the top the of the table with “The ability to regulate emotions” and “The level of trust” seen as the strongest drivers, working its way down to the variable “The ability to deal with customers” seen as the strongest outcome.

Summary of the interrelationship		
The ability to regulate emotions	<u>7:2</u>	<u>Driver</u>
The Level of trust	<u>7:2</u>	<u>Driver</u>
The quality of communication and conversation	<u>7:3</u>	<u>Driver</u>
The development of self awareness	<u>6:0</u>	<u>Driver</u>
The development of interrelationships skills	<u>4:3</u>	<u>Link</u>
The ability to build relationships	<u>5:5</u>	<u>Link</u>
The ability to have courageous conversations	<u>3:5</u>	<u>Link</u>
The creation of an empowerment culture	<u>3:6</u>	<u>Link</u>
The level of engagement at work	<u>2:7</u>	<u>Outcome</u>
The development of a creative thinking environment	<u>1:6</u>	<u>Outcome</u>
The ability to deal with customers	<u>0:10</u>	<u>Outcome</u>

Table 12: Summary of the Interrelationship Diagram

Core Categories

Through the process of data reduction and comparison, the core categories began to emerge. The core categories which emerged from the data were identified from the interrelationship diagram as the drivers of the system, essentially the variables with the highest point of leverage, in other words, the antecedant variables (those variables or categories in which changes first occurred i.e. the initial impacts of the coaching initiative). These were a very important discovery as they would form the bases of the core variable and thus the emerging theory. The other variables were deemed to either be links or outcomes of the proceses in the system and whilst not core to theory, will be discussed as part of the intergration of the theory in a subsequent section.

The core categories identified during this process were as follows:

- The development of self-awareness in leadership
- Leadership's ability to self-regulate
- The quality of communication and conversation
- The level of trust

Selective Sample of Literature for Category Modification and Integration

At this stage, the researcher used selective sampling of literature to further advance the core categories. The literature review helped the researcher refine some of the core categories, through understanding the more theoretical definitions and underpinnings of certain concepts leading to the formation and completion of the core variable and the advancement of the theory. The literature reviewed for each of these core categories can be found in section 2.4 through to section 2.7.

Within this section, the researcher aims to incorporate the findings from the literature to explain the processes taking place within each of the core categories with regards to impact of the coaching initiative within Toyota and to articulate the theory which has emerged.

The Development of Self-Awareness in Leadership

From the literature, it was evident that at the core of self-awareness is a deep understanding of emotions, strengths, weaknesses, needs and drives (Goleman, 1998b). Some of the hallmarks of self-awareness are described in literature as self-confidence, realistic self-assessment and self-deprecating humor (Goleman, 1998b). Although self-deprecating humor was not evident from the data that emerged from the interviews both self-confidence and realistic self-assessment came through strongly.

With regards to self-confidence, many of the coaching participants articulated the feeling of confidence in their ability to perform their jobs better, with specific focus on their ability to lead their teams. They indicated that they had developed a set of new competencies for leading in a new way, which were reportedly beginning to yield positive results and experiences for both the participants and their reports. Prior to the coaching initiative, many of the senior and middle management felt they were ill-equipped to deal with the challenges they faced in a leadership role. This new found sense of self-confidence additionally led to individuals being more willing and open to sharing their ideas and views. Many individuals who would normally have been too shy or lacked the confidence to speak up were now reportedly contributing to management team meetings and receiving admirable feedback on ideas and suggestions for improvements and new projects.

The concept of realistic self-assessment was evident in the way that the coaching participants were easily able to talk about areas they felt within their own personal and professional lives needed further development. Many of them expressed that through the process of constant self-reflection, they were easily able to recognize and draw on their strengths, and were not only able to identify areas of weaknesses, but were able to accept them and look at them as challenges and opportunity for growth. During performance reviews and more general interactions, feedback, especially around limitations, underperformance or events in which an individual had behaved in an inappropriate manner, were seen as a gift and sought out. This is in line with the literature, where self-aware individuals are comfortable talking about their strengths and limitations and often exhibit a thirst for constructive criticism (Goleman, 1998b).

When dealing with difficult customers, they reported being more capable of viewing the exchange objectively, realising that the customers harsh words were not a personal attack but rather the manifestation of their frustration with the problem, when prior to the coaching initiative an interaction with a difficult customer would have left the person feeling emotionally drained. The developed sense of self-awareness and understanding of emotions appeared to facilitate a more constructive approach to dealing with interactions of such a nature.

Many authors have highlighted the importance of self-awareness with regards to managing tension, prioritizing concerns and dealing with minor conflicts in teams and organisations (Blattner & Bacigalupo, 2007; Prati et al., 2003). This was evident in the data where interviewees reported swifter resolution to minor conflicts and trivial arguments within the management teams, which if left unresolved, many expressed could have had a detrimental impact on the functioning of the organisation. Management seemed better able to deal with these conflicts in a mature and timely fashion through having open dialogues that were largely free from charged emotions, resulting in less frustration and hurt feelings and focusing the attention back to achieving the common objectives.

Leadership's Ability to Self-Regulate

From self-awareness, involving understanding one's emotions and being clear about one's purpose in life, flows self-regulation. Self-regulation is essentially the process whereby emotions and emotional responses are managed in a way that is both beneficial to the self, other persons, relationships and organisation (Bagozzi, 2006; Goleman, 1998b).

With respect to the data gathered through the interviews there was a strong sense from both the coaching participants and the direct reports that the development of self-regulation within leadership had a significant positive impact on them. Many of the direct reports and middle management described events, prior to the coaching initiative, where members of the senior management team would become angry and irritated during meetings. This often had the effect of breaking down communication, relationships becoming strained and tension developing. The interviewees expressed that this kind of outburst was very rare now and that managers were much more in control of their emotions and aware of how these emotional eruptions negatively affected the functioning of the business as a whole.

In addition to this, many of the coaching participants spoke freely about the effect that negative emotions used to have on them. Many of them recounted stories of feeling overwhelmed by emotions, leading to high levels of stress and further compounding of negative emotions and emotional responses. This reportedly had an influence on their ability to effectively interact and lead their teams. This was confirmed by some of the direct reports who stated that communication used to be a big problem, as people were harsh when they spoke to each other. They expressed that their managers' new way of communicating and interacting with them had improved their relationship.

Some individuals articulated how the process of subsequently understanding emotions and their emotional responses to people and situations had helped them shift from feeling overwhelmed by emotions to being able to identify them, accept them and shift them from impacting their moods negatively. In addition to this, there was a sense that the participants had grasped a real understanding of how their emotions and moods affected those around them. The interviewees identified how they were better able to communicate and interact with

their colleagues, suspend judgment, put themselves in other people's shoes and be more understanding and patient. Many interviewees reported a new sense of well being, happiness and satisfaction with their jobs and with their relationships both at work and at home.

The Quality of Communication and Conversation

From the literature, it was evident that one of the key focuses of coaching is developing conversation proficiencies, which according to the literature lead to deeper and more meaningful communication, which is necessary to build stronger and more meaningful relationships (Sieler, nd; Kombarakaran et al., 2008). Similarly emerging from the data, were reports of the development of new conversational proficiencies, which had opened up new doors for communicating.

There were an overwhelming number of interviewees who articulated a new understanding of the importance of speaking and listening within the realms of effective communication. The literature shows that through quality communication we develop shared meaning and coordination of action with others (Sieler, 2003a). The data revealed that those who underwent the coaching were more aware of the importance of being very specific and careful of the type of language and tone of language used when defining specific tasks or actions that needed to be completed by their team, making sure that the team members were clear on what needed to be done and anticipating where there may have been misinterpretations.

Many of those interviewed articulated the change in how people related to them and quality of the conversation when they actively listened to the other person and were present in the moment. Part of the active listening process that was described was suspending judgment and allowing people the space and opportunity to convey what was important to them. Individuals described how they now listened with real interest and attention.

In addition to this, there was an overwhelming sense that within the organisation the number of conversations had increased. When prior to the coaching initiative the preferred medium for communicating was often email, which although the interviewees reported was useful for some situations, they did feel that face to face communication was often more effective.

Post the coaching initiative, individuals also reported being more open and willing to communicate with one another. Senior management often articulated that they now had an open door policy where anyone in the organisation was free to come and talk to them about anything. In line with this, the direct reports indicated that senior management was more approachable and they felt that they were able to go and easily discuss any issues they were having. Relationships with managers were reported to be easier and more relaxed.

Furthermore, the data indicated that the coaching participants had developed a new style of questioning which aided their ability to effectively communicate with other members in the organisation. They reported the effectiveness of asking questions which opened up discussions, instead of closing them down. The coaching participants, through open questioning, reported that they were aiming to facilitate thinking and problem solving within their team, guiding, probing and allowing the reports to come to solutions on their own. Many also reported the success of this type of communication outside of their work environment, where their ability to relate to family and friends had significantly improved.

The Level of Trust

The literature reviewed clearly shows the link between effectively managing promises and trust through commitments to one another (Sieler, 2003a). The category of trust within its reference to commitments came through strongly in the data collected, both with respect to the coaching participants and with respect to the direct reports. Interviewees spoke of the high level of commitment to one another and to the organisation with respects to following through with completing the tasks and actions that had been assigned to them.

Direct reports indicated that they felt that management had started to give them more responsibility and were delegating more, indicating to them that management had developed a sense of trust in their abilities to perform more complex tasks and functions in the organisation. Management indicated that through the process of delegating, they had started to indentify new talent within the organisation, looking to groom individuals into more senior positions to fill voids. In addition to the reported impact this had on the direct reports,

management suggested that they felt less stressed at work, stating that in the past they would have been overworked and not able to focus on more strategic issues. They now felt more confident and trusting in their team members to complete tasks to the desired standard, freeing them up to turn their attention to other areas.

The coaching participants indicated that their participation in the coaching circles had aided in developing a new sense of trust in each other. This new sense of trust had reportedly resulted in strengthening relationships and enabling people to relate on a new level. Many described the processes of revealing intimate information about issues that were impacting them in the coaching circles as the key to building this trust. Those persons sharing the information reported that, initially, they felt unsure of what the response to this information would be and felt exposed and at risk. However, when the other members of the coaching circle responded with acceptance and the desire to assist in facilitating a resolution, trust was developed. In addition to this, members of the coaching circle who were on the receiving end of the information, reported feeling privileged to be trusted with such information, further strengthening the bond.

The data revealed that this new sense of trust had not only strengthened relationships but had also given people the confidence to deal with conflict and confrontation positively, through active dialogues and feedback. Individuals reported that knowing feedback would be viewed positively and that the person receiving the feedback would be grateful for the feedback, made the process important. Other individuals reported that the feedback received from peers, managers and subordinates had really assisted them in making the necessary changes to improving, both in the manner of performing specific tasks in the organisation and in improving in areas of personal development.

Core Variable

Having refined and better understood some of the core categories that had emerged from the data in terms of how they related to literature, the next step in developing the theory involved the researcher identifying the common core variable. The concept of a core variable refers to “a category which accounts for most of the variation in a pattern of behavior and which helps

to interrogate other categories which have been discovered in the data.” (Mullen & Reynolds 1978 in Struebert & Carpenter, 1999, p. 7).

Therefore, with regards to the impact of the coaching initiative, two of the key drivers, the development of self-awareness and self-regulation at a individual leadership level, appear to have provided a platform for a deeper understanding of self, others and emotions. With respect to communication and conversation, coaching appeared to have resulted in not only a greater proficiency at the skills associated with these concepts but also a much greater awareness of the importance and impact of these, leading to both higher quality and more frequent conversations. Finally, in terms of trust, bonds appear to have been built across teams and between managers and direct reports because of a new sense of openness and trust between these groups.

As such, through changes and improvements in these 4 core categories, evidenced through the development of individual and group skills and practices and a deeper understanding of each other, there appears to be an increased ability and motivation or willingness to relate to each other. Whilst literature to support this was not identified, the process of analysis, reduction and comparison undertaken by the researcher, combined with direct reference to the statements made by the interviewees and the manner in which they were made, lead to this thread of “the willingness and ability to relate” emerging as the core variable. This is represented diagrammatically below:

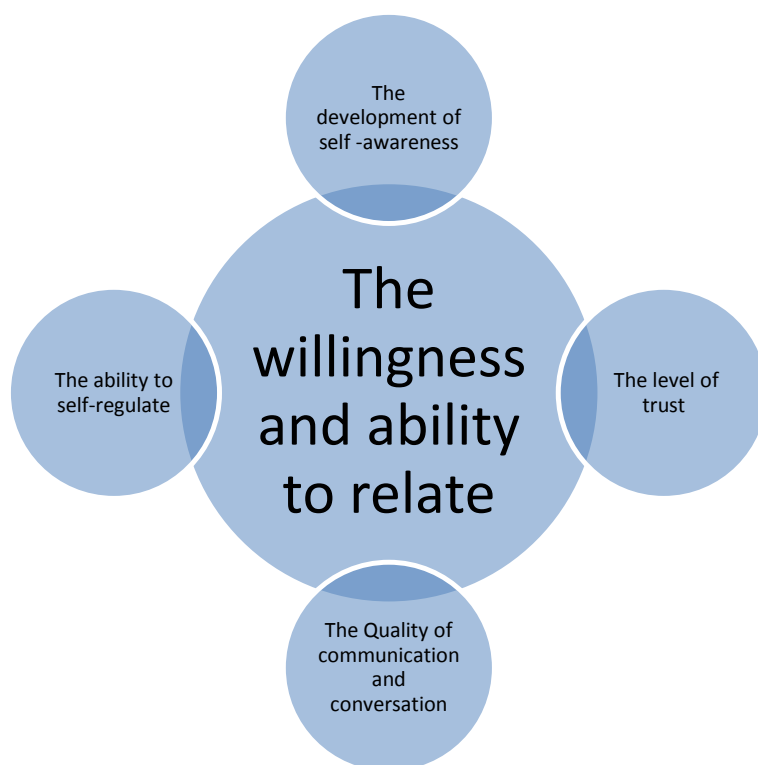


Figure 6: The Emergence of the Core Variable

Grounded Theory

In order to facilitate the integration of the other categories (links and outcomes) identified during the development of the interrelationship diagram, into the theory, the researcher decided to use the paradigm model develop by Strauss & Corbin (1990). Pandit (1996) described the paradigm model as follows. The core variable (i.e., the central idea, event or happening) is defined as the phenomenon. All other categories are related according to the schema. The causal conditions are defined as the events that lead to the development of this phenomenon. Actions are defined as the set of responses that occur as a result of the phenomenon and lastly the consequences are defined as the outcomes of the actions. The figure below depicts the relationship of all the variables to the phenomenon in the context of the theory being developed:



Figure 7: Grounded Theory Paradigm Model

In this section, the researcher aims to use the paradigm model as a method of articulating the relationships within the theory that has been developed. The grounded theory that has been developed has at its core, the phenomenon, described above as the willingness and ability to relate. The increase or development of the causal conditions or drivers, namely, the development of self-awareness in leadership, leadership's ability to self-regulate, the quality of communication and conversation, and the level of trust, discussed in detail above have within the context of the coaching initiative led to the development of this phenomenon.

The actions resulting from the ability and willingness to relate are described as follows:

- *The ability to build relationships*

Within this theory, the ability to build relationships can best be expressed as occurring between individuals at a peer level and between subordinates and managers. This is

not to say that relationships within the organisation did not exist prior to the initiative but rather that the relationships are now stronger and more consistent. The willingness and ability to relate has allowed people the opportunity to develop a deeper understanding of each other, bringing teams closer, removing barriers and obstacles, and creating a more collaborative working environment. A greater sense of group cohesion and team spirit has been developed.

- *The ability to have courageous conversations*

The concept of the ability to have courageous conversations, within this context, can best be understood as individuals possessing the confidence and conversational competencies to be able to engage in a conversation with another individual that would normally be difficult for them. This includes giving and receiving constructive feedback, and dealing with issues and conflict in a timely and constructive manner. Although only the coaching participants were given the training around engaging in difficult conversations, the data collected from the perspective of the direct reports, clearly shows them willingly engaging in courageous conversations with management and peers. The reported benefit of this has been that direct reports are able to voice their concerns with their manager, trusting that the feedback will be looked at in a positive light, enhancing their ability to perform their jobs and further developing the working relationship. Management have reported that through this feedback they have been able to develop a better understanding of issues within the team, relating to their management style and begin to make appropriate changes to facilitate the better functioning of the team.

- *The creation of an empowerment culture*

Within the context of the empowerment culture within Toyota, leadership are constantly looking for ways to support and empower people. Management have reported that in the past if a member of their team were having an issue around a particular work task, the solution would have been to complete the task themselves. Now, through using the coaching style of leadership, which entails facilitating the coachee to find their own solutions to problems through specific linguistic acts and

other processes, people are more empowered, capable and engaged, constantly learning and looking for solutions to problems that are sustainable. Individuals reported feeling empowered through solving their own problems, leading to building trust in their own abilities.

The consequences or resulting outcomes of the actions are:

- *The level of engagement at work*

The reported levels of increase in engagement at work were both from the perspective of coaching participants and the direct reports. Individuals reported that they now felt that all level of contributions were valued, giving them the confidence to engage and participate more. Management reported that they no longer had to micro-manage staff, team members were given the opportunities to take on more responsibility and the freedom to express ideas. Individuals reported higher energy levels, increased enthusiasm, job satisfaction and lower levels of boredom. In addition to this, the levels of absenteeism had reportedly decreased and teams seemed to be taking more ownership of their work.

- *The development of a creative thinking environment*

Interviewees reported the development of an environment that supports innovative thinking and problem solving, where new ideas are constantly sought after and people are encouraged to bring creativity into their work environment. Problem solving was reported to be looked at in a collaborative sense and teams would sit down and brainstorm ideas to look for new possibilities. Interviewees expressed that when people were given the support and opportunity to come up with their own solutions, they often came up with something new and surprising. In this sense, management referred to encouraging individuals and teams to think out of the box.

- *The ability to deal with customers*

The data revealed that there was a perception that customer service had increase, with many interviewees stating that the customer service index (CSI) rating improved. Managers reported that team members were now taking their own initiative when dealing

with customers, making sure that they followed through with phone calls even if just to give a customer an update on an enquiry.

Interviewees also expressed that lead times in the service and parts department had improved. They indicated that this was due to better communication between the different departments and with external suppliers. Individuals articulated that they now found it easier to deal with difficult customers, employing new conversational and communication styles developed during the coaching initiative. They expressed that they had experienced many positive results from utilising the right sorts of questions when needing to make sense of a difficult situation, often in their opinion facilitating an improved customer experience. In addition to this management also felt that customer issues were taken more seriously, with staff being more committed to finding a swift resolution.

The researcher therefore believes that, through the use of the paradigm model and the explanation above, it has been shown that the core variable relates directly to a theory of how and why coaching has been able to impact this organisation. From identification of the antecedent variables, through the phenomenon of the ability and willingness to relate, coaching has had specific and identifiable results in terms of certain specific actions which themselves have led to identifiable outcomes for Toyota. The researcher would point out though that, whilst the above logic is supported by significant amounts of data, there were other subjects which came from the data and which are worthy of note.

Firstly, there were statements made which indicated that coaching is difficult in a high stress environment or where time constraints were particularly prevalent. In other words, maintaining such an approach became more difficult. In addition, the need for high levels of patience was identified and that sometimes this need for patience is a challenge. High-pressure environments, where deadlines are critical, can often present significant hurdles to leaders and team members alike. The researcher developed these themes into another category being “the recognition of time constraints and stress as inhibitors of maintaining a coaching style”. This group of data indicates that, in respect of the theory outlined above, whilst the

coaching has enabled these drivers, links and outcomes to come to fruition, the theory is not without its challenges. Having said this, the recognition of the role of stress and the need for patience, in itself, does indicate a level of awareness amongst the coaching participants.

In addition, the researcher would note that a small number of the direct reports were unable to identify a significant difference with their managers pre and post the coaching initiative. Typically, however, they indicated that there had been little wrong in the relationship prior to coaching and that this had continued post coaching. The researcher would postulate that one reason for this might be the unfamiliarity with the concepts and objectives of coaching and hence an inability to relate the two.

5 Conclusion

The object of the research was to develop a Grounded Theory, which aimed to understand the impact of integral coaching on Toyota Uganda and Toyota Malawi.

The process began with the researcher conducting a literature review of the parent literature around the concepts of Integral Coaching, its philosophical underpinnings and its specific aims for the individual. Literature was then reviewed in the area of coaching with respect to leadership development, and as a tool for developing competencies in leaders to be able to coach others and lastly with respects to the efficacy of team coaching within organisations (section 2.1 to section 2.3).

The researcher then set out in the field and conducted a series of 43 interviews, consisting of a sample of both coaching participants and direct reports, using a carefully constructed semi-structured one-on-one interview process.

The interviews were then analysed using a rigorous, constant comparison, Grounded Theory data analysis process, data saturation and reduction. This resulted in the identification of the core categories, namely the *development of self-awareness in leadership*, *leadership's ability to self-regulate*, *the quality of communication and conversation*, and *the level of trust*. At this stage, a selective sample of literature (sections 2.4 to 2.7) was conducted for each of the core categories. The process of analysis, reduction and comparison undertaken, combined with direct reference to the statements made by the interviewees and the manner in which they were made, lead to this thread of “*the willingness and ability to relate*” emerging as the core variable or phenomenon.

The paradigm model was then used to articulate the emergent theory with regards to the relationships between the core categories, the core variable and the other categories identified during the data analysis process. In summary, the theory in the context of the paradigm model states that the causal conditions (*the development of self-awareness in leadership*, *leadership's ability to self-regulate*, *the quality of communication and*

conversation and the level of trust), developed through the coaching intervention have led to the creation of the phenomenon of the *ability and willingness to relate*, resulting in certain specific actions (*the ability to build relationships, the ability to have courageous conversation and the creation of an empowerment culture*). The actions themselves have lead to identifiable outcomes for Toyota (*the level of engagement at work, the development of a creative thinking environment and the ability to deal with customers*)

Implications for theory and practice

There has been a significant amount of literature written with regards to the foundations of Integral Coaching. Additionally, coaching practitioners have written extensively on the intended aims of coaching. However, there is limited research to describe the process by which coaching of an individual and teams relate to specific outcomes for organisations. A number of key concepts and their importance have been identified and described previously (e.g. self-awareness), but again there is little evidence to link these into a holistic explanation of the impact of coaching.

As such, this theory has developed a more complete and sophisticated understanding of the mechanism through which coaching can play a significant role in enhancing leadership and organisations. Whilst not seeking to prove the impact of coaching through quantitative measures, the researcher trusts that this deeper understanding of these mechanisms will be useful to the development of Integral Coaching, focusing as it does on a pragmatic approach to the development of its offering. Further, the links between changes in the individual and the team in reaching these outcomes as demonstrated by this theory to a large extent indicate much of Integral Coaching's stated intentions. In addition to this, the theory developed will add some valuable insight for Toyota into the implication and impacts of the coaching intervention undertaken in the organisation.

Research evaluation

In this section, the researcher aims to present the research criteria used to ensure quality and rigour in the research process.

Credibility

Charmaz (2006, p. 182) , recommends a number of criteria for assessing credibility within the constructivist paradigm of Grounded Theory:

Has the research achieved intimate familiarity with the topic? An extensive literature review was conducted on both the parent literature, with regards to integral coaching and coaching as a method of leadership development, and literature around each of the emergent core categories. In addition to this the researcher reviewed the material covered within the coaching intervention and spent time in consultation with the course facilitators and the course designer.

Is the data sufficient to merit the claims, including range, number and depth of observation? 43 interviews were conducted with a sample consisting of coaching participants, both senior management and middle management, and direct reports in Toyota Malawi and Toyota Uganda, representing 80% and 85% response rates of coaching participants respectively. In addition to this, all the relevant Divisions for both Toyota Malawi and Toyota Uganda were represented within the sample. For further information on the sampling process, see section 3.3.

Have there been systematic comparisons between observations and between categories? To ensure this, the researcher used a rigorous Grounded Theory coding process with constant comparison methods. In addition to this, the researcher used the data collected from interviews with the direct reports to saturate the data collected from the coaching participants. This is documented in detail in section 4

Do the categories cover a wide range of empirical observations? Following Grounded Theory methodology, the categories identified are grounded in the data collected. From the beginning, the researcher attempted to discover as many categories as possible, constantly comparing them with new indicators to ascertain relationships and characteristics, discarding early codes if they lacked foundation and adding more codes as the data gathering progressed.

Are there strong links between the data gathered and the argument and analysis and has the research provided enough evidence for the claim? Section 4 clearly outlines the data analysis process, showing each stage of the coding process and the identification of the core categories through the use of an interrelationship diagram for identification of drivers. The use of selective sampling of literature for category modification and integration, leading to the development of the phenomenon and finally the use of the paradigm model to show the causal relationship between the phenomenon and the other categories, to explain the theory is fully outlined. All of this is clearly supported by the data gathered in the interview process.

Dependability

Dependability of research refers to the question of whether research conducted is repeatable with same or similar participants in a similar situation (Bryman & Bell, 2007). In this regard, the researcher has used a standardised process and format for administering the interviews, in the form of one-on-one semi structured interviews (Appendix A). In addition to this, the researcher has clearly presented at every stage of research the rigorous standardised Grounded Theory processes of analysing data and theory generation (Section 4).

Transferability

Transferability refers to the potential transfer of the finding from one context to another. The researcher has taken a constructivist stance, which implies that understandings may be based on experiences, and perceptions that differ for each person and may vary with respect to context and time. Further, it also recognizes the role of the researcher in interpreting the findings. With respect to this, the extent to which the findings of this study are transferable may be questionable, especially given the Toyota specific nature of the coaching design based on the needs-based analysis prior to the coaching initiative. However, the findings of this study were not intended to be transferable but rather to reflect the reality at the time they were collected.

Confirmability

Gasson (2004), states that Grounded Theory cannot be totally objective. Confirmability recognizes that complete objectivity is impossible; however, researchers should ensure that the research, as far as possible, is not influenced by personal values or theoretical inclinations. (Bryman & Bell, 2007). “The conclusion should depend on the subjects and conditions of study, rather than the researcher.” (Gasson, 2004) With respect to this during the interview process, the researcher used a standardised set of carefully constructed semi-structured interviews question, reducing the scope for researcher bias. Where possible the researcher used neutral responses to questions. However, in some instances considerable effort was needed to elicit deeper insight from the interviewees. This is due, in part, to insufficient time to establish a trusting relationship and as a result of a language barrier. Throughout the data analysis, process, the researcher set out to ensure that only the information taken from the interview notes and audio files were used during the coding and data analysis process.

Research Limitations

The first limitation to be considered for this research is the fact that the research undertaken was with respects to a specific coaching intervention program rolled out to a specific organisation, therefore the generalizability of the research finding to other situations may not be straightforward. Secondly, the researcher did not have time to establish trusting relationships with the interviewees, which is seen as a limitation with respects the extent to which the interviewees were willing to share their experiences. Thirdly, the Grounded Theory approach offers the interpretation of one researcher for a specific concern at a specific moment in time, which intrinsically limits the objectivity of the findings. Lastly, the experience of the researcher using the Grounded Theory approach to research is limited.

Future Research Directions

The first future area of research to consider would involve extending this study using Harrison’s (2008) evaluation model, discussed in 2.8 to undertake a quantitative study of the impact of the coaching initiative in Toyota Uganda and Toyota Malawi. This research would

enable a quantitative assessment as to whether the coaching intervention had impacts on certain elements of the balanced scorecard (e.g. Customer Service Index)

Secondly, future research could look to apply the same methodology to another multinational company who have undergone a similar coaching intervention, thereby seeking to validate or otherwise the theory developed here. Similarly, the same methodology could be applied to one of other Toyota distributors in Africa who have also completed the same coaching intervention. Following on from this and building on the limitations of this theory, future research could look at following a similar methodology but aiming to develop a more generalizability theory. This could be done by investigating the impacts of a number of coaching interventions in a number of different companies and using the data gathered to create an overall theory encompassing the interventions. However, this would entail a significant amount of time and resources.

6 References

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Appendix 1: Interview Questions



Good morning/afternoon Mr/Mrs..... I am Karen Yodaiken from the University of Cape Town's Graduate School of Business in Cape Town, South Africa. Thank you for agreeing to participate in the MBA 2009 interview process, which aims to consider the impact of the coaching initiative in Toyota. This interview should take approximately 30 minutes to complete and I would like to assure you that it remains completely confidential. I will take notes as we go along but please relax and enjoy the interview. I would like you to be as open and honest as possible as I am very interested to hear what you have to say and it will benefit me greatly. Do you have any questions before we start? If you are ready, let's begin.

Context:

All the questions are to be considered in the light of the coaching initiative that has been rolled out in your organisation.

QUESTIONNAIRE: COACHING PARTICIPANTS

1. What is your sense of purpose as a leader now?
2. How has your leadership style changed over the past 18 Months?
3. How do you feel as a leader now?
4. What impact has your leadership style had on your team (your reports)?
5. What impact has your leadership style had on your organisation?
6. How would you describe the leadership style of your peer group?
 - What has changed over the past 18 Months?
7. What value/benefit did you or do you get from your participation in the coaching circles?

Extra 3 Questions asked to Middle Management

1. How would you describe the leadership style of your Manager
 - What has changed over the past 18 Months?
2. How would you describe your relationship with your manager
 - What has changed over the past 18 Months?
3. How would you describe the leadership style of your Management team
 - What has changed over the 18 Months?

Good morning/afternoon Mr/Mrs..... I am Karen Yodaiken from the University of Cape Town's Graduate School of Business in Cape Town, South Africa. Thank you for agreeing to participate in the MBA 2009 interview process, which aims to consider the impact of the coaching initiative in Toyota. This interview should take approximately 30 minutes to complete and I would like to assure you that it remains completely confidential. I will take notes as we go along but please relax and enjoy the interview. I would like you to be as open and honest as possible as I am very interested to hear what you have to say and it will benefit me greatly. Do you have any questions before we start? If you are ready, let's begin.

Context:

All the questions are to be considered in the light of the coaching initiative that has been rolled out in your organisation.

QUESTIONNAIRE: COACHING PARTICIPANTS DIRECT REPORTS

4. How would you describe the leadership style of your Manager
 - What has changed over the past 18 Months?
5. How would you describe your relationship with your manager
 - What has changed over the past 18 Months?
6. How would you describe the leadership style of your Management team
 - What has changed over the 18 Months?
7. What has changed within your team over past 18Months?
 - What/who has caused the change?

- How did this change come about?

8. Reflecting on coaching by your manager.....

- How does it happen?
- What has worked?
- How has it helped you?

Appendix 2: Level I and Level II Coding

I - IMPACT ON THE INDIVIDUAL			Level 1	Level 2 - Micro Clusters	Level 2 - Categories
Level 1					
Ability to deal with issues without management supervision	I			Sustainable self reliance through trust in own abilities	Independence
Confidence in the ability to have a Courageous conversation	I			Realisation of the positive cycle of building and expressing self confidence	Independence
Greater levels of independence	I			Sustainable self reliance through trust in own abilities	Independence
Greater self confidence through solving own problems	I			Realisation of the positive cycle of building and expressing self confidence	Independence
I feel less stressed because I have confidence in my staff	I			Confidence to let go and trust in others abilities	Independence
I used to try and control my team, now I am better able to let go	I			Confidence to let go and trust in others abilities	Independence
I want my team to solve their own problems	I			Confidence to let go and trust in others abilities	Independence
More confidence to speak up	I			Realisation of the positive cycle of building and expressing self confidence	Independence
Realisation that I don't have to run to my supervisor but the power is within	I			Realisation of the positive cycle of building and expressing self confidence	Independence
Realisation that the answer is within myself	I			Realisation of the positive cycle of building and expressing self confidence	Independence
Self realised solutions are more sustainable	I			Sustainable self reliance through trust in own abilities	Independence
Coaching is difficult is high stressed environment	I			Recognise and address time constraints and stress as inhibitors of maintaining coaching style	Recognise and address time constraints and stress as inhibitors of maintaining coaching style
High levels of patience is required	I			Recognise and address time constraints and stress as inhibitors of maintaining coaching style	Recognise and address time constraints and stress as inhibitors of maintaining coaching style
Patience is a challenge	I			Recognise and address time constraints and stress as inhibitors of maintaining coaching style	Recognise and address time constraints and stress as inhibitors of maintaining coaching style
Better emotional control	I			Recognising and balancing emotions when dealing with others	Self and Emotional Awareness
Feedback from my team has indicated I am no longer erratic and more in control of my emotions	I			Recognising and balancing emotions when dealing with others	Self and Emotional Awareness
Higher levels of self recognition	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
I am no longer as defensive	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
I feel confident to be able to assert myself	I			Recognising and balancing emotions when dealing with others	Self and Emotional Awareness
I have learnt to appreciate others	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
I have learnt to question myself and Reflect	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Improved levels of confidence	I			Recognising and balancing emotions when dealing with others	Self and Emotional Awareness
Increase levels of self acceptance	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Increase awareness of areas that need development	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Increase levels of self awareness	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Increase self confidence and ability to handle confrontation	I			Recognising and balancing emotions when dealing with others	Self and Emotional Awareness
Increase self development	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Seeking personal development	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
Sense of enlightenment	I			Building self awareness through continuous learning and self reflection	Self and Emotional Awareness
I feel more of leader now than a manager	I			Personal empowerment defines positive role for the individual	Sense of Empowerment
I have been given more responsibility by my manager	I			Personal empowerment defines positive role for the individual	Sense of Empowerment
People feel empowered	I			Personal empowerment defines positive role for the individual	Sense of Empowerment
Shift from a directional/Authoritative style to a more Collaborative/Interactive style	I			Personal empowerment defines positive role for the individual	Sense of Empowerment
High energy levels	I			Enhanced sense of wellbeing	Sense of well being
I enjoy my job more	I			Enhanced sense of wellbeing	Sense of well being
I feel less stressed at work I am more comfortable in my job	I			Enhanced sense of wellbeing	Sense of well being
I feel more satisfied - I feel I am doing the job I am supposed to do	I			Enhanced sense of wellbeing	Sense of well being
I feel my future is a lot brighter	I			Enhanced sense of wellbeing	Sense of well being
Increased enthusiasm	I			Enhanced sense of wellbeing	Sense of well being
Increased reporting of job satisfaction	I			Enhanced sense of wellbeing	Sense of well being
My personal life and relationships outside of work have improved	I			Enhanced sense of wellbeing	Sense of well being
Positive feedback from the team leaves me feeling satisfied	I			Enhanced sense of wellbeing	Sense of well being

WE - IMPACT ON THE TEAM				Level 1	Level 2 - Micro Clusters	Level 2 - Categories
Ability to delegate more with confidence (Makes my job easier which is important)			WE		Teams and individuals are more accountable	Accountability
Ability to have difficult conversation			WE		Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
All levels of contribution are valued			WE		Recognition of contribution and interaction leads to enhanced participation	Collaboration
Better able to harness the potential in my team			WE		Leadership are constantly seeking ways to empower their teams	Empowerment of others
Better understanding of peoples needs			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
Blaming has been reduced			WE		Teams and individuals are more accountable	Accountability
Collective responsibility			WE		Teams and individuals are more accountable	Accountability
Communication was a big problem - people where harsh when they spoke to each other (people used to fear me)			WE		The capacity to relate has improved through open conversation and communication	Communication
Conflict is dealt with as and when it happens			WE		Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
Connecting on a new level			WE		The capacity to relate has improved through open conversation and communication	Communication
Constructive approach to dealing with issues			WE		Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
Constructive criticism			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
Deeper level of understanding of the other person point of view			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
Difficult discussions are tackled head on			WE		Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
Effective leadership is from within the team (used to feel isolated)			WE		Greater levels of commitment to each other and the team builds a sense of belonging	Collaboration
Feedback is encouraged and sought			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
Feedback is seen as a gift			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
Freedom of expression within teams			WE		Freedom to express views and share ideas	Communication
Good communication in difficult times			WE		The capacity to relate has improved through open conversation and communication	Communication
Anticipating miscommunication when setting tasks for team members			WE		The capacity to relate has improved through open conversation and communication	Communication
Suspending judgement through active listening			WE		The capacity to relate has improved through open conversation and communication	Communication
Greater levels of commitment to each other			WE		Greater levels of commitment to each other and the team builds a sense of belonging	Collaboration
I am allowing my team to do more and transferring my knowledge			WE		Leadership are constantly seeking ways to empower their teams	Empowerment of others
I am more in touch with my team			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
I am more of a team player			WE		Recognition of contribution and interaction leads to enhanced participation	Collaboration
I don't have to police my team anymore			WE		Teams and individuals are more accountable	Accountability
I feel more supported at work			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
I feel we are now one as a team			WE		The levels of openness and trust have enhanced relationships	Enhanced Relationships
I have a greater understanding and respect for the people work with			WE		Greater levels of commitment to each other and the team builds a sense of belonging	Collaboration
I have an open door policy now			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
I have learnt how to really listen			WE		The levels of openness and trust have enhanced relationships	Enhanced Relationships
I have learnt that people have feelings			WE		The capacity to relate has improved through open conversation and communication	Communication
I no longer impose my views on others			WE		The ability to understand the other has enhanced relationships	Enhanced relationships
I see my team as the solution providers now			WE		The capacity to relate has improved through open conversation and communication	Communication
I try to put myself in their shoes			WE		Leadership are constantly seeking ways to empower their teams	Empowerment of others
I understand other peoples points view			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
I used to be resistant to feedback, I can now accept negative feedback			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
I used to want to rescue people and do the work for them if they were having difficulties now I support them to solve the difficulties on their improved ability to give and receive feedback			WE		Leadership are constantly seeking ways to empower their teams	Empowerment of others
Improved relationships with subordinates			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
Increased and improved communication			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
It has broken down the walls between the different departments			WE		Freedom to express views and share ideas	Communication
It has brought the team closer			WE		The capacity to relate has improved through open conversation and communication	Communication
It has helped me to help them, which helps the organisation grow			WE		The ability to understand the other has enhanced relationships	Enhanced Relationships
It is easy to talk to each other			WE		Leadership are constantly seeking ways to empower their teams	Empowerment of others
Its easy to take feedback			WE		The capacity to relate has improved through open conversation and communication	Communication
			WE		Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations

Listening with real interest	WE	The capacity to relate has improved through open conversation and communication	Communication
Management seen as more approachable	WE	The capacity to relate has improved through open conversation and communication	Communication
More openness	WE	The levels of openness and trust have enhanced relationships	Enhanced Relationships
More tolerance	WE	The capacity to relate has improved through open conversation and communication	Communication
Mutual Respect	WE	The ability to understand the other has enhanced relationships	Enhanced Relationships
My interaction with my team has enhanced my team building	WE	The capacity to relate has improved through open conversation and communication	Communication
My manager gives me opportunities to learn something new	WE	Leadership are constantly seeking ways to empower their teams	Empowerment of others
My manager is more encouraging	WE	Leadership are constantly seeking ways to empower their teams	Empowerment of others
My team is more competent	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
Open questions stops people going on the defensive	WE	The capacity to relate has improved through open conversation and communication	Communication
People are given the freedom to express their views	WE	Freedom to express views and share ideas	Communication
People are more motivated	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
Performance review are taken more positively	WE	Giving and receiving of feedback viewed positively through structuring effective convers	Courageous Conversations
Promises are now being kept	WE	Teams and Individuals are more accountable	Accountability
Reduction of conflict - less tension	WE	Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
Relationships with my manager is more easy and relaxed	WE	The ability to understand the other has enhanced relationships	Enhanced Relationships
Sharing of concerns	WE	The levels of openness and trust have enhanced relationships	Enhanced Relationships
Team Spirit	WE	Greater levels of commitment to each other and the team builds a sense of belonging	Collaboration
Tension has gone we are now having fun	WE	The capacity to relate has improved through open conversation and communication	Communication
The team is encouraged to share their ideas	WE	Freedom to express views and share ideas	Communication
There is greater engagement in the team	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
There is just this sense of Collaboration amongst everyone	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
There is more cross departmental interaction now	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
There is more participation in the team	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
There is participation by all members of the team - They have ideas and I give them the opportunity to express them	WE	Recognition of contribution and interaction leads to enhanced participation	Collaboration
Trust	WE	The levels of openness and trust have enhanced relationships	Enhanced Relationships
Trust has developed through sharing intimate details	WE	The ability to understand the other has enhanced relationships	Enhanced Relationships
Underlying issues have been raised to the surface	WE	Courageous Conversations have helped us deal with resolving conflict	Courageous Conversations
We have really got to know each other through the coaching circles	WE	The ability to understand the other has enhanced relationships	Enhanced Relationships

IT - IMPACT ON THE ORGANIZATION			Level 2 - Categories	
Level 1	Level 1	Level 1	Level 2 - Categories	Level 2 - Categories
Developed technique of questioning	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
Feedback has helped make improvements to underperformance	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
Feedback seen as a tool to improve performance and reaching of targets	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
I am constantly thinking of ways to develop my department	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
We often have conversations around performance and development	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
We have conversations to solve problems	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
Open dialog leads to the best results	IT	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement	Developed ability to have Conversation for improvement
We are more organized	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
Absenteeism is has improved	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
Increased levels of Performance	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
I am achieving real outputs	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
Increased productivity through motivation	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
Reporting has improved it is no longer late	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
I have noticed improved levels of efficiency	IT	Able to identify enhancements in business performance	Able to identify enhancements in business performance	Able to identify enhancements in business performance
Understanding the needs of customers by listening	IT	Improved Customer Service	Improved Customer Service	Improved Customer Service
Ability to deal with difficult customers	IT	Improved Customer Service	Improved Customer Service	Improved Customer Service
Customer issues are dealt with more seriously	IT	Improved Customer Service	Improved Customer Service	Improved Customer Service
Customer Service has improved through better communication	IT	Improved Customer Service	Improved Customer Service	Improved Customer Service
Lead times improved in the service department	IT	Improved Customer Service	Improved Customer Service	Improved Customer Service
Information sharing		Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Development for succession planning through letting go	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Improvement in team functioning	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Individuals and team are more accountable	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Processes are constantly being improved	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
My team has come up with new ways of reporting (Through me giving them more responsibility)	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Talent Development within the organization	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
There is a higher level of transparency	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
Company wide contribution	IT	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction	Improved processes within organization through greater interaction
We are more organized	IT	Increased idea generation and innovation	Increased idea generation and innovation	Increased idea generation and innovation
Innovation	IT	Increased idea generation and innovation	Increased idea generation and innovation	Increased idea generation and innovation
Learnt to think out of the box when problem solving	IT	Increased idea generation and innovation	Increased idea generation and innovation	Increased idea generation and innovation
New idea generation	IT	Increased idea generation and innovation	Increased idea generation and innovation	Increased idea generation and innovation
Ownership (everyone is a team player)	IT	Increased idea generation and innovation	Increased idea generation and innovation	Increased idea generation and innovation
Increased levels of Creativity	IT	Increased levels of motivation and desire to handle tasks in the organization	Increased levels of motivation and desire to handle tasks in the organization	Increased levels of motivation and desire to handle tasks in the organization
Empowerment leads to motivation	IT	Increased levels of motivation and desire to handle tasks in the organization	Increased levels of motivation and desire to handle tasks in the organization	Increased levels of motivation and desire to handle tasks in the organization
My team likes to take on more challenging tasks now which takes the pressure off more	IT	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization
Reduced levels of Boredom	IT	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization
Teams are taking more initiative	IT	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization
People are more hard working	IT	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization	Increased levels of motivation and ability to handle tasks in the organization

Appendix C: Interrelationship Diagram

