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Executive coaching: a proposal of a competence executive coaching model based on a literature review

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ABSTRACT

The current transformations in societies and work contexts are putting managers in ambiguous situations and with consequent impact on the leadership profile when trying to adapt to those changes. It is in this context that the executive coaching models and coaching programs that aim to help leaders develop new attitudes and skills and to achieve organizational goals arise. Empirical research on executive coaching, however, has lagged far behind, and theoretical work on the processes underlying effective coaching has been limited. Consequently, the reason of this work is to propose a competence executive coaching model for ethical leadership based on a literature review. The proposed model is based on the results presented in the literature (Neves, Jordão & Cunha, 2013a) and integrates both the theoretical model of ethical leadership Hoog and Hartog (2008) and the perspective of Berling, Weber and Kelloway (1996). This model is important to support the planning and implementation of executive coaching in ethical leadership development and provides a conceptual framework for intervention on ethical leadership .

I. INTRODUCTION

In this paper, we adopt the concept of executive coaching as a learning process with practical guidance focused on specific activities, directly linked to the functions performed by the client, which meet the conception of Cunha, Marcelino, Oliveira and Rêgo (2007) who consider it as a continuous process of improvement and planning and overcoming personal and professional satisfaction, especially based on action learning and meiotic.

For this reason, we expect coaching to contribute positively to the development of ethical leadership behavior (Berling, Weber & Kelloway, 1996) considered "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, as well as the promotion of such conduct to followers through two-way communication, reinforcement, and decision making" (Brown, Treviño & Harrison, 2005, p.120) and a moral manager (creates and diffuses a strong ethical message).

According to the perspective of Berling, Weber and Kelloway (1996), the one we stand for, it may be useful other forms of training and education such as coaching for ethical leadership development behavior (Berling, Weber & Kelloway, 1996).

According to Hoog and Hartog (2008) the construct of ethical leadership is measured through three sub-scales adapted from the Multi-Culture Leader Behavior Questionnaire (Hanges & Dickson, 2004) (morality and fairness, role clarification and despotic leadership). The Èthical Leadership construct includes the dimension of morality and fairness that explains honesty, reliability and high ethical standards, as well as the fair treatment of subordinates, on behalf of the leaders. The dimension of the role clarification represents the transparency of the leaders and the commitment to open communication. The dimension of power sharing shows how much the ethical leaedership behavior give voice to subordinates and allow them to participate in decision making. The despotic leadership dimension reflect the authoritarian behavior that serves the leader's own interest, overestimation of himself, insensitivity and exploitation of others.

Next picture shows the positive correlation between the Ethical Leadership and Top Management Performance and the subordinates' otimism about the future and the negative relation with Despotic Leadership. We expect a positive influence of business coaching models in Ethical Leadership dimensions and Top Management Performance.
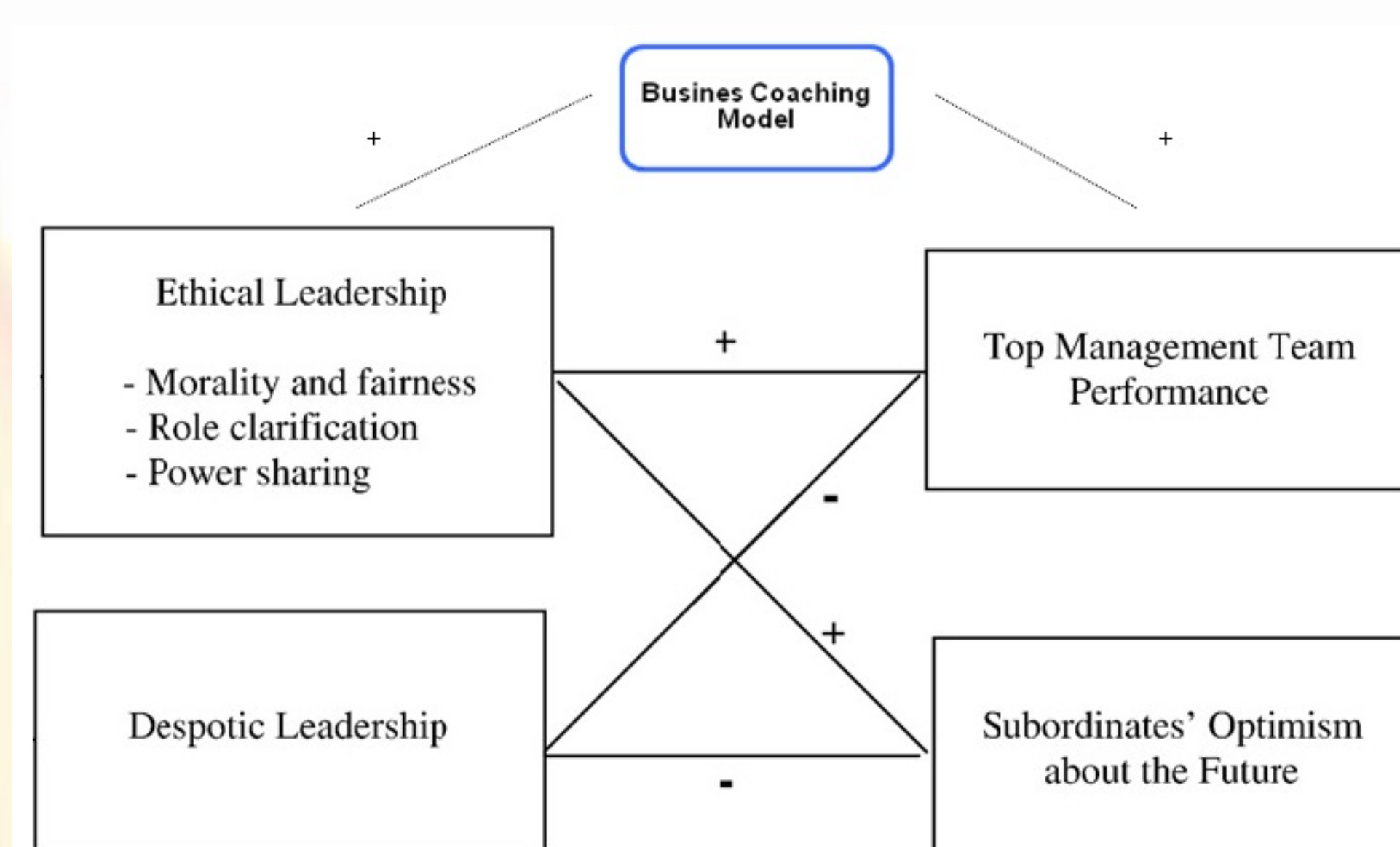

Figure 1 – Adaptation of Theoretical model of ethical leadership of Hoog, Hartog and Deane (2008) and the perspective of ethical leadership of Berling, Weber and Kelloway (1996) (Neves; Jordão & Cunha, 2013a).

II. GOAL OF THE STUDY

Planning a competence executive coaching model to develop ethical leadership based on the literature review.

III. METHOD

We based on the identified common patterns in coaching executives models reported by Neves, Jordão and Cunha (2013) as well as the assumptions of the theoretical model of ethical leadership of Hoog, Hartog and Deane (2008) and the perspective of Berling, Weber and Kelloway (1996) that allowed us to propose a model for executive coaching development of ethical leadership.

We based our Competence executive Model of ethical leadership on the integrative model of Passmore (2007), on Koortzen and Oosthuizen (2010) executive coaching skills model and Hale and Whitlam model (2000). Our models includes seven stages of integrative development which act jointly and integrate one central position of a monitoring step of the model.

The presented model can be adapted to the context, to the organization and to the coachee and take into account the mentioned assumptions.

IV. RESULTS AND DISCUSSION

We present the main elements of the model of executive coaching for the development of ethical leadership behavior, its stages of development, profiles of coaches and clients, and the conditions of effectiveness of intervention leadership according to Neves, Jordão and Cunha (2013a).

Figure 2 – Executive coaching model for the development of ethical leadership

Stage 1. Establishment of trust between coach and coachee and establishment of coaching contract

There are two steps in this phase: building a relationship of trust between coach and coachee and the formalization of the coaching process with stakeholders. The first requires the alignment of expectations, goals and the definition of rules and parameters of this relationship (e.g. confidentiality, rules of conduct and other sessions). A second step concerns the definition of the contract between client-coach-coachee and the number of parts involved in the process. One should also define rules and standards of conduct sessions for the coach-coachee and partnership aspects related to schedules and number of sessions and costs.

Stage 2. Analysis of the leader context and diagnosis of areas for improvement

This step relates to how the coach and coachee may obtain additional information about their own performance. It includes diagnostic evaluation of perception of pairs of top management and employees in relation to the coachee, through the application of tools such as 360-degree assessment (Saporito, 1996; Sherman & Freas, 2004), questionnaires (Hoojiberg & Lane, 2009), interviews (Keil et al., 1996), the application of ethical leadership scale of Hoog, Hartog and Deane (2008) which should be completed by subordinates and the impressions of the leader about critical incidents related to the leader's ethical performance and behavior difficulties in ethical leadership.

Stage 3. Establishment of performance standards and setting of goals

After identifying the areas that need development in ethical leadership, the current performance standards established as well as those which we want the coachee to achieve in the future must be identified. At this stage the coachee's involvement is vital because it is essential to establish their own standards or objectives for the creation of a sense of involvement. The establishment of these goals must follow the SMART principles, which are specific and measurable, achievable, result oriented and timed.

Stage 4. Planning of development activities of ethical leadership behavior

At this stage we use psychological techniques to support the coachee to identify and challenge their irrational beliefs, such as cognitive-emotional and rational therapeutic context as recast, immersion, visualization, suggestion to perform tasks at home, reframing and immersion (Passmore, 2007). It is assumed at this stage that the exploration of cognitive patterns underlies the visible behavior. We use cognitive-behavioral techniques developed by Beck (1976) and Ellis (1962).

Stage 5. Definition of actions needed for the implementation of goals

This step refers to the collaboration between coach and coachee in the implementation of clear and achievable set goals (outcomes) of ethical leadership behavior and their adaptation to the environmental and cultural context in which they operate, with the aim of helping the coach and the coachee understand the breadth and the influence of the system in which they work, both in their behavior and in the behavior of others with whom they interact.

Stage 6. Revision of actions and transfer of skills

At this stage the coach needs to help the coachee overcome any resistance to feedback about their leadership behavior and ethics that can be done individually or with a key representative of the organization. One result of this step will be identifying new goals and areas of intervention of the coachee to explore together with the coach.

Stage 7. Assessment of plan-evaluation of the coaching process

In this phase we´ll evaluate changes in dimensions of Ethical Leadership and Top Management Performance and the subordinates' otimism about the future, which will lead to continuous improvement.

Across stage of the process. Monitoring motivation and follow-up of development.

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