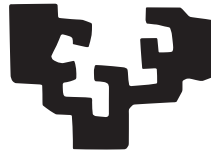


eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

**ZUZENDARITZA-PRESTAKUNTZARAKO
TRESNA GISA *COACHING*
EXEKUTIBOAREN BALIOTASUN
ZIENTIFIKO ETA SOZIALAREN ANALISIA**

DOKTORETZA TESIA

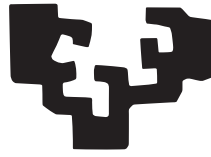
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Zuzendariak:

**Jon Landeta Rodriguez
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Bilbao, 2017ko Martxoak 10

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Matxalen, Katalin eta Txominentzat

Eguzkiak urtzen du goian gailurretako elurra
uharka da jausten ibarrera geldigaitza den oldarra
(...)
Mikel Laboa

ESKER ONAK

Ez da makala izan azken sei urteotan burututako ibilbidea. Horregaitik, doktoretza- tesi ekimen hau babestu duzuenoi eta zuen ekarpenekin helmugara heltzen lagundu izan nauzuenoi eskerrak eman nahi dizkizuet.

Lehenik, nire eskerrik beroenak eman nahi dizkiet tesi hau gidatu duten nire bi zuzendariei. Jon, milesker momentu oro helarazi didazun pazientzia, ikerketa proiektuarenganako eta niganako konfiantza, esfortsu, denbora eta jakintza. Ohore bat izan da zure doktoregaia izatea. Pilar, mi más amplio agradecimiento por contagiarme esa capacidad de esfuerzo y haberme ofrecido esos feedbacks totalmente constructivos orientados a cuidar y mejorar los detalles de mi trabajo. Maila berean, Eneka, milesker zure “ezina ekinaren ekinez egina” goiburuaz nire bihotzean lan honi aurre egiteko ausardia eta gogoia piztearren, ez ditut inoiz ahaztuko zurekin izandako elkarrizketak.

Eskerrak eman nahi dizkiot ere Bordeleko unibertsitatean burututako egonaldian ezinbesteko sostengua izan zen Olivier Herbachi.

Bestetik, Enpresaren Ekonomiaren Ikerketa eta Garapenerako (FESIDE-ren) Emilio Soldevilla Fundazioa, Vesper Solutions eta Escuela Europea de Coaching (EEC) ere eskertu nahi ditut lan hau garatu ahal izateko eskeinitako laguntzarengatik, bereziki Ana, Ane eta Karmen nabarmendu nahi ditut. Era berean, saileko Doktorego-Komisioaren kideei ere nire esker onak helarazi nahi dizkiet, beraien ekarpenek lanaren azken emaitza aberasten lagundu baitute.

Hainbat izan dira bai ikerketa kualitatiboan zein kuantitatiboan parte hartu duten aditu, profesional, elkarte eta enpresak: ICF, Newfield, ADEGI, BBVA, Itziar, Oscar, Josune, Pepe, Raul, Teresa, Kutxo, Mercedes, Pitxu, Patricia, besteak beste. Milesker bihotz- bihotzez.

Eskerrik asko ni naizena izatera ahalbidetu nauzuenori: aite, ama, Amaia, Jon, Itziar eta amama.

Azkenik, eskerrik goxoenak egunero esnatzean alboan ditudan etxe koentzat: Matxalen, Katalin, Txomin eta urte hauetan nire euskarri leiala izan den Ibonentzat.

LABURPENA

Enpresa-erakundeek zuzendarien balio estrategikoa eta haien etengabeko prestakuntzaren garrantzia ezagutzen dute. Hori dela eta, beraiek behar duten zentzuan, zuzendaritza-gaitasunak benetan eraldatzen dituzten prestakuntza-teknikak eskatzen dituzte.

Coaching exekutiboa zuzendaritza garapenerako tresna bat da, enpresa-munduan geroz eta onarpen handiagoa duena, norabide horretan diharduela baitirudi. Hala ere, *coaching* exekutiboa, zuzendaritza garapenerako teknika gisa, berri samarra da, eta urria da haren balioari buruzko ikerketa akademikoa, nazio-mailan bereziki, nazioarte-mailan jada ekarpen esanguratsuak jasotzen hasi bada ere.

Ondorioz, lan honek *coaching* exekutiboari buruzko ezagutza zientifikoari ekarpena egitea du xede, harentzat erreferentziazko marko teoriko eta kontzeptuala eskainiz, haren eraginkortasuna baldintzatzen duten faktoreak zedarriz eta zuzendaritza-garapenerako teknika gisa duen balioa ebaluatuz, haren funtzionamendua azaltzeko eraikitako eredu batetik abiatuta.

Bestalde, lan honek hainbat ekarpen eta inplikazio praktikoa eskaintzen ditu zuzendaritza garapenaren eta *coaching* exekutiboaren arlo profesionalerako, enpresen erabaki estrategikoen kalitatea hobetzeko asmoz.

AINTZINSOLASA

Nazioarteko euskerazko doktorego-tesi hau ekarpen bilduma bidezko tesi gisa antolatutako dago, ikerketa prozesuaren iraunaldian ospe handiko aldizkarietan argitaratutako artikuluetan oinarrituta, alegia. Halaber, tesia sarrera atal batekin hasten da. Ondoren, lau artikulua aurkezten dira eta amaitzeko ondorio orokorren kapitulua eta bibliografia.

Hasierako sarrera, tesiaren ikerketa objektua, gaiaren aukeraketaren justifikazioa, ikerketa lanaren helburuak, eta xede horretarako erabilitako metodologia eta egitura azpiatalek osotzen dute.

Ondoren, ekarpen bildumari hasiera emanez, orain arte garatutako literaturaren berrikuspenean oinarritutako erreferentzia-esparru teoriko eta kontzeptual bat aurkezten da. Euskarazko aldizkari zientifiko baten argitaratua izanik, garrantzi nabarmena dauka ikerketan lan honetan, ondoren burututako ikerketa enpirikoen objektua mugaketarako beharrezkoa izan baita. Burututako hasierako lan honi dagokion artikulua hurrengo hau da:

Landeta, J. & Rekalde, I. (2013). Zuzendaritza-prestakuntzarako tresna gisa *coaching* exekutiboaren arrakastarako faktore erabakigarriak. *Azkoaga: cuadernos de ciencias sociales y económicas*, (16), 91-122.

Ikerketa enpirikoetatik bildutako emaitzen bi aterakin ospea aintzatetsia daukan hurrengo aldizkarian bata argitaratutako eta bestea onartutako ondorengo bi artikuluetan jasoak dira:

Rekalde, I., Landeta, J., & Albizu, E. (2015). Determining factors in the effectiveness of executive coaching as a management development tool. *Management Decision*, 53(8), 1677-1697.

Rekalde, I., Landeta, J., Albizu, E., & Fernandez-Ferrin, P. Is executive coaching more efficient than other management training and development methods?. *Management Decision* (argitaratzeke dago).

Ikerketa enpirikoetatik jasotako beste emaitzak biltzen duen artikulua ospea aintzatetsia daukan hurrengo aldizkarira bidalia izan da, egun, lehen berrikusketa prozesuan egonik:

Autoreak (sinadura hurrenkera jarraikiz): Albizu, Eneka; Rekalde, Izaskun; Landeta, Jon; Fernandez-Ferrin, Pilar

Izenburua: Analysis of executive coaching effectiveness: a study from the coachee perspective

Aldizkariaren izena: *Personnel Review*

Azken kapituluan, orokorrak diren ondorio, ekarpenak, mugak eta etorkizunerako ikerketabideak modu sintetizatu batean jasotzen dira.

Bestetik, nazioarteko euskerazko doktorego-tesia izanik, hemen aurkeztutako lanak 47/2012 dekretuan bildutako hizkuntz araudia betetzen du, nazioartekoa den tesiaren ia %50 euskaraz idatzita egotea, alegia. Araudiak ezarritako portzentaiak bete asmoz, tesiaren sarrera, esparru teorikoko artikulua eta ondorio orokorren kapitulua euskaraz idatzita daude, eta esparru enpirikoko hiru artikulua aldiz, ingelesez.

AURKIBIDEA

EDUKINEN AURKIBIDEA

I. ATALA: SARRERA

SARRERA

A. IKERKETAREN OBJETUA	19
B. IKERKETAREN JUSTIFIKAZIOA	20
C. IKERKETAREN HELBURUAK	23
D. METODOLOGIA	24
E. EGITURA	31

II. ATALA: ESPARRU TEORIKOA

1. KAPITULUA: ZUZENDARITZA-PRESTAKUNTZARAKO TRESNA GISA COACHING EXEKUTIBOAREN ARRAKASTARAKO FAKTORE ERABAKIGARRIAK

1.1- SARRERA	38
1.2- ESPARRU KONTZEPTUAL ETA TEORIKOA	41
<i>1.2.1- Coaching exekutiboaren jatorria eta definizioa</i>	41
<i>1.2.2- Coaching exekutiboaren esparru teorikoa</i>	43
<i>1.2.3- Zuzendaritza-gaitasunak garatzeko coaching exekutiboaren berezitasunak</i>	46
1.3- COACHING EXEKUTIBOAREN ERAGINKORTASUNAREN ANALISIA	50
<i>1.3.1- Coaching exekutiboaren eraginkortasunari buruzko ikerketak</i>	50
<i>1.3.2- Coaching exekutiboaren arrakastarako faktoreak</i>	52
1.4- ONDORIOAK	56
1.5- MUGAK ETA ETORKIZUNERAKO IKERKETA-BIDEAK	57

III. ATALA: ESPARRU ENPIRIKOA

2. KAPITULUA: DETERMINING FACTORS IN THE EFFECTIVENESS OF EXECUTIVE COACHING AS A MANAGEMENT DEVELOPMENT TOOL

2.1- INTRODUCTION	63
2.2- LITERATURE REVIEW	65
<i>2.2.1- Origin and Concept of Executive Coaching</i>	65
<i>2.2.2- The Success Factors for Executive Coaching</i>	66
2.3- METHODOLOGY OF THE EMPIRICAL STUDY	70
2.4- RESULTS	73
<i>2.4.1- Coach</i>	73

2.4.2- <i>Coachee</i>	75
2.4.3- <i>Coach–Coachee Relationship</i>	76
2.4.4- <i>Coaching Process</i>	77
2.4.5- <i>Organizational Context</i>	78
2.5- DISCUSSION	79
2.6- CONCLUSIONS AND FINAL REFLECTIONS	81
2.6.1- <i>Conclusions</i>	81
2.6.2- <i>Academic and professional implications</i>	82
2.6.3- <i>Limitations and future research</i>	84

3. KAPITULUA: ANALYSIS OF EXECUTIVE COACHING EFFECTIVENESS: A STUDY FROM THE COACHEE PERSPECTIVE

3.1- INTRODUCTION	88
3.2- CONCEPTUAL FRAMEWORK AND HYPOTHESES	89
3.2.1- <i>Factors explaining coachee satisfaction with the coaching process</i>	91
3.2.2- <i>Relation between different types of coaching results</i>	95
3.3- METHODOLOGY	96
3.3.1- <i>Sample and collection of data</i>	96
3.3.2- <i>Measurements</i>	97
3.3.3- <i>Common method variance</i>	99
3.4- RESULTS	101
3.4.1- <i>Descriptive results</i>	101
3.4.2- <i>Validity and reliability of measuring scales</i>	101
3.4.3- <i>Hypothesis test: path analysis</i>	103
3.5- DISCUSSION	105
3.6- IMPLICATIONS	108
3.7- CONCLUSIONS	109

4. KAPITULUA: IS EXECUTIVE COACHING MORE EFFICIENT THAN OTHER MANAGEMENT TRAINING AND DEVELOPMENT METHODS?

4.1- INTRODUCTION	113
4.2- CONCEPTUAL FRAMEWORK	115
4.2.1- <i>Alignment of management competencies with organizational needs</i>	115
4.2.2- <i>Management training and development methods (MTDM)</i>	117
Executive coaching	118
Attendance-based training courses	118
Job rotation	119
E-learning	120

	Outdoor Training	121
	Mentoring	122
4.3-	METHODOLOGY	123
4.4-	RESULTS AND DISCUSSION	125
	<i>4.4.1- EC results</i>	<i>125</i>
	Behavior change derived from a coaching process	125
	Behaviors addressed in coaching processes	126
	Comparison of the effectiveness of different MTD methods for managerial behavior changes	127
	<i>4.4.2- Advantages and drawbacks of coaching as an MTD method</i>	<i>129</i>
4.5-	CONCLUSIONS AND IMPLICATIONS FOR MANAGEMENT	131

IV. ATALA: ONDORIOAK

5. KAPITULUA: ONDORIOAK

5.1-	ONDORIOAK	135
5.2-	EKARPENAK	149
5.3-	IKERKETAREN MUGAK	151
5.4-	ETORKIZUNEKO IKERKETA-ILDOAK	153

BIBLIOGRAFIA

TAULEN AURKIBIDEA

SARRERA

0.1 Taula-	Helburu, metologia, teknika eta kapituluaren arteko elkarrekikotasuna	29
0.2 Taula-	Ikerketaren informazio iturriak	30

1. KAPITULUA

1.1 Taula-	Prestakuntza-praktikek ikasketa-prozesuan duten ekarpena	49
1.2 Taula-	<i>Coaching</i> exekutiboaren prozesua arrakastatsua izango dela ziurta dezaketen faktore erabakigarriak	52
1.3 Taula-	Ikerketa enpirikoetan bildutako arrakasta-faktoreen zerrenda	54
1.4 Taula-	Gutxienez hiru ikerketa enpirikotan identifikatutako arrakasta-faktoreak	55

2. KAPITULUA

Table 2.1-	Factors for the success of Executive coaching identified in the literature	69
Table 2.2-	Factors associated with the coach	74
Table 2.3-	Factors associated with the manager coachee	75
Table 2.4-	Factors associated with the coach-coachee relationship	76
Table 2.5-	Factors associated with the coaching process	77
Table 2.6-	Factors associated with the organizational context	78

3. KAPITULUA

Table 3.1-	Variables, indicators and descriptive results	99
Table 3.2-	Measurement reliability	102
Table 3.3-	Discriminant validity	102
Table 3.4-	Convergent validity: factorial loads	102
Table 3.5-	Structural model. Standardized and non-standardized coefficients	103

4. KAPITULUA

Table 4.1-	Relation between objectives and samples utilized	123
Table 4.2-	Assessment of coachees and HR managers concerning behavior changes derived from an EC process	126
Table 4.3-	Assessment by coachees and HR managers of the contribution of different techniques to a regular observable behavior change in (coachee) executives	128
Table 4.4-	A paired samples t test to compare the effectiveness of coaching in relation with other MTEC techniques	128

5. KAPITULUA

Taula 5.1-	Ikerketaren helburu eta ondorioen arteko elkarrekikotasuna	135
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IRUDI ETA GRAFIKOEN AURKIBIDEA

1. KAPITULUA

1.1 Irudia-	Ezaguera eta jokabidearen arteko lerrokatze-prozesua	48
1.2 Irudia-	<i>Coaching</i> exekutiboaren eraginkortasun-arrakastan eragina duten faktore nagusien bost eremuak	54

3. KAPITULUA

Figure 3.1-	Hypothesized model of executive coaching effectiveness	91
Figure 3.2-	Explanatory model of executive coaching effectiveness. Standardized estimates	104

4. KAPITULUA

Figure 4.1-	The process of declarative and behavioral knowledge alignment	116
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I. ATALA: SARRERA

SARRERA

A.- IKERKETAREN OBJETUA

Gaur egun, mundu mailan geroz eta lehiakorragoa, dinamikoagoa eta oldarkorragoa den testuinguru honetan, enpresek euren lehiakortasun-abantailen iturriak zeintzuk diren identifikatu behar dituzte, eta horiei nola eutsi ahal zaien zehaztu; hau guztia merkatuan abantailaz kokatzeko xedearekin. Azken hamarkadetan, ikertzaileek giza baliabideen gaitasuna nabarmentzeko joera izan dute, abantaila lehiakor, sendo eta jasangarriak eskaintze aldera (Barney & Wright, 1998; Boxall, 1996; Kamoche, 1996; Mueller, 1996). Hala ere, erakunde barruko giza talde guztiek ez dute garrantzi eta izaera estrategiko bera (Lepak & Snell, 1999; 2002), izan ere, zuzendaritza kolektiboa baita aldaketarako prozesuak bermatzeko eta dinamizatzeko arduradun nagusia, hots, aukera berriak antzemango dituen eta modu lehiakorrean erronka berriei aurre egiteko baliabideak antolatuko dituen. Ikuspegi honetatik, zuzendaritza-kidea atxiki eta garatu beharreko baliabide estrategikotzat jotzen da.

Berezko gaitasunekin, eskuratutako esperientziarekin edota zoriarekin batera, prestakuntza eta trebakuntza dira zuzendaritza-kidearen arrakasta azaltzeko ahalmen handiena duten faktoreak (Araujo, Ibáñez, Landeta, & Ranguelov, 2003). Prestakuntza-praktikek berebiziko garrantzia dute, horiek ahalbidetzen baitute zuzendaritza-gaitasunen garapen-prozesua azkartu eta burutzea, enpresaren beharrian aldakorretara egokituz.

Abantaila lehiakorra sortzeko eta hari eusteko tresna gisa zuzendaritzarako prestakuntzak duen balioari buruz arlo akademikoan zein lan-arloan adostasuna dagoela badirudi ere, gogobetetze eskasa antzeman daiteke eskuratutako emaitzetan (Luthans, 2002). Izan ere, egungo prestakuntza-jarduera askotan, zuzendaritza-kideek eskuratutako ezagutzak euren lanpostuetara transferitzeko beharra bermatu gabe jarraitzen baita (López, 2005). *Coaching* Exekutiboaren (CE) agerpena eta garapena beharrian hori asetzeari loturik dator. Zuzendaritza-garapenerako beste metodo batzuek ez bezala, CEaren berezitasuna jokabide-

praktika ardatz duela da, exekutiboaren estilo indibiduala eta autoritatea errespetatuz eta atzeraelikadura eraikitzailea eskainiz, zuzendaritza-kidea ikuspegi eta jokaera berriak garatzera bultzatzen du, eraginkortasunaren hobekuntzan duen inpaktua ebaluatuz (Kombarakaran, Yang, Baker, & Fernandes, 2008). Arrazoi horregatik, zuzendaritza-kidearen gaitasunak erakundearen beharrietara eta haren testuingurura doitzea ahalbidetzen duen praktika bezala azaltzen da (Lewis-Duarte & Bligh, 2012; Passmore, 2007), eta horrek exekutiboaren prestakuntza klasikoarekiko alternatiba gisa agerrarazi du modu ikusgarrian (Cameron & Ebrahimi, 2014; Collins, 2012).

CEari buruz argitaratutako literatura areagotu den arren, egungo egoeraren azterketak CEaren eraginkortasuna zuzendaritza-garapenerako praktika gisa finkatzen duten ikerketen urritasuna agerian uzten du, diziplina horrek arlo profesionalean eta antolaketan eragiten duen mirespenarekin alderatuta (Baron & Morin, 2009b; Boyce, Jackson, & Neal, 2010). Gainera, nabarmendu beharra dago burututako ikerlanek aintzat hartu beharreko hainbat muga metodologiko agertzen dituztela. Ikerketen urritasunak eta erakutsitako mugek CEa eszeptizismorako joera duen diziplina izatea eragiten dute (Bono, Purvanova, Towler, & Peterson, 2009; Theeboom, Beersma, & Van Vianen, 2014). Beraz, beharrezkoa da CEari buruzko ikerkuntza akademikoa garatzea eta finkatzea (de Haan, Burger, Grant, Dini, Per-Olof, Man-Mul, & Voogd, 2014) haren balizko ahalmena argitu ahal izateko, zirkulu profesionalean eremu akademikoan baino onarpen zabalagoa baitu.

Gure ikerketaren asmoa CEak erakundeek definitutako gaitasunek zedarritzen duten zentzuan zuzendaritza-kideengan jokabide aldaketak –behagarriak eta denboran zehar dirautenak– eragiteko duen gaitasuna aztertzea da, bai modu absolutuetan eta baita modu konparatiboetan ere, zuzendaritza-garapenerako beste teknika batzuekin konparatuz. Horrez gain, CE arrakastaz aplika dadin laguntzen duten faktoreak ere aztertuko dira ikerketa lan honetan.

Laburbilduz, lan honen xedea zuzendaritza-gaitasunen prestakuntza eta garapenerako (ZGPG) tresna gisa CEaren eraginkortasunaren ezagutzan sakontzea da.

B.- IKERKETAREN JUSTIFIKAZIOA

Hainbat izan dira doktoretza-tesia garatzeko gai hau aukeratu izanaren arrazoiak:

Ikerketaren lehenengo arrazoia CEak ZGPG metodo gisa duen eraginkortasunari sinesgarritasuna emateko **gizarteak duen gero eta interes handiagoa** da. Enpresa arloan gertatzen ari diren aldaketa azkar eta harrigarriek zuzendaritzako kideen zeharkako gaitasunak etengabe garatu eta egokitzeko beharra eragiten dute. CEak eskaintzen duen jokabideen benetako aldaketarako orientazioak prestakuntza-jarduera hau zuzendaritza garapenerako tresna gisa gero eta enpresa gehiagok erabiltzea eragin du (Feldman & Lankau, 2005; Filipczak, 1998; Joo, 2005; Kilburg, 1996; McCauley, 2008; Quick & Macik-Frey, 2004). Merkatu honek urtean 2 bilioi dolar gainditzen ditu (Maltbia, Marsick, & Ghosh, 2014) eta bertan 48.000 *coach* inguruk dihardute mundu mailan (ICF, 2012). Estatu Batuetan, Global 100 indizeko konpainien % 93k erabiltzen du CEa (Bono et al., 2009); Erresuma Batuan, erakundeek % 88k erabiltzen du (Jarvis, Lane, & Fillery-Travis, 2005); 2006an, Australian, zuzendarien % 64k eta exekutibo seniorren % 72k adierazi zuten *coaching*-a erabili izana (Leadership Management Australia, 2009).

Baina CEaren eraginkortasunaren inguruko emaitza garbirik ez egoteak **enpresa mailako interesa** sortarazi du, izan ere, enpresek zalantzak baitzizuten ohiko prestakuntza-praktiken alde egin edo ZGPG metodo hau erabiltzearen artean; azken honen aldekoen arabera, zuzendaritza-gaitasunen garapen eraginkorra garatzea ahalbidetzen du, eta erabili ohi diren gainerako metodoekin baino emaitza hobek ematen ditu.

Aldi berean, erakundeek gero eta helburu handiagoak dituzte prestakuntzan egindako inbertsioari dagokionez (Clarke, 2012). Erakundeek egungo testuinguru aldakor eta korapilatsuak prestakuntzaren ebaluazioa erakundeak gaitzeko programen funtsezko osagai bihurtzea eragin du; modu horretan, prestakuntzan egindako inbertsioak duen inpaktuaren ebaluazioa ez dadila soilik zuzendaritza-kideek ikasitakoa balioestera mugatu eskatzen da; aitzitik, aztertu behar da praktikak zein punturaino ahalbidetzen duen ikasitakoa lanpostuetara ekartzea, gerora erakundeari bere enpresa-errendimendua hobetzen lagunduz.

Lidergotzari buruz 1984 eta 2000 bitartean argitaratutako azterketen berrikuspenean Collinsek (2001) ondorioztatu zuenez, ikerketen % 30 baino ez zen ari prestakuntzak antolakuntza-mailan zuen eragina ebaluatzen. CEaren kasuan ere, ekimen gutxi batzuk besterik ez ziren ebaluatzen (McDermott, Levenson, & Newton, 2007).

Nahiz eta *coaching*-ak giza baliabideen garapenerako praktikatzat eremu profesionalean onarpen handia izan (Liu & Batt, 2010), eta ZGPG teknika gisa lortutako arrakasta eta ospea ukaezinak diren, ez dago haren eraginkortasuna ebaluatzeko eredu baliagarririk. Izan ere, erakunde batek gaitasunak garatzeko prestakuntza-jarduera gisa CEak duen eragina ebaluatzea erabakitzen duenean, haren eraginak nola ebaluatu daitezkeen galdetzen dio bere buruari. Hori dela eta, prestakuntzan inbertitutakoa ebaluatzea erraztuko duen eta zientifikoki kontrastatuta dagoen eredu eskura izateko interes handia dago, ikasitakoa lanean aplikatze aldera, gerora erakundearen enpresa-etekina hobetzen lagunduko duena.

Bestalde, enpresetan zuzendaritza-kideentzako garapen-programetan inbertitu eta haiek inplementatzen dituzten profesionalen ikuspegitik, izan gerenteak zein giza baliabideetako profesionalak, garapen-praktika gisa CEak duen eraginkortasuna ezagutzeko nahia ikusi da, baina are gehiago hura eraginkor egiten duten faktoreak ezagutzekoa (Dagley, 2006). Oro har, ongi funtzionatzen duen teknika dela uste da, baina ez dira ezagutzen hori lortzeko beharrezkoak diren mekanismoak zeintzuk diren. Praktikaren arrakastarako faktoreak identifikatzeak eta hark emaitzetan duen eragin erlatiboa zehazteak bai *coach*-ei bai enpresarloko erabaki-hartzaileei esku-hartzearen arrakastarako faktoreen inguruko baldintzetan arreta eta ahalegin handiagoa eskaintzea ahalbidetzen die; hartara, CEaren prozesua bera aldatuko da, emaitza hobeak lortze aldera.

Bigarrenik, arlo akademikoan, teknika honen **eraginkortasuna aztertze**ko eta zuzendaritza-baliabideen lana hobetze aldera teknika honen balizko ekarpena ikertzeko **interes zientifikoa** hazten ari da. CEa, erakundeen arloan, diziplina nahiko berria da eta, ondorioz, ez dago bere argumentazio teoriko eta ikerketa enpiriko zorrotzen inguruko ikerketa askorik (Duckworth, Birch, & Jones, 2013), nahiz eta handituz doan (Grant, 2013; Smith & Brummel, 2013).

Egindako azterketa enpirikoen arabera, CEak eragin positiboa du zuzendaritza-kideen portaera aldatetetan (Bozer, Sarros, & Santora, 2014b; Gegner, 1997; Grant, Curtayne, & Burton, 2009; de Haan, Culpin, & Curd, 2011; Kombarakaran et al., 2008; Luthans & Peterson, 2003; MacKie, 2014; Moen & Allgood, 2009; Theeboom et al., 2014; Wasylshyn, 2003). Hala ere, ikerketa horietako askok muga nabarmenak dituzte metodologia eta laginei dagokienez; beraz, beharrezkoa da arrazoitze teorikoa sendotzera eta ikerketa enpiriko zorrotzen bitartez haren baliagarritasuna frogatzera bideratutako ikerketa gehiago (Bozer et

al., 2014b; Ely, Boyce, Nelson, Zaccaro, Hernez-Broome, & Whyman, 2010; Grant, 2013; Greif, 2013; de Haan et al., 2013).

Bestetik, de Haan eta besteen arabera (2013) CE arloko ikerketa zientifikoak aurrera egin dezan, funtsezkoa da esku-hartze honen eraginkortasunerako osagai kritikoak aztertzea. Atal honetan ere, zuzendaritza-kideentzako *coaching*-a nola eta zergatik doan ondo eta haren arrakasta, zein baldintzatan areagotzen den aztertzen duen ikerketa oso gutxi dagoela ikusten dugu (Feldman & Lankau, 2005).

Hirugarrenik, egileak ikerketa-lan honetan lantzen den gaiarekiko **motibazio pertsonala** duela adierazten du. Ospe handiko entitate finantzario batean giza baliabideen arloan duen esperientzia profesionalean zehar gaitasun generikoen irakasle gisa egin zuen lan aldi batez. Trebakuntza-esperientzia horretan zehar, langileek erakutsitako praktikarekiko asebetetze-maila lor zitekeen onenetik gertu bazegoen ere, denbora-tarte bat igarotakoan, langileek jasotako trebatze-ikastaroen xede zen jokabide-aldaketarik ez egotea justifikatzeko arrazoiketa defentsiboak erabiltzen zituztela ikusi zuen. Egoera honek ez zuen egilea gustura utzi ohiko trebatze-praktiken emaitzekin, eta ikasitakoa lanpostuetara ez transferitzearen arrazoa aztertzeko jakin-mina sortu zitzaion.

Entitateak finantzaturako *coaching* ikastaroa jaso ondoren, egilea metodo honen gaitasunaz jabetu zen, eta horrek *coach* profesional gisa ziurtagiria lortzera bultzatu zuen, agentzia ofizial baten eskutik. Ziurtapen-prozesuan lortutako jakintza-maila handiak, gizartean hautemandako *coaching*-arekiko jakin-minak eta haren eraginkortasunari buruzko literatura zientifiko ezak bultzatu zuten doktoretza-tesi proiektu hau gai horren inguruan burutzera.

Beraz, gure doktoretza-tesia garatzeko, *coaching*-ak ZGPG tresna gisa duen baliagarritasun zientifikoa aukeratzera eraman gaituzten arrazoiaren artean interes soziala, akademiko-profesionala zein egilearen jakin-min pertsonala elkartzen dira.

C.- IKERKETAREN HELBURUAK

Ikerketa honen helburu nagusia CEak zuzendaritza-garapenerako tresna gisa duen baliagarritasun zientifikoa eta soziala aztertzea da.

Hala ere, aztergaiaren konplexutasunak, hainbat helburu espezifiko zehaztera eramán gaitu, guztiak erdietsita helburu nagusia lortzea ahalbidetuko dutenak:

1. CEaren eta zuzendaritza-trebakuntzaren inguruko artearen egoera aztertzea.
2. Ikuspegi teoriko batetik abiatuta, eta ZGPGaren beste metodoekin alderatuta, *coaching*-aren metodologiaren sendotasunak eta ahuleziak zeintzuk diren zehaztea.
3. CEaren prozesu baten arrakastarako lagungarriak diren faktore nagusiak identifikatzea.
4. CE bitartez lor daitezkeen emaitza motak identifikatzea.
5. Arrakastarako faktore mota desberdinen eta CEaren emaitzen arteko loturak identifikatzea.
6. CEa azaltzen duen eredu bat proposatzea.
7. Zuzendaritzaren jokaera aldatzeko tresna gisa CEak duen eraginkortasuna ebaluatzea.
8. CEaren eraginkortasuna ZGPG teknika desberdinekin konparatzea.
9. *Coaching*-ak beste trebatze-praktiken ondoan dituen abantailak eta eragozpenak zehaztea.
10. Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio ezberdinak identifikatzea.

Azaldutako helburuen lorpena hurrengo arlo hauetan izan daiteke enpresentzat erabilgarria: zuzendaritza-gaitasunak garatzeko zein teknika erabili aukeratzeko orduan, egindako CEaren praktikaren emaitzetan duen eragina ebaluatzeko orduan, eta baita esku-hartzearen arrakasta eragiten duten aldagaiei arreta eta baliabideak emateko orduan ere.

D.- METODOLOGÍA

Ikertutako errealitatea ongi ezagutu ahal izateko hainbat izan dira erabilitako metodoak. Ezarri beharreko metodoaren aukeraketa aztertutako ikerketa-objetuari eta baita ikerketa honetan planteatu diren helburu zehatzei egokitutakoa izan da. Are zehatzago, metodo analitiko-sintetikoan, metodo induktiboan eta metodo hipotetiko-deduktiboan oinarritu gara.

Metodo analitiko-sintetikoa

Lan honen esparru teorikoa mugatzeko erabili den metodologia metodo analitiko-sintetikoa izan da gehienbat. Metodologia hau fenomeno osatzen duten elementu guztiak bereiztean eta zati bakoitzaren azterketa egitean oinarritzen da. Ondoren, azterketa partzial horien emaitzak hainbat ondoriotan integratzen dira aztertutako fenomeno ulertu ahal izateko, unitate bakar

gisa (Soldevilla, 1995). Hau da, lehenik, ikerketarekin lotutako arloak xehatzen dira bereizita aztertu ahal izateko eta, ondoren, azterketa partzial horien emaitzak elkartzen dira aztertutako fenomenoak ulertzen laguntzen duten ondorio orokorrak atera ahal izateko. Metodologia hau bi metodo bereiziren arteko batura gisa uler badaiteke ere, osagarriak direnez, ikerketa-metodo bakar gisa ere uler daiteke (Rodríguez, García, & Peña 2005).

Zehazki, 1, 2, 3, 4, 5, 6, 7 eta 9. helburu espezifikoaren lorpenerako, metodologia analitiko-sintetikoa erabili da. 1, 2, 3, 4, 5 eta 6. helburuak lortzeko, aurretik, CEari eta ZGPGko beste teknikei buruz zegoen literatura akademikoa aztertu behar izan da; halaber, CEaren prozesuko emaitzen arrakastan eragina duten faktoreak identifikatzerakoan literaturak eginiko ekarpenak aztertu behar izan dira, bai eta praktika honekin lor daitezkeen emaitzen arteko erlazio kausala ere. Fase sintetikoan, zuzendaritza-prestakuntzako beste teknika batzuekin alderatuta CEaren ekarpen bereizle nagusiak zein diren adierazi ahal izan dira; arrakastarako faktore nagusiak antzeman, sailkatu eta hierarkizatu ere, oinarri enpirikodun lanetan identifikatuak izan diren maiztasunaren arabera, CEaren aplikazio eraginkorrari egindako ekarpenarengatik; eta bestetik, *coachee*-aren asebetetze-mailaren gainean arrakasta-faktore horiek izandako efektua identifikatu ahal izan da, CEarekin lortu daitezkeen emaitza moten arteko lotura adierazteaz gain.

7. helburua lortzeko, *coachee*-en eta giza baliabideetako zuzendarien erantzunen batez bestekoen balorazioan oinarritutako azterketa deskribatzailea egin da. 9. helburuari dagokionez, giza baliabideen zuzendariak emandako erantzunen azterketa deskribatzailea burutu da. Lortutako datuen azterketa horien ondorioz, CEaren jokabide-aldaketarekiko eraginkortasuna zehaztu da eta baita CEak zuzendaritza-garapeneko teknika gisa dituen abantaila eta eragozpen nagusiak laburbildu ere. *Coachee*-en eta giza baliabideen zuzendarien lagina aurreragoko paragrafo batean zehaztu da.

Metodo induktiboa

Metodo induktiboa tesi honetako 3 eta 6 helburu espezifikoak aztertzeko erabili da. Metodo hau enuntziatu bakunetan oinarritzean datza, behaketen emaitzen deskribapen edo esperientzietan esaterako, hipotesiak edo teoriak bezalako enuntziatu unibertsalak planteatu ahal izateko (Sánchez, 2012).

Adituen talde baten esperientziatik abiatuta, literaturan bildu ez diren faktore garrantzitsuak atera ditugu, eta literaturan identifikatutako faktoreekin batera, haiek alderatu, hierarkizatu eta balioztatu ahal izan ditugu. Horretarako, Hybrid Delphi teknika erabili dugu (Landeta, Barrutia eta Lertxundi, 2011), zeinak hiru teknika kualitatibo ezagun nahasten dituen (Focus Group, Talde Nominala eta Dephi). Benetako testuinguru profesionaletan lan egiten duten adituekin –*coach* profesionalekin, zuzendaritza-kide *coachee*-ekin eta giza baliabideetako zuzendaritza-kideekin– aplikatzen da bereziki teknika hau. Ikerketa-prozesuan aditu profesional hauen inplikazio aktiboa ahalbidetzen du, modu horretan ikerketa fase desberdinen emaitzak etengabe egiaztatuz eta aberastuz. Tesi honen ikerketa kuantitatiboaren emaitzak hobeto eztabaidatu eta interpretatu ahal izateko, giza baliabideen, *coachee*-n eta *coach*-en multzo batekin ere erabili izan da Focus Group teknika.

Adituak hautatu eta haien inplikazioa lortzeko, *coaching* zerbitzuak ematen dituzten eta emaitzengatik interesa adierazi duten bi erakunderen laguntza izan dugu. 2013ko maiatzean hasi zen prozesua, Focus Group dinamika presentzial batekin, non 12 adituk hartu zuten parte (5 *coach*, 3 *coachee* eta giza baliabideetako 4 arduradun), eta zeinekin saio presentzial berean, Talde Nominalaren teknikaren dinamika egokitu bat egin zen. Delphi metodoa aplikatzeko, bi txanda egin ziren, eta parte hartu zuten hiru taldeetako adituen artean hautatutako multzoari hirugarren txanda batean parte hartzeko aukera ere eman zitzaion (11 *coach*, 12 *coachee* eta giza baliabideetako 11 zuzendari), zeinetan hasierako Focus Group-ean parte hartu zuten 12 adituak ere sartu ziren. Prozesua beste Focus Group batekin bukatu zen, 2013ko azaroaren 15ean. Ikertzaileen taldearen eta Delphi ikerketan parte hartu zuten adituetako hamalauk emaitzak aurkeztu eta interpretatu zituzten orduan.

Ikuspegi induktiboan oinarrituz, parte-hartzaileen esperientziatik abiatuta eta literaturaren azterketaren ondoriozko planteamendu analitiko-sintetikoarekin osatua, metodo hau aplikatzeak hurrengo eskaintzea ahalbidetu digu: (1) zuzendaritza-garapenerako tresna gisa CEaren prozesuan kontuan eduki behar diren faktore kritikoen identifikaziorako erreferentziako esparrua; (2) *coaching* prozesu baten arrakastarako egindako ekarpenaren araberako faktore kritikoen hierarkizazioa; (3) prozesuaosatzen duten kolektibo ezberdinek faktore bakoitzaren inguruan adierazitako pertzepzio eta balorazioak; eta (4) lan kuantitatiboan lortutako emaitzak adituen erreferentziako taldearekin eztabaidatzea.

Metodo hipotetiko-deduktiboa

Metodo hipotetiko-deduktiboa 4, 5, 7, 8 eta 10 helburu zehatzak lortzeko erabili da. Aldez aurretik garatu diren planteamendu teorikoetan oinarrituta, ikertutakoaren errealitatea ulertzen lagunduko diguten hainbat hipotesi zehaztea eta egiaztatzea da metodo honen helburua. Beraz, lan honetan, 4 eta 5 helburuak lortzeko, aurreko lanetan justifikatutako hipotesi batzuk planteatu dira. Ondoren, 7, 8 eta 10 helburuak lortzeko, ikerketa enpiriko bat egin da, non analisi estatistikoko hainbat teknika aplikatuta aurretik planteatutako hipotesiak alderatu diren.

Egitura-ekuazioen modelizazioa (*Structural Equation Modelling* - SEM) tekniken bi multzo handiz baliatuta burutu daiteke: kobariantzan oinarritutakoa metodoa (CBSEM) eta bariantzan oinarritutako metodoa (PLSSEM). Lan honetan CBSEM aukeratu da hurrengo arrazoiengatik: (1) ikerketaren xedea teoria probatzea denean, CBSEM erabiltzea komeni da (Hair, Ringle, & Sarstedt, 2011); (2) CBSEMi esker teoriak berretsi daitezke, proposatutako eredia errealitateari estatistikoki egokitzen zaion egiaztatuz. PLSSEM analisia, aldiz, teoria berriak aurreikusi eta garatzera bideratuta dago (Hair, Black, Anderson, & Tatham, 1999); eta (3) PLSSEMK laginaren tamainari dagokionez murrizketa gutxiago dituen arren (Haenlein & Kaplan, 2004), propietate egokiak dituzten SEM ereduak, gureak esaterako, oro har, bi formatuekin konpara daitezkeen emaitzak lortzen dituzte (Reinartz, Haenlein, & Henseler, 2009).

Jarraian, espezifikoki erabili diren teknikak azalduko dira, zeinak SEM ereduetan elkartzen diren. Konstruktuen baliozkotasuna ebaluatzeko, baliozkotasun konbergente eta dibergente probak egin dira Berresteko Analisi Faktorial baten bitartez.

Erreferentzia gisa erabilitako azalpen-teoriatik abiatuta proposatutako erlazioen estimazioa egiteko, Path analisia erabili da. Erregresio-analisiaren luzapen naturala izanik azaltzeko ahalmena duen teknika hau aukeratu da, honakoa ahalbidetuz: (1) aurkitutako emaitzen sendotasuna areagotuz analisi osagarri bat egitea (2) erregresioan muga inplizitu batzuk gainditzea (Hair et al., 1999).

Inkestan sartu diren bi azpitaldeen pertzepzioen arteko aldeak estatistikoki zein alderditan diren esanguratsuak ikusteko, bariantzaren analisi bat egin da (ANOVA). Teknika honen

bitartez, populazio desberdinen batezbestekoak bat datozela dioten hipotesi nulua egiaztatu ahal izan da.

Azkenik, CEaren eraginkortasun maila gainerako ZGPG teknikekin alderatzeko, kontuan hartu diren bikoteentzako Parekatutako Laginentzako Batez bestekoen T Test analisia egin da. Horrela, CEaren batez bestekoak eta ZGPG teknika ezberdinei dagozkienak bat datozela dioten hipotesi nulua egiaztatzea lortzen da.

Laginarene hautaketarako hainbat baldintza hartu ziren kontuan: *coachee*-en lagina CE prozesua espainiar elkarte ezagun batek ziurtatutako *coach* baten eskutik jaso izan duten espainiar zuzendarien multzotik aterata dago. CE prozesuek aztertutako populazioan izan ditzaketen esku-hartze moten sentsibilitatea dela eta, DBLO ez urratzeko, *coachee*-ak bilatu eta haien parte-hartzea sustatzeko, ikerketa kualitatiboko adituen eta euren inguruko talde baten laguntza jaso zen, baita International Coach Federation España (ICF), Newfield eta ADEGIrena ere; haiek, euren kontaktuei bidalitako gutun batean, gure ikerketan parte hartzeko gonbidapena luzatu zuten. Gutunean, argi uzten zen bildutako informazioa konfidentzialtasun osoz erabiliko zela, sekretu estatistikoa modu zorrotzean errespetatuz. Sortu ziren galdera-sortak ikerketaren erreferentzia-taldeko dozena bat giza baliabideen zuzendarik, *coach*-ek eta *coachee*-ek probatu zituzten aurretik. Ondoren, online formatuan gaitu ziren galdera-sortak, emaitzak jaso eta landu ahal izateko.

Giza Baliabideen zuzendarien laginarene hautaketarako, Estatu Espainiarrean egoitza soziala duten eta 200 langile baino gehiago dituzten enpresa guztiak hartu ziren kontuan. Lagina zehazteko, SABI datu-basea (Sistema de Análisis de Balances Ibéricos) erabili genuen. Fitxategi honen arabera, Estatu Espainiarreko 200 langile edo gehiago dituzten enpresak 3.990 ziren guztira. Landa-lana egiteko Adimen Investigación enpresa azpikontratatu zen. Hark ausaz hautatu zuen lagina, ikertzaileen taldeak emandako lagin-esparrua erabiliz. Lana 2014ko urtarrilaren 14 eta otsailaren 11 bitartean burutu zen, eta populazio talde honen erantzun-tasa ahalik eta handiena bermatzeko, hautatutako laginetatik lortutako informazioa telefono bidezko inkesten bitartez egitea erabaki zen. Giza baliabideen zuzendariari elkarrizketa egiteko modurik egokiena telefono bidezko inkesta zela iruditzen zitzaigun, hainbat arrazoiengatik: beste bide batzuen bitartez baino errazago jartzen delako harremanetan inkestatuekin, erantzun gehiago emateko denbora gutxiago behar delako, eta datuak bizkorrago lortzen direlako (Aguirre, 2000). Hala ere, teknika honen muga nagusienak

galdera kopuruak ezin duela oso altua izan eta galderak ahalik eta modurik errazenean erantzuteko modukoak izan behar dutela dira.

Metodo hipotetiko-deduktiboari esker, hurrengo hau lortu da: a) CE prozesu baten bitartez lor daitezkeen emaitza motak ezagutu eta egiaztatzea; b) arrakasta-faktoreek zuzendari parte-hartzaileen asebetetze-mailan, ikasketetan eta bizitako jokabide-aldaketetan izandako eragin erlatiboa zein den ezagutzea (emaitzak); c) esku-hartzearen eragina neurtzeko orduan estandarizazioa lortzen lagunduko duen ebaluazio prozesuaren modelizazioa proposatzea; d) ikuspegi bikoitz batetik, hauteman daitezkeen eta denboran irauten duten jokabide-aldaketak lortzeko eraginkortasunaren ikuspuntutik CEren emaitzak ZGPGrako beste teknika batzuekin alderatzea.

Lana osatzen duten atalak kontuan hartuta, 1. kapituluaren CEaren egoera berrikusten da eta gero, 2., 3. eta 4. kapituluetan lan honen ikerketa enpirikoa biltzen da. Hala ere, hitzaurrean adierazi den bezala, doktoretza tesi hau artikuluen laburbilduma gisa aurkezten da, batzuk aldizkari akademiko ezagunetan argitaratuak eta beste batzuk berrikusketa-prozesuan daudenak. Zehazki, zati enpirikoa hiru artikuluk osatzen dute, lanaren arlo esploratorio-induktiboa eta hipotetiko-deduktiboa eratzen dutenak. Argitu beharra dago aldizkari akademikoetan argitaratzeko eskakizunak direla eta, kapitulu horietako bakoitzak literaturaren azterketa labur bat dakarrela egitura metodologikoari dagokion atal batekin batera, non atal bakoitzean erabilitako metodologia eta azterketa-teknika zehatzak azaltzen diren.

Hurrengo 0.1 Taulan ikerketaren helburuen eta haiek lortzeko tresna metodologikoen arteko elkarrekotasuna islatzen da, baita dagokien kontakizuna jasota dakarren kapitulua ere.

0.1 Taula: Helburu, metologia, teknika eta kapituluaren arteko elkarrekotasuna

	Ikerketaren helburu espezifikoak	Metodologia	Ikerketa teknika	Kapitulua
1	CEaren eta zuzendaritza-trebakuntzaren inguruko artearen egoera aztertzea	Analitiko- sintetikoa	Literatura akademikoaren azterketa	Lehena eta laugarrena
2	Ikuspegi teoriko batetik abiatuta, eta ZGPGaren beste metodoekin alderatuta, <i>coaching</i> -aren metodologiaren sendotasunak eta ahuleziak zeintzuk diren zehaztea	Analitiko- sintetikoa	Literatura akademikoaren azterketa	Lehena eta laugarrena
3	CEaren prozesu baten arrakastarako lagungarriak diren faktore nagusiak identifikatzea	Analitiko- sintetikoa Induktiboa	Literatura akademikoaren azterketa Hybrid Delphi	Lehena eta bigarrena
4	CE bitartez lor daitezkeen emaitza motak identifikatzea	Analitiko- sintetikoa Hipotetiko- deduktiboa	Literatura akademikoaren azterketa	Hirugarrena

5	Arrakastarako faktore mota desberdinen eta CEaren emaitzen arteko loturak identifikatzea	Analitiko- sintetikoa Hipotetiko- deduktiboa	Literatura akademikoaren azterketa	Hirugarrena
6	CEa azaltzen duen eredu bat proposatzea	Analitiko- sintetikoa Induktiboa	Literatura akademikoaren azterketa Focus Group	Hirugarrena
7	Zuzendaritzaren jokaera aldatzeko tresna gisa CEak duen eraginkortasuna ebaluatzea	Analitiko- sintetikoa Hipotetiko- deduktiboa	Path azterketa Azterketa deskribatzailea: Batez bestekoen balorazioa	Hirugarrena
8	CEaren eraginkortasuna ZGPG teknika desberdinekin konparatzea	Hipotetiko- deduktiboa	Parekatutako Laginentzako Batez bestekoen T Testa	Laugarrena
9	Coaching-ak beste trebatze-praktiken ondoan dituen abantailak eta eragozpenak zehaztea	Analitiko- sintetikoa	Azterketa deskribatzailea	Laugarrena
10	Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio ezberdinak identifikatzea	Hipotetiko- deduktiboa	ANOVA	Bigarrena eta laugarrena

Iturria: norberak egina

Hurrengo 0.2 Taulak ikerketa lan honetan erabilitako informazio iturriak, beraien bitartez lortu nahi izan diren helburuak, eta dagozkien kontakizuna jasota dakarren kapitulua jasotzen du.

0.2 Taula: Ikerketaren informazio iturriak

Informazio iturriak	Mota	Deskribapena	Helburu/ Kapitulua
Lehen mailako informazio- iturriak	Bibliografikoa	Artikulu teoriko-enpiriko zientifikoak eta liburuak	1/ 1 eta 4 kap. 2/1 eta 4 kap. 3/ 1 kap. 4/ 3 kap. 5/ 3 kap. 6/ 3 kap.
Lehen mailako informazio- iturriak	Kualitatiboa	Focus Group, Talde Nominala eta Delphi	3/ 2 kap. 6/ 3 kap. 10/ 4 kap.
	Kuantitatiboa	Zuzendari <i>coachee</i> eta giza baliabideetako zuzendaritza-kide espainiarrei egindako galdera-sorta	7/ 3 kap. 8/ 4 kap. 9/ 4 kap. 10/ 4 kap.

Iturria: norberak egina

Lehen mailako informazio-iturriek azterketa enpirikoa gauzatzea ahalbidetu dute, bertatik lanaren ondorio garrantzitsuenetako batzuk lortu izan direlarik.

E.- EGITURA

Lan hau bost kapitulu eta bibliografia osoa jasotzen duen azken zati bat biltzen duten lau atalek osotzen dute. Lehenengo atalean ikerketaren helburua, landutako gaia aukeratzeko arrazoiak, lortu nahi diren helburu nagusi eta zehatzak, eta haien lortzeko erabilitako metodoak azaltzen dira.

Bigarren atalean, lehenengo kapitulari dagokiona, CEaren ikerketa lantzeko erabilitako esparru teoriko eta kontzeptuala zehazten da. Hirugarren atalean burututako lan enpirikoaren emaitzak azaltzen dituzten hiru kapitulak osatzen dute. Laugarren atalean, ikerketa-lanaren ondorio nagusiak aurkezten dira, baita arlo akademiko zein profesionalerako inplikazio praktikoak, egindako ikerketei dagozkien mugak eta etorkizuneko ikerketa-ildoak ere.

Jarraian, kapitulu bakoitzean azaltzen den edukia laburbildu dugu.

Lehenengo kapitulan, zehaztutako lehen, bigarren eta hirugarren helburuak betetzeari zuzendutakoa, metodologia analitiko-sintetikoaren bitartez, arazoaren egoeran sakontzen da, kontzeptu nagusiak eta lanaren gainerako zatia garatzeko esparru teorikoa zehazteko xedearekin. Literaturan desadostasunak sortzen dituzten hainbat kontzeptu zehaztu ondoren, ikuspuntu teoriko batetik, baliabideen eta gaitasunen teoria edota giza kapitalaren teoriaren ekarpen teorikoak oinarritzat harturik, enpresek *coaching*-aren bitartez eskuratutako zuzendaritza-prestakuntzarengatik duten interesa arrazoitzen da. Ondoren, gaitasunen ikuspegia euskarritzat hartuta, egun dagoen problematika azaltzen da, hau da, ikasitakoa lanpostura ez transferitzearena. Horrela, kontuan hartzen da ikasketa-prozesuaren atal kognitiboa eta jokabidekoa lerrokatzeko proposamena, ikasketa-prozesuaren ondoz ondoko bi etapetako bakoitzari praktika prestatzaile ohikoek egindako ekarpenei buruzko literatura aztertu eta laburbiltzeko. *Coaching*-aren ekarpenak beste tekniken ekarpenekin alderatuta dituen bereizgarriak identifikatu ondoren, CEaren inguruko oinarri enpirikoko literatura akademiko zorrotza berrikusteari ekingo zaio, zeinaren bitartez CEaren arrakastaren faktore nagusiak identifikatu eta sailkatuko diren.

Bigarren kapitulua, zeinak hirugarren eta hamargarren helburu zehatzak lortzen laguntzen duen, literatura zientifikoaren berrikusketa batekin hasten da, faktore garrantzitsuen aurreneko erlazio sailkatuaren identifikazioan sakontzeko helburuarekin. Gero, *coaching-a* aplikatu

duen instruktorez (*coache-ak*), *coaching* prozesu batean parte hartu duten zuzendariz (*coachee-ak*) eta *coaching*-a aplikatu duten erakundeetako giza baliabideetako zuzendariz osatutako adituen talde bati buruzko prozesu enpiriko kualitatiboaren faseak deskribatu dira, eta Hybrid Delphi metodoa osatzen duten hiru teknikak garatu direneko ezaugarriak azaldu dira. Hura aplikatzean, literaturaren berrikusketa-fasearen ondoriozko faktore-multzoak alderatu, osatu eta hierarkizatu daitezke. Horrela, atala osatzeko, azken emaitzak ere aurkezten dira, zeinetan bost eremutan taldekatzen diren faktoreak, bakoitza CEaren arrakastan eragina duten faktore-multzoekin lotuta: *coach*, *coachee*-zuzendaria, *coach-coachee* erlazioa, prozesua eta antolaketa-testuingurua. Prozesu horien eraginkortasunerako eragin handiko faktoreen multzo bat dagoela uzten dute agerian emaitzok, eta baita hiru talde parte-hartzaileen artean balioztatze-alde txikiak daudela ere (*coach-ak*, *coachee-ak* eta giza baliabideen zuzendariak) aztertutako faktoreen garrantziarekiko. Atal honetan bildutako ikerketak CEarekin lotuta garatzen ari diren praktikak ardaztu eta hobetzea ahalbidetuko die giza baliabideko zuzendariari, *coach*-ei eta giza ikertzaileei.

Jarraian, hirugarren kapituluan, laugarren, bosgarren, seigarren eta zazpigarren helburu zehatzak jarraituz, praktika prestatzaileen eraginkortasuna ebaluatzeko ereduari buruzko azken literatura aztertzeari ekin zaio, horien artean CEa. CEaren izaera dinamiko eta banakoaren ondorioz, prestakuntza-ebaluazio batek osatutako esparru kontzeptuala garatu da, CEaren eraginkortasuna azaltzen duten faktore nagusien eta *coachee*-aren asebetetze-mailaren arteko lotura aztertzen duena, eta baita esku-hartze honen bitartez lor daitezkeen emaitza motak alderatzea ahalbidetuko duen ebaluazio sumatiboa ere. *Coachee*-aren ikuspegitik egin da proposatutako ebaluazio-esparrua, eta zuzendari ugariren erantzunarekin alderatzen da. Alderatu beharreko hipotesiak planteatu ondoren, azterketa kuantitatiboaren metodologia aurkezten da eta, jarraian, emaitzen berri ematen da. Emaitzen eztabaida eta interpretazioa azken *focus group* baten bitartez hobetu dira, zeinetan giza baliabideko zuzendariak, *coachee*-ek eta *coach*-ek hartu duten parte. Atal honetan bildutako lanak *coachee* zuzendariak CEaren ondorioz lortutako emaitzen nondik norakoak argitzen laguntzen digu (jokabide-aldaketa barne), eta esku-hartze honen eraginkortasuna azaltzen duten faktore nagusien eragin erlatiboa mugatzen du, eragin handiena duten faktoreak zein diren erakutsiz; azkenik, CEaren eraginkortasunaren ebaluazio-eredua ezagutzera ematen du, alderatze estatistiko batekin lagunduta. Ebaluazio-ereduaren ondorengo azterketa komunitate zientifikoarentzat zein profesionalarentzat interesgarria izan daitekeen erabilera eman ahal izango zaiolaren defentsa egingo da.

Laugarren kapituluari, lehen, bigarren, zortzigarren, bederatzigarren eta hamargarren helburu zehatzari erantzunez, zuzendaritza-gaitasunen inguruko literatura eta zuzendaritza-jarreraren aldaketarako erabiltzen diren prestakuntza-jarduera ohikoen ezaugarriak, eraginkortasuna eta mugak aztertu dira. Jarraian, egindako ikerketa enpirikoari dagokion atala dago, zeinaren bitartez CEarekin lortutako aldaketa maila, CEaren bitartez landutako zuzendarien jokabideak, ZGPG teknika ezberdinen emaitzen alderatzea eta CEak ZGPG teknika gisa dituen abantailak eta arazoak zein diren ezagutu nahi diren. Bi lagin independentetarik ateratzen da informazioa: *coachee* zuzendariak eta giza baliabideen zuzendariak; datuak bereizita edo batera aztertzen dira, eta praktika horren eraginkortasunaren inguruan dauden ikuspegi desberdinak hartzen dira kontuan. Lan honek CEak zuzendarien jokabide aldaketa behagarria eta denboran egonkorra dena lortzeko duen gaitasunaren ebaluazio anitza dakar, bertatik irtengo direlarik zuzendarien garapenerako erabakiak hartzeko inplikazioak.

Azkenik, ikerketa bukatzeko, bosgarren kapituluari aztertutako guztia laburbildu da, hainbat ondorio eskaintzeko xedearekin eta komunitate zientifikoarentzat zein profesionalarentzat dituen inplikazioekin batera. Gainera, ikerketari dagozkion mugak eta etorkizuneko ikerketa-ildoak ere adierazten dira.

II. ATALA: ESPARRU TEORIKOA

KAPITULUA

1.

ZUZENDARITZA-PRESTAKUNTZARAKO TRESNA GISA COACHING EXEKUTIBOAREN ARRAKASTARAKO FAKTORE ERABAKIGARRIAK

Kapitulu honek 2013. urtean *Azkoaga: Cuadernos de Ciencias Sociales y Económicas* aldizkarian, 16. Zkia, 91-122 Or., argitaratutako “Zuzendaritza-prestakuntzarako tresna gisa *coaching* exekutiboaren arrakastarako faktore erabakigarriak” artikulua osoa hitzez-hitz barneratzen du.

Azkoaga: Cuadernos de Ciencias Sociales y Económicas CIRC 2012-ko (Clasificación Integrada de Revistas Científicas) B taldean sailkatutako aldizkari bat da. B Taldea: Nazioartekotze-goi-mailara heltzen ez diren kalitatezko aldizkari zientifikoak dira. Bost dira dauden kategoriak: A+, A, B, C y D.

Enpresa-erakundeek zuzendarien balio estrategikoa eta haien etengabeko prestakuntzaren garrantzia ezagutzen dute. Hori dela eta, beraiek behar duten zentzuan, zuzendaritza-gaitasunak benetan aldatzen dituzten prestakuntza-teknikak eskatzen dituzte. Norabide horretan diharduela dirudienez, CE enpresa-munduan geroz eta arrakasta handiagoa duen zuzendarien garapenerako tresna da. Ikerlan honek CE-ren egoerari eta azken aurrerapenei buruzko azterketa aurkezten du.

1.1- SARRERA

Enpresek, zuzendariak eta gizarteak berak ere ezagutzen dute prestakuntzak zuzendaritza-jardueren garapen eraginkorrerako duen garrantzia. Enpresek eta zuzendariak, oro har, zuzendarien prestakuntza-mailaren eta horrek enpresaren arrakastari egiten dion ekarpenaren arteko erlazio positiboa onartzen dute. Halaber, etengabeko garapen eta trebakuntzarako etengabeko zuzendaritza-prestakuntza bitarteko gisa erabiltzeko beharizanaren jakitun dira, batez ere esparru guztiz dinamiko eta lehiakor batean (Castanias & Helfat, 1991, 2001; Landeta, Barrutia, Araujo, & Hoyos, 2007; Pickett, 1998). Enpresa-emaitzekin zerikusia duten prestakuntza-programen onurak (edo behintzat prestakuntza-ahaleginaren eta emaitza ekonomikoen arteko korrelazio positiboa) ikerketa askotan nabarmendu dira (Nikandrou, Apospori, Panayotopoulou, Stavrou, & Papalexandris, 2008; Tharenou, Saks, & Moore, 2007; Úbeda, 2005), baita zuzendaritza-prestakuntzaren kasu berezian ere (Storey, 2004). Bestalde, badirudi zuzendaritza-prestakuntzaren kostua ez dela hura ez erabiltzea zurrizko aldagai erabakigarria (Landeta et al., 2007).

Hala ere, lehiarako abantaila sortu eta mantentzeko, etengabeko zuzendaritza-prestakuntza baliabide gisa erabiltzeko beharizanaren eta balioaren inguruko adostasuna ageria bada ere, hura gauzatzeko modua ez dago horren argi. Erakundeetan zuzendaritza-kideen prestakuntza eta gaitasunen garapenerako hainbat metodo eta baliabide erabiltzen diren arren, Luthansen (2002) arabera, Ipar Amerikako enpresen % 35 soilik dago pozik zuzendarien garapenerako jardunbideekin lortutako emaitzekin. Horrek, etengabe zuzendarien prestakuntzarako teknika eta joera berriak sortzea azaltzen du. Ulrich, Zenger & Smallwooden (1999) arabera, teknika horiekin ez dira esperotako emaitzak eskuratzen, zuzendarien gaitasun pertsonalak garatzean oinarrituta baitaude, eta kide diren erakundearen misio, ikuspegi eta helburu estrategikoak ahazten baitituzte. Bestalde, zuzendaritza-prestakuntzaren merkatua iluna da eta eskaintzaile eta eskatzaileen arteko informazioa oso asimetrikoa. Horrela, enpresek prestakuntza-tekniken eta eskaintzaileen kalitatea eta erabilgarritasuna baloratzeko zailtasunak izaten dituzte, horrek prestakuntza-inbertsio egokia murrizten duten hautaketa-arazo kaltegarriak eragin ditzakeelarik (Barrutia, Landeta, Araujo, & Hoyos, 2014; Landeta, Barrutia, & Hoyos, 2009).

Gainera, enpresa batzuek, prestakuntza-jardueren onurak zalantzan jartzen dituzte produktibitatean duten efektua ezagutzen ez dutelako. Izan ere, ikasketa-prozesuak ez aplikatzea da prestakuntza zirkuluetako kexa hedatuenetako bat. Nahiz eta prestakuntzara

baliabide nabarmenak zuzendu, langileetako eta, hortaz, zuzendarietako askok ez dituztela jabetutako ezaguerak laneko inguruetan aplikatzea lortzen pentsatu ohi da. Alde honek garrantzi handiagoa hartzen du erakundeek prestakuntza-inbertsiorako asmo handiko helburuak ezartzen dituzten gaur egungo testuinguruan. Izan ere, prestakuntza-jardueren eragina zuzendariak bereganatutako kontzeptuetatik harantz joatea eskatzen dute, hau da, gerora enpresaren etekina hobetzen laguntzeko asmoarekin, ikasitakoa laneko jardueran aplikatu nahi dute (Clarke, 2012).

Zuzendarien prestakuntzarako garatutako teknika berrien artean, literatura profesionalak ohiko prestakuntza-jardueren mugak gainditzen dituen teknika berri gisa aurkezten du CE (Lozano, 2008). Emozioen eta jardunbide-jokabide indibidualen kudeaketa osagaitzat dituen teknika honen ekarpenaren garrantzia, gizabanakoak berenganatutako ezaguerak laneko esparruan aplikatu ahal izateko ezinbestekoa zaion pentsamendu mugakor pertsonalen gainditze eta erosotasun eremutik ateratze prozesurako garapen-jarduera eraginkor izaeran datza.

Ildo honetan, gure nazio-inguruan CE-ren zerbitzuen eskaintza nabarmen handitu da (Bacás & Salinas, 2012) eta, prestakuntza-aurrekontuetan eragin kaltegarria duen krisi-garaian gauden arren, geroago eta enpresa gehiagok aukeratzen dute teknika hau zuzendaritza-taldearen trebetasunak garatzeko (Feldman & Lankau, 2005; Filipczak, 1998; Joo, 2005; Kilburg, 1996; McCauley, 2008; Quick & Macik-Frey, 2004).

Dena den, nahiz eta esparru profesionalean CE-ri buruzko literatura franko aurki dezakegun, teknika berri samarra da eta, beraz, batez ere oinarritze teorikoari eta azterketa enpiriko zehatzen ekarpenei dagokionez, ikerketa akademikoa urria da, batik bat nazio-inguruan, nahiz eta nazioartean ekarri ugari biltzen hasia den.

Beraz, enpresek, zuzendaritza-gaitasunen garapenerako CE-n inbertitzeko orduan, ziurgabetasun maila altupean hartzen dute beraien erabakia, ez baitakite teknika hau moda iragankor bat baino ez den eta, beraz, hobe den ohiko prestakuntza-jarduerak erabiltzea, ala, aldiz, zuzendari-taldeari enpresaren biziraupenean eta hazkuntzan eragin onuragarria duten beharrezko trebetasunak garatzeko aukera ematen dien teknika gisa aurkeztea den. Ezarritako helburua lortzeko jardueren alde edo faktore garrantzitsuenak eta horiek ezartzeko baldintza onenak ere ez dituzte ezagutzen.

Ondorioz, lan honen bidez, orain arte garatutako literaturaren berrikuspena eginez zuzendarien trebakuntzen garapenerako CE-ren eraginkortasun maila zientifikoki aztertu nahi dugu, enpresen zuzendaritza-prestakuntzarako burututako inbertsio-erabakitze prozesuan ziurgabetasun maila murriztu eta erabaki estrategikoen kalitatea hobetzeko asmoz.

Helburu nagusia, beraz, zuzendaritza-gaitasunen garapenerako CE-ren eraginkortasunaren analisia eta jarduera hau eraginkor egiten duten faktore kritikoaren sailkapena da.

Helburu honen lorpenerako, hurrengo pausuak eman ditugu:

Erreferentzia-esparru teoriko eta kontzeptual bat aurkezten dugu, non *coaching*-aren bidez eskuratutako zuzendaritza-prestakuntzak enpresarentzako duen garrantzia, ekarpen teoriko klasiko desberdinak kontuan hartuta, justifikatuko dugun.

Alde kognitiboa eta jokabidearen aldea lerrokatzen duen ikaskuntza-prozesu bat proposatzen dugu, eta ondoren, literaturaren berrikuspenean oinarrituta, prozesu honen arrakastarako coaching exekutiboa eta ohikoak diren zuzendaritza-prestakuntza tekniken eraginkortasun mailen arteko konparaketa burutzen dugu.

CE-ren eraginkortasunaren azterketara zuzendutako orain arte burututako nazioarteko ikerketen emaitzen berrikuspena aurkezten dugu. Bestetik, iturri bera erabiliz, CE-ren aplikazio efektiborako arrakasta-faktore nagusiak hauteman eta sailkatzen ditugu.

Beraz, lan honen ekarpen nagusia CE-ren eraginkortasunaren berri-justifikatua ematea eta eraginkortasun horren faktore kritikoaren identifikazioa eta sailkapena eskaintzea da. Honekin, batetik, zuzendaritza-trebakuntzan parte hartzen duten agenteek (zuzendariak, enpresek eta trebatzaileek) erreferentzia garbia izango dute beraien esfortzuak bideratzeko orduan, eta, bestetik, esparru akademikoari dagokionez, ikerketa enpirikoetarako aldagai nagusiak aukeratzeko unean abiapuntu garrantzitsua aurkezten dugu.

1.2- ESPARRU KONTZEPTUAL ETA TEORIKOA

1.2.1- CE-ren jatorria eta definizioa

Coaching kontzeptuaren jatorriari buruzko ikuspuntu desberdinak daude. Izan ere, jarduera hau, pertsonen potentzialaren garapenarekin lotura estuan, giza pentsamenduaren historian zehar jabetutako ezagutzen multzoa da. *Coaching*-aren oinarri teorikoa medikuntza, filosofia, hezkuntza, psikologia, kirola, etb. bezalako zientzien ezagutzan eta kontzeptuetan oinarritzen da. Halaber, bere oinarri teknikoen artean hainbat teoria aurki ditzakegu, besteak beste, teoria psikodinamikoak (Glaser, 1958; Kilburg, 1996, 1997, 2001; Levinson, 1996; Rotenberg, 2000; Sperry, 1997; Tobias, 1996), jokabide-teoria kognitiboak (Anderson, 2002; Ducharme, 2004; Kodish, 2002; Olivero, Bane, & Kopelman, 1997; Richard, 1999), teoria neoanalitikoak (Dunbar & Ehrlich, 1993; Page, 2003; Sperry, 1993), erakunde-teoriak (Scandura, 1992), ontologia- eta garapen-teoriak (Delgado, 1999; Echeverría, 1994; Laske, 1999), teoria humanistikoak (Glaser, 1958) eta hautaketa-teoria (Howatt, 2000). Honela, ez da harritzekoa hainbat ikerketek *coaching*-aren izaera eta hark aholkularitza (Bachkirova & Cox, 2004; Passmore, 2007) eta psikologiarekiko (Sperry, 2008; Stewart, O’Riordan & Palmer, 2008) dituen desberdintasunak aztertu eta eztabaidatu izana.

Zuzendarien garapenerako *coaching*-a erabiltzearen jatorria ez da zehatza (Harris, 1999; Judge & Cowell, 1997; Kilburg, 1996, 2001; Tobias, 1996). Autore batzuek CE-ren hasiera 30eko hamarkadan ezarri badute ere, Gorby (1937) eta Bigelowren (1938) bezalako lanekin, autore gehienak *coaching*-a erakundeen mundura 80ko hamarkadan hedatzen hasi zela eta 90eko hamarkadan onarpen orokorra lortu zuela bat datoz (Feldman & Lankau, 2005; Kilburg 1996; Olesen 1996;). Hain zuzen ere, 90eko hamarkadatik aurrera hasi zitzaion CE-ri literaturan ekiten, maila ertain eta handiko zuzendarien jokabidea aldatzeko bitarteko gisa erabiltzearen hedapenarekin batera.

90eko hamarkada bukaeran egindako ikerketek *coaching*-aren definizio desberdinak eskaini zituzten eta *coaching* kontzeptua lidergo-garapenaren esparrura mugatzen saiatu ziren, hau da, CE-ren esparrura. Literatura akademikoan aurkeztutako definizioen artean, Kilburgena (1996, p.142) nabarmen dezakegu:

Kudeaketa ahalmena eta erakundearen erantzukizuna dituen bezero batek eta teknika behaviorista eta metodo mota desberdinak erabiltzen dituen aholkulari batek osatuta

dagoen eta bezeroei elkarrekin identifikatutako helburuak lortzen lagundu eta horrela errendimendu profesionala eta gogobetetze pertsonala hobetzeko eta, beraz, formalki definitutako *coaching*-akordio batean zehaztutakoaren arabera bezeroaren erakundearen eraginkortasuna hobetzeko asmoa duen laguntza-harremana da.

Ildo hau jarraitzen dute, baita ere, Douglas & McCauley (1999), Feldman & Lankau (2005), Judge & Cowell (1997), Kiel, Rimmer, Williams & Doyle (1996), Kombarakaran et al. (2008), Levinson (1996), Olesen (1996), Peterson (1996), Richard (1999), Saporito (1996), Sperry (1993, 1996), Tobias (1996) eta Witherspoon & White (1996, 1997) bezalako autoreek aurkeztutako definizioek.

Literatura profesionalean aldiz, ICF-ek (International *Coach* Federation) proposatutako definizioa azpimarra dezakegu:

Coaching profesionala bizitzan, bizibidean, enpresan edo pertsonen negozioetan ezohizko emaitzak lortzera laguntzen duen erlazio profesional jarrai batean datza. *Coaching*-prozesuaren bitartez, bezeroak bere ezagueran sakondu, bere errendimendua handitu eta bere bizi-kalitatea hobetzen du. Saio bakoitzean, bezeroak elkarriketa-gaia aukeratzen du, *coach*-ak entzuten duen bitartean, behaketa eta galderekin laguntzen duelarik. Metodo elkarreragile honek gardentasuna sortzen du eta bezeroa jokatzera motibatzen du. *Coaching*-ak bezeroaren helburuen aurrerapena bizkortzen du, bere aukera- posibilitateen ikuspegi eta kontzientzia handiagoa emanez. *Coaching*-ak bezeroaren gaurko egoera hartzen du abiapuntu bezala eta etorkizunean egon nahi lukeen tokira iristeko prest egitera egongo litzatekeen gauzetan zentratzen da, kontziente izanik emaitzak bezeroaren asmoen, aukeraketen eta akzioen ondorio direla, beti ere *coach*-aren ahalegin eta *coaching*-metodoaren aplikazioaren babesarekin.

Guzti hau kontuan harturik, CE-ren emaitza arrakastatsutzat honako hau hartuko dugu: zuzendaritza-gaitasunentzat helburu diren eta hauteman daitezkeen jokaera ohikoen jabekuntza, aldaketa edo garapena (Brotman, Liberi, & Wasylyshyn, 1998; Lowman, 2001; Wasylyshyn, 2003), eta arrakasta hori, onuragarria izango da bai zuzendariarentzat berarentzat, bai *coach*-arentzat, horretan ari den profesionala den bitartean, eta baita bereziki

enpresarentzat ere, bere helburuak lortzen lagunduko diolakoan prozesua finantzatzen duen neurrian. Enpresa izango da gure ikerketan, beraz, azterketarako unitatea.

Azkenik, aurkezten dugun ikerketarako beharrezkoak diren beste kontzeptu batzuk ondoren azaltzen diren bezala ulertuko ditugu:

- Etengabeko zuzendaritza-prestakuntza: jardunean dauden zuzendari edo zuzendari izango direnentzat programatutako jarduera multzoa da. Horien helburua, zuzendaritzarako ahalmena eta kalitatea hobetuko dituzten gaitasunak eskaini, egokitu eta garatzea da (Araujo, Barrutia, Hoyos, Landeta, & Ibañez, 2006).
- Gaitasunak: ohikoak diren eta hauteman eta neur daitezkeen trebetasun tekniko, nolakotasun, ezaguera eta jokabide profesionalen taldeak. Lan-egoera zehatzetan aplikatu daitezke eta erakundeentzat garrantzitsuak dira profesionalek funtzio eta inguru zehatz batean beraien jarduera arrakastaz gara dezaten (Gonczi, Hager, & Oliver, 1990).
- Zuzendaritza-gaitasunak: zuzendaritza-funtzio berariazkoari erreferentzia egiten dien gaitasunen azpitaldea.
- Zuzendaritza-gaitasunen garapena: zuzendariak beraien jarduera burutzen duten bitartean beha daitezkeen eta ohikoak diren jokaeren jabeakuntza, aldaketa edo garapena.

1.2.2- CE-ren esparru teorikoa

Ikuspuntu teoriko batean oinarrituta, *coaching*-aren bidez eskuratutako zuzendaritza-prestakuntzak enpresarentzako duen garrantzia, fenomeno hau ulertzen eta azaltzen lagunduko diguten ekarpen teoriko desberdinak (horietako batzuk jada oso klasikoak) kontuan hartuta justifikatuko dugu (Landeta et al., 2007).

Baliabideen eta ahalmenen teoriak (Amit & Schoemaker, 1993; Barney, 1986; 1991; Grant, 1991; Peteraf, 1993), enpresa bakoitzak gainerako enpresetatik desberdintzeko eta eraginkortasun- eta lehiakortasun-maila desberdinak lortzeko aukera ematen dion baliabide eta ahalmen multzo bat duela hartzen du oinarritzat. Berriki, lehiakortasun-abantaila sendoa eta iraunkorrak eskaintzeko pertsonak duen potentzial aparta aditzera ematen duten ikerketa ugari dira (Barney & Wright, 1998; Boxall, 1996; Kamoche, 1996; Mueller, 1996; Wright, McMahan & McWilliams, 1994), bere ezaugarri bereziak (bere gaitasunak eta bestelako elementu intangibleak) imitatzeko edo erreplikatzeko bereziki zaila izanik.

Zuzendaria enpresaren estrategia finkatzen duen pertsona den unetik, eta zuzendari berdin bi ez daudela jakinda, faktore estrategikotzat har daiteke, nahiz eta zuzendari guztiek eta egoera guztietan izaera “estrategiko” berdina ez duten. Zentzu honetan, ikertzaile desberdinek banakako persona gisa (CEO, ingeleseko *Chief Executive Officer* terminotik) zein goi administrazioko taldekide gisa (TMT, ingeleseko *Top Management Team* terminotik) zuzendarien ezaugarrien azterketan jardun dute. TMT-ak erakundearen zuzendaritzaren ardura duten gizabanakoen koalizioak dira, zeinek inguruko aukera eta arazoak identifikatu, informazio garrantzitsua interpretatu, erakundearen gaitasun eta murrizketak kontutan hartu, eta aldaketa estrategikoak formulatu eta inplementatzen dituzten (Wiersema & Bantel, 1992). TMT-en literaturan aztertutako zuzendarien ezaugarriek enpresen esparru ezberdinetan sortzen duten eraginari buruzko ikerketak aurki ditzakegu, besteak beste, enpresaren egitura, aldaketa estrategikoetan, jarduera, eta estrategia aukeraketan (Wiersema & Bantel, 1992).

Bestetik, enpresarentzako (eta ez soilik berarentzako) errenta gehiago sortzeko gai den, ordeztzeko eta lehiakideek antzeratzeko zailagoa den eta enpresaz aldatzeko joera gutxiago duen heinean, zuzendaritza-baliabidearen balioa handitzen da. Beraz, ohikoak baino etekin handiagoak eskuratzeko, zuzendaritza-baliabideak era egokian erabili behar dira (garatu, prestatu, erabili eta atxiki), zuzendari bakoitzak erakunderako duen balio berezian eragina duten baldintzak aintzat hartuta. Ikuspuntu honetatik, zuzendaria mantendu eta garatu behar den baliabide estrategikoa da (Castanias & Helfat, 1991; 2001).

Hori dela eta, erakundearen barneko baliabide estrategiko gisa zuzendaria prestatzeak, geroz eta aldakorragoa den inguru batera egokitze beharrezkoak diren barneko eta kanpoko gaitasunak integratu, eraiki eta berriro konfiguratzeko ahalmen dinamikoen garapena (Teece, Pisano & Shuen, 1997) bultzatuko du. Horrez gain, zuzendariaren gaitasunak denboraz eta esperientziaz berez garatu eta egokitzen doaz. Era berean, Lepak & Snell (1999; 2002) akademikoen giza baliabideen arkitektura modeloa kontuan hartuz gero, zuzendaria, bere balio estrategiko handia eta erakundearen duen bakartasun-maila direla eta, enpresak estrategien oinarritzat hartzen dituen ezagueren iturburua litzateke. Ondorioz, barne-garapena eta epe luzera baliabide horienganako konpromisoa bultzatzen dituzten politikak zehaztu beharko lirateke. Beraz, zuzendaritza-kideen prestakuntzarako eta garapenerako politikek funtsezko zeregina dute enpresaren ahalmen bereziak sustatzeko eta erakundearen lehiarako abantaila batzuen euskarri izateko bitarteko gisa.

Bestalde, prestakuntza tradizionalki ikuspuntu ekonomikotik aztertu izan da, giza kapitalaren teoriaren bidez (Becker, 1964; Schultz, 1961). Teoria honetan prestakuntza agente ekonomikoek egiten duten inbertsio gisa ikusten da, hura gerora enpresa barnean garatutako trebetasun, baliabide eta ahalmen berriei esker lortutako produktibitate gehikuntzen ondorio den diru-sarrera handiago bezala berreskuratzeko asmoarekin. Teoriak enpresek zuzendaritza-baliabideekin egiten duten prestakuntza-inbertsioa justifikatzen du, baina baita, zuzendarien jokamolde oportunistak posibleen aurrean (enpresatik alde egitea edo ikasitako ezaguerak ez transmititzea, ekonomian arriku-moral gisa ezagututako fenomenoak), haiekin egindako inbertsioa berreskuratu ahal izango dutenaren zalantzak dituztenean duten jokabide zuhurra ere. Hau da, teoria honek, prestakuntza orokorreko inbertsioa giza kapitalaren transferigarritasun-arrisku bihurtu daitekeela uste duenez, enpresak egindako prestakuntza-inbertsioaren maila zehazteko orduan, prestakuntzaren (orokorra edo zehatza) izaera kontutan hartzea proposatu du. Alabaina, lehia inperfektuaren baldintzetan oinarritutako ikerketa berrienek (Acemoglu & Pischke, 1998, 1999; Booth & Bryan, 2005; Booth & Katic, 2010; Loewenstein & Spletzer, 1998; Katz & Ziderman, 1990; Stevens, 1994) enpresek prestakuntza orokorraren hornikuntza justifikatzen dute, prestakuntzarako inbertsioan “merkatuko erroreak” daudela hautematen baitute. Hortaz, giza kapitalaren teoriatik eratorritako arrazoibideak baliogabetzen dituzte, perfektuki lehiakorrek diren lan-merkatuak daudenaren suposizioan oinarrituak baitaude, non soldatek beti prestakuntza-jardueretatik eratorritako produktibitatearen gehikuntza isladatzen duten. Hautemate honek autore hauei enpresek prestakuntza orokorran inbertitzea ez dela zertan jarduera ez-eraginkorra izan behar ulertarazten die. Izan ere, alde batetik, produktibitate marjinalaren gehikuntzak ez dira beti soldatan islatzen, eta, bestetik, informazio-asimetriak izateak (Akerlof, 1970; Jensen & Meckling, 1976; Stiglitz & Weiss 1981; Williamson, 1975), jasotako prestakuntzaren emaitza gisa jabetutako trebetasun eta ezagueren benetako balioa identifikatu edo ezagutzeko behar adina informazio izatea eragozten die beste enplegu-emaile potentzialei. Logikoki, informazio-asimetriak prestakuntza orokorra ziurtatuta edo egiaztatuta ez badago soilik justifikatzen dira.

Beraz, giza kapitalaren teoria klasikoaren arabera, prestakuntzaren izaerak enpresak egindako prestakuntza-inbertsioaren maila zehazteko orduan eragina duen bitartean, lehia inperfektuaren baldintzetan oinarritutako ikerketa berrienek ulertzen dute gakoa ez datzala dikotomian (orokorra-zehatza), lan-merkatuko inperfekzioek sortutako mugikortasunaren murrizketetan eta, beraz, langilea enpresatik badoa inbertsioa galtzeko probabilitatean, edo

prestakuntzan bidez lortutako zuzendaritza-gaitasunen gehikuntzak enpresa barruan ez aplikatzean baizik (Barron, Berger & Black, 1997; Barron, Black, & Loewenstein, 1993).

Ildo honetan, Agentziaren teoriak darabiltzan argudioen funtsezko oinarrietan ere banakoen jokabide oportunistak ageri dira (Jensen & Meckling, 1976). Teoria honen arabera, zuzendariekin sinatutako kontratuetan ezarri beharrekoak izango dira lankidetzaz bultzatzen duten eta kontratuzko erlazioen berezko agentzia-kostuak txikiagotzen saiatzen diren babes mekanismoak. Honela, erakundeak zuzendarien jokabide oportunistak horiek ezagutu beharko ditu, berauetan oinarritutako politika eta praktikak garatuz, eta enplegu emailearen (nagusia) eta zuzendariaren (agentea) interesak lerrokatuz. Teoria honek, aipaturiko interesen harmonizazio maila altuagoa lortzen duten erakundeek emaitza hobekiago jasoko dituztela azpimarratzen du.

Beraz, arrisku-morala, enpresek zuzendarien jokamolde oportunistak posibleen aurrean haiekin egindako inbertsioa berreskuratzea zalantzan jartzean duten jokabide zehurrak justifikatzen duen funtsezko aldagai bihurtzen da. Testuinguru honetan, zuzendaritza-prestakuntza orokorrak eta, batez ere, *coaching*-ak, arrisku-moralaren murrizketaren alde joka dezake, hau da, enpresaren eta zuzendariaren arteko konfiantza eta konpromisoaren erakusgarri (Landeta 2007; 2009).

Bestalde, lehiarako abantailak eskaintzen dituen heinean, prestakuntza orokorraren inbertsioa baliabideen eta ahalmenen teoriaren ikuspuntutik bermatzen duten behar beste lan daude (Barney & Wright, 1998; Barrett & O'Connell, 2001; Camelo, Martín, Romero, & Valle, 2004; Ghoshal, Bartlett, & Moran, 1999; Ghoshal, Moran, & Bartlett, 2001; MacDuffie, 1995; Jerez, Céspedes, & Valle, 2004).

1.2.3- Zuzendaritza-gaitasunak garatzeko CE-ren berezitasunak

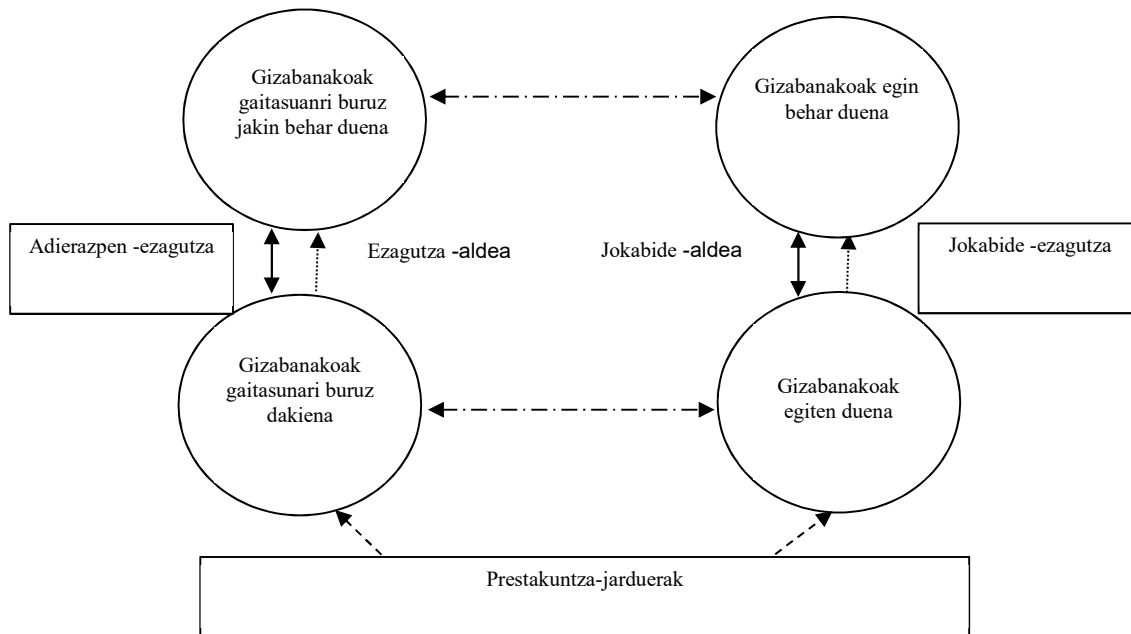
Gaitasunen ikuspuntutik, prestakuntza, erakundearen beharrezkoen estrategikoen arabera zuzendarien gaitasunak jabetu, aldatu edo garatzera bideratuta egon behar dela ulertuko da. Horrela, eta lan honetan ezarritako gaitasunaren definizioan oinarrituta, prestakuntza, erakundearen plan estrategikoen arabera, hauteman daitezkeen eta ohikoak diren zuzendarien jokabideak jabetu, aldatu edo garatzera bideratuta egon behar da.

Prestakuntza-jarduera edo metodo askotan, pertsonen alde kognitiboetan eragina izateko helburuarekin, tradizioz ezaguera teorikoak transmititzeari ekin izan zaio (Greiner, Bhambri, & Cummings, 2003). Hala ere, irakaskuntza modu hau asko kritikatu da, besteak beste, ikaskuntzaren eta zuzendaritza-erabakiak hartzearen arteko lotura alde batera uzten duelako (Bailey & Ford, 1996; Mintzberg & Gosling, 2002; Pfeffer & Fong, 2002). Izan ere, enpresaren edo erakundearen mozkinak lortu ahal izateko erabaki egokiak hartzerako orduan eskuratutako kontzeptuak aplikatzeko ahalmenik ez duten jakitun teoriko asko prestatzera eramán dezake ikaskuntza modu honek.

Ondorioz, banakoaren alde kognitiboan eta jokabidearen aldean aldi berean eragina duen metodo edo metodo-konbinazio baten beharra dago. Alde batetik, pertsonak beraien kabuz gaitasun guztien era "egokia" ezagutzea eta, bestetik, "gauzak nola egin" gaiaren inguruan duten ezagutza kodetzea eta aldatzea (behar izanez gero beraiek burututa) da helburua.

Anderson (1982; 1995) eta Huberren (1991) azalpenetan oinarrituta, ikaskuntza-prozesuaren alde kognitiboa eta jokabidearen aldea lerrokatzeko proposamen batean, Martín et al.-ek (2007) ikaskuntza-prozesuan bi etapa sekuentzial identifikatzen ditu: lehen etapa, ikaskuntza-gaitasunei buruzko ezaguerak jabetzean oinarritzen da (*declarative knowledge*) eta bigarrena, ezagueren aplikazioarekin erlazionatuta dago (*proceduralized or behavioral knowledge*) (Greiner et al., 2003; Turner & Makhija, 2006).

1.1 Irudia- Ezaguera eta jokabidearen arteko lerrokatze-prozesua



Iturria: Martín, Martín, Pérez, Hernangómez & Martínen (2007) egokitzapena

Ikaskuntza-etapa bi hauen bitartez, pertsona bai “duen ezagueraren” eta “izan behar duen ezagueraren” arteko eta bai “egiten duenaren” eta “egin behar duenaren” arteko aldea hausten ahalegintzen da.

Beraz, ikaskuntza-prozesurako proposamen honen bidez, zuzendariaren prestakuntza-beharrizanak identifikatu ondoren, pertsonak beraien jokabidea aldatzen ahaleginduko dira, ezarritako gaitasunaren “nahi den” jokabidera edo jokabide “ezin hobera” bideratzeko asmoarekin. Dena dela, pertsonak garatzeko gaitasunaren ezagutza eta jokabidea lerrokatzeko jada duten ezagutza-stockaz gain ezagutza gehigarria behar dutela hauteman dezakete. Azken finean, gaitasun guztietarako ezaguera-maila eta jokabidearen arteko lerrokatzea egokia ez bada, pertsonak ez direla eraginkorrak izango iritzi daiteke.

Eredu honek, 1.1 Taulan azaltzen den bezala, lanpostuan ezagutzak aplikatzea kontuan hartuta, zuzendaritza-prestakuntzarako teknikak bereizten lagun dezake.

1.1 Taula- Prestakuntza-praktikek ikasketa-prozesuan duten ekarpena

Prestakuntza-jarduerak	Adierazpen-ezagutza	Jokabide-ezagutza
<p>Prestakuntza presentziala (Aguado & Arranz, 2005; Bailey & Ford, 1996; Bunk, 1994; Greiner et al., 2003; Mintzberg & Gosling, 2002; Tejada, 2007)</p>	<p>Informazio-transmisioaren emaitza den adierazpen-ezagutza jabetzeko aukera ematen du</p>	<p>Transmisio pasiboak, mintzalariaren komunikazio aldebakarreko eta estandarrarekin batera, prestatzen ari direnen jokabide-aldaketa sortzea oztopatzen du</p>
<p>E-learninga (Aguado & Arranz, 2005; Aguado et al., 2010; Gasco et al., 2004; Hokanson & Hooper, 2000)</p>	<p>Informazio-eskuragarritasunaren emaitza den adierazpen-ezagutza jabetzeko aukera ematen du</p>	<p>Transmisio birtual pasiboak, komunikazio aldebakarreko eta estandarrarekin batera, prestatzen ari direnen jokabide-aldaketa sortzea oztopatzen du</p>
<p>Outdoor Training-a (Fitz-enz, 1994; Goldenberg, 2001; Jones & Oswick, 2007; Keller & Olson, 2000; Tuson, 1994; Wagner et al., 1991)</p>	<p>Eraginkortasunari buruzko eztabaida handiak daude. Adierazpen-ezagutzaren jabetzeak praktiken eta emozioen arteko loturari onura atera diezaioke.</p>	<p>Edukiaren transmisio estandarrak, geroko segimendurik ez izatearekin batera, prestatzen ari direnen jokabide-aldaketa sortzea oztopatzen du</p>
<p>Mentoring-a (Colomo & Casado, 2006; Gasalla, 2003; Levesque et al., 2005; Ragins & Scandura, 1999; Sketch, Johnson, & Casella, 2001)</p>	<p>Besteen esperientzia eta jakituria oinarritzat hartuta, adierazpen-ezagutza jabetzeko aukera ematen du. Transmittitutako ezagutza teknikoa izan ohi da.</p>	<p>Jokabide-ezagutza jabetzeko aukera ematen du. Jokabide hau, beste pertsona baten hautemate, esperientzia eta asmotik transmititutako adierazpen-ezagutzarekin lerrokatuta egongo da. Prozesuaren indibidualizazioa nabarmentzen da.</p>
<p>Coaching-a (Clarke, 2012; Colomo & Casado, 2006; Feldman & Lankau, 2005; Greif, 2013; Joo, 2005; Judge & Cowell, 1997; Kilburg, 1996; Kombarakaran et al., 2008; Lozano, 2008; Tobias, 1996;)</p>	<p>Nahiz eta erlazio triangeluarraren emaitza gisa garatu nahi diren gaitasun eta jokabide zehatzak adosten diren, adierazpen-ezagutza zuzendariaren ahalbideak oinarritzat hartuta garatzen da.</p>	<p>Jokabide iraunkorrak jabetu eta aldatzeko aukera ematen du eta, azken finean, jokabide-ikasketaren garapena. Prozesuaren indibidualizazioa nabarmentzen da.</p>

Iturria: norberak egina

Ageria den bezala, *coaching*-aren berezitasun bakanetako bat, zuzendarien garapenerako beste metodo batzuetan ez bezala, jokabide-jardunbidea osagai nagusia izateri deritzo. Horrela, era honetako parte-hartzeekin, zuzendaria ikuspuntu eta jokabide berriak garatzera eta, eraginkortasuna hobetzeko, haien emaitza ebaluatzen da. Guzti hori exekutiboaren banakako estiloa eta boterea errespetatuta eta zuzendariaren jokabidearen emaitzei buruzko atzeraelikadura konstruktiboa eskainita (Kombarakaran et al., 2008).

Beraz, zuzendarien garapenerako programa gauzatzekoan, *coaching*-a alderdiek zehaztutako jokabideez jabetu eta horiek aldatzeko tresna eraginkor gisa azaltzen da, ikasketa guztiz pertsonalizatutako testuinguruan egitea proposatzen baitu, hau da, horretarako

egoerarik aproposenean. Hala ere, honek ez du esan nahi ez direla prestakuntza presentziala, urrutikoa, e-learninga edo horien arteko konbinazioa erabili behar, baizik eta horiek adierazpen-ezagutzaren ikaskuntza eta, azken finean, helburu nagusia, hau da, zuzendaritza-gaitasunen garapena, sendotzeko indargarri gisa erabil daitezkeela.

1.3- CE-REN ERAGINKORTASUNAREN ANALISIA

1.3.1- CE-ren eraginkortasunari buruzko ikerketak

Azken urteotan, *coaching*-a hazkunde pertsonala eta profesionala bultzatzen dituzten estrategien garapenari laguntzen dion baliabide gisa onartu da, etengabeko ekintza eta hausnarketadun denboran finkatutako jokabideak transformatzen dituen ikaskuntza eskaintzen duelarik (Lozano, 2008). Izan ere, azken hamarkadan, *coaching*-a zuzendarien garapenerako tresna gisa askoz gehiago erabiltzen ari da (Filipczak, 1998; Kilburg, 1996; Quick & Macik-Frey, 2004). Hala ere, *coaching*-a zuzendarien garapenerako tresna gisa erabiltzearen inguruko ikerketa akademikoa literatura profesionalaren atzean geratu da, *coaching*-ak izan ditzakeen ondorio positiboen ikerketa enpiriko zehatz gutxi egin baitira.

90eko hamarkadan egindako CE-ren ondorioei buruzko ikerketa enpirikoen artean, ondorengo hauek nabarmen ditzakegu: *coaching*-a saiatuta zuten 25 zuzendari elkarrizketatu zituen Gegnerren (1997) doktoretza-tesia; sektore publikoko udal-bulego bateko 31 zuzendarientzako prestakuntza-programa batean *coaching*-a erabiltzearen eraginak aztertu zituen Olivero et al.-en (1997) lana; ikerketaren unean *coaching* prestakuntza-prozesuetan zeuden Fortune 100 zerrendako enpresetako 75 zuzendariri elkarrizketak egin zizkieten Hall, Otazo, & Hollenbec-en (1999) ikerketa-lana; eta, alde batetik Kirpatricken lau mailako balorazio-sistema eta, bestetik *coaching*-aren inbertsioaren itzulera (ROI, ingeleseko Return on investment terminotik) kalkulatuta, 1996 eta 2000 artean *coaching*-ean parte hartu zuten ehun exekutiboren ondorioak aztertu zituen Manchester aholkularitza-enpresak egindako ikerketa (Feldman & Lankau, 2005).

Ikerketa horien emaitzek afektibitate-erreakzioei, ikasketa-autoinformeari eta jokabide-aldaketen autobalorazioari buruzko ebidentzia positiboa erakutsi zuten. Baina aipatutako ikerketen muga nagusienetariko bat tresna honen eraginkortasuna baloratzeko metodo gisa autoinformea erabiltzea dela esan beharra dago.

XXI. mendeko lehen hamarkadatik aurrera, CE-ren eraginkortasuna balioesten duten lanen kopurua gehitu da. Ikerketa hauen artean, besteak beste, Baron & Morin (2009b), Dagley (2006), Evers, Brouwers, & Tomic (2006), Finn, Mason, & Bradley (2007), Gyllensten & Palmer (2006), de Haan et al. (2011), Kombarakaran et al. (2008), Luthans & Peterson (2003), Moen & Allgood (2009), Passmore & Gibbes (2007), Smither, London, Flautt, Vargas, & Kucine (2003), Thach (2002) eta Wasylyshyn-ek (2003) egindakoak nabarmenduko ditugu. Lortutako emaitzek, besteak beste, *coaching*-ak zuzendarien jokabide-aldaketetan eta lidergo-eraginkortasunaren hobekuntzan, autoeraginkortasunean, motibazioan, autokontzientzian, helburu-lorpenean, lanpostuko gogobetetasunean, estresaren murrizketan, erakunde-aldaketen kudeaketan, errotazio-indizearen murriztapenean, 360 graduko *feedback*-kalifikazioen hobekuntzan eta ROIa handitzean izandako eragin positiboak azpimarratzen dituzte.

Kontuan hartu behar da, erakunde askotan garrantzia duen neurri bakarra ROIa den arren (Phillips, 2005), inbertsioaren itzulera giza-baliotan neurtzea zaila dela, faktore desberdinen eragina bereiztea desberdina baita. Hori dela eta, badirudi ikerketek ROIa puzten dutela (De Meuse et al., 2009). Beraz, askotan literaturan CE-ren emaitzei buruz hitz egiten denean, esku-hartze honen bidez lortutako eta, ondorioz, erakundeen emaitzen handitzea eragiten duten zuzendarien jokabide-aldaketei buruz mintzatzen da (Feldman & Lankau, 2005; Kampa & White, 2002; Sherman & Freas, 2004).

CE-ren eraginkortasunaren azterketa zorrotzagoak burutzeke daude oraindik. Hau da, egiteke daude oraindik, ohizko autoinformearen erabileraren muga gaindituz, aldeurretik egiaztatutako neurketa eskala eta balorazio-metodoen bidez *coaching* prozesu bat jasandako zuzendariak azaltzen duten portaeren aldaketen neurketa zehatza egiten duten ikerketa zientifikoak. Ildo honetan, Ely et al.-en lana azpimarra dezakegu (2010), non Kirkpatrick-en (1976) lau mailako taxonomian oinarritutako CE-ren eraginkortasunaren ebaluazio-marko zehatz bat aurkeztu duten. Autoreek, maila bakoitzaren ebaluaziorako eskala ezberdinak proposatu dituzte, eta ikasketari dagokion bigarren mailarako Kirkpatrick modeloari zuzendutako Kraiger et al.-ek (1993) egindako kritikak onartuz, hauen ikuspegi multidimentsionalarekin osatu dute.

Zentzu honetan, bat egiten dugu Greif-en (2013) CE-ren eraginkortasuna ebaluatzeraz zuzendutako ikerketetan balorazio-metodo edo marko berdinek erabiltzearen beharizanaren

ikuspuntuarekin. Metodo berdinak edo alderagarriak ez erabiltzeak, ikerketen arteko konparaketa eta eranginkortasunaren osagaien azterketa erraztuko baitu.

1.3.2- CE- ren arrakastarako faktoreak

Enpreetan zuzendarientzako garapen-programetan inbertitu eta horiek ezartzen dituzten profesionalek, kudeatzaileak zein giza baliabideetako profesionalak izan, CE garapenerako eraginkortasunez erabiltzeko faktore garrantzitsuenak zeintzuk diren ezagutzeko interes handia izaten dute. Horrek, *coaching*-aren arrakastarako garrantzitsuenak diren aldeetan hautatze bidez arreta eta baliabide gehiago jartzeko aukera eman beharko lieke.

Literaturan CE-ren prozesuaren arrakastan eragina duten faktoreen identifikazioari buruz hainbat ekarpen egin dira. 1.2 Taulan aztertutako literaturatik ateratako faktoreak jasotzen eta sailkatzen dira.

1.2 Taula- CE-ren prozesua arrakastatsua izango dela ziurta dezaketen faktore erabakigarriak

KATEGORIA	FAKTOREAK
<p>Coach-a (irakaslea) eta bere jokabidea (Armstrong, Mesler, & Tooth, 2007; Blaylock, 2008; Brotman et al., 1998; Bush, 2005; Church & Wacklawski, 1999; Diedrich, 1996; Gettman, 2008; Gyllensten & Palmer, 2006; Hall et al., 1999; Hill, 2010; Jarvi et al., 2006; Kampa-Kosesch & Anderson, 2001; Kappenberg, 2008; Kiel et al., 1996; Kilburg, 2000; McCauley & Douglas, 1998; McGovern et al., 2001; O'Neill, 2000; Paige, 2002; Spooner, 2006; Stevens, 2005; Whitheerspoon & White, 1997)</p>	<p>Feedback-a modu eraginkorrean transmititu ahal izatea, ezarritako harremana tresna bezala erabiltzea, prozesuarekin eta <i>coachee</i>-arekin konprometituta egotea, <i>coachee</i>-ari konfiantza eman eta hura garatzea, <i>coach</i> exekutiboaren ziurtagiria edukitzea, <i>coachee</i>-ari erronka egiteko ahalmena izatea, zuzendaritza-gaiei buruzko ezaguera lortzea, erresistentziei aurre egiteko emozioak kontrolatzea, helburu garbiak ezartzea, psikologian graduondoko prestakuntza izatea, eta trebetasunak (entzumen aktiboa, asertibotasuna, hitzezko komunikazioa, etab.) modu eraginkorrean erabiltzea, besteak beste.</p>
<p>Coachee-a (ikaslea) eta bere jokabidea Bush, 2005; Goleman, 1998; Hill, 2010; Kappenberg, 2008; Kilburg, 2001; London, 2002; Seamons, 2006; Sullivan, 2006; Turner, 2006; Wasylshyn, 2003</p>	<p>Ikasteko motibazioa, prozesuarekiko konpromisoa, feedback-orientazioa, adimen emozionala, autoestimua, autoeraginkortasuna eta zabaltzeko eta beste aukerak kontuan hartzeko ahalmena, besteak beste.</p>

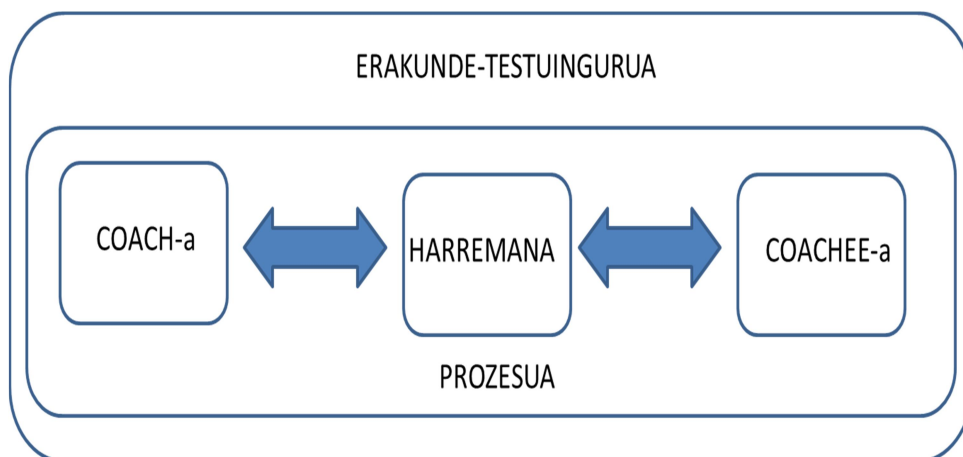
<p>Coach-coachee arteko harremana Armstrong et al., 2007; Baron & Morin, 2009b; Echeverria, 1994; Gajardo, 2007; Goodstone & Diamante 1998; Gyllensten & Palmer, 2006; de Haan, 2008; Hall et al., 1999; Hargrove, 1995; Hill, 2010; Hollenbeck, 2002; Kappenberg, 2008; Kiel et al., 1996; Kilburg, 2001; Laske, 1999; McGovern et al., 2001; O' Neill, 2000; Paige, 2002; Stevens, 2005; Sullivan, 2006; Thach, 2002; Wasylyshyn, 2003</p> <p>Prozesua Armstrong et al., 2007; Church & Waclawski, 1999; Diedrich, 1996; Feldman & Lankau, 2005; Gajardo, 2007; Hall et al., 1999; Hill, 2010; Jones & Spooner, 2006; Joo, 2005; Kampa-kokesch & Anderson, 2001; Kiel et al., 1996; Kombarakaran et al., 2008; McGovern et al., 2001; Olivero et al., 1997; Paige, 2002; Seamons, 2006; Smither et al., 2003; Stevens, 2005; Thach, 2002; Wasylyshyn, 2003; Witherspoon & White, 1996</p> <p>Erakunde-testuingurua Bush, 2005; Kappenberg, 2008; Kilburg, 2001; McGovern et al., 2001; Moen & Federici, 2012; Olivero et al., 1997; Paige, 2002; Seamons, 2006; Stevens, 2005; Sullivan, 2006; Wasylyshyn, 2003</p>	<p>Harremanaren kalitatea, konfiantza, empatia eta errespetu positibo leiala, konfidentzialtasuna.</p> <p>Batzarraldi kopurua, jarraipena, iraupena, helburuen ezarpenerako ikuspegia, besteei emaitzen ebaluazioa eta aurkezpena azaltzea, erronka jarraitua, feedback-a.</p> <p>Buruzagitza-laguntza, denbora eta diruaren esleipena, erakunde-kultura, kanpoko <i>coach</i>-a versus barneko <i>coach</i>-a.</p>
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Iturria: norberak egina

Faktoreen kategorien araberrako zerrenda honek hainbat galdera sortzen ditu: zeintzuk dira kategoria bakoitzarekin lotutako arrakastarako faktore erabakigarriak? Faktore erabakigarri guztiak aldi berean agertzen diren egoera ezin hobean, CE-ren prozesuaren arrakasta ziurtatuta al dago? Edo, aitzitik, kategoria bakoitzerako identifikatutako faktore erabakigarri guztiak betetzea ez da nahitaezko baldintza eta, beraien arteko korrelazio positibo posibleak direla eta, nahikoa izango al litzateke beraien arteko konbinazio soil bat abiaraztea? Galdera hauei erantzun ahal izateko ikerketa gehiago burutu behar dira.

Gure ikerketan, dagoen literaturaren azterketaren bidez, analizatutako lanetan faktore horiek azaltzen diren maiztasuna kalkulatu, lehen galderaren erantzunaren lehen hurreratzea eskaintzen dugu. Ikusi 1.3 Taula eta 1.4 Taula.

1.2 Irudia- CE-ren eraginkortasun-arrakastan eragina duten faktore nagusien bost eremuak



Iturria: Norberak egina

1.3 Taula- Ikerketa enpirikoetan bildutako arrakasta-faktoreen zerrenda

Egilea	Coach-a	Coachee-a	Coach-coachee arteko harremana	Prozesua	Erakunde-testuingurua
Olivero et al., 1997				Helburuen ezarpena, arazoak konpontzea, feedback-a, praktika, emaitzen ebaluazioa eta aurkezpen publikoa	Buruzagitza-laguntza
Hall et al., 1999	Entzuteko ahalmena, konpromisoa eta helburu argiak ezartzea		Konfiantza	Erronka jarraitua, feedback-a eta emaitza-orientazioa	
McGover et al., 2001	Feedback-a emateko ahalmena	Konpromisoa	Kalitatea	Feedback-a eta ebaluazio-sistema	Buruzagitza-laguntza
Paige, 2002	Konfiantza garatzeko ahalmena, trebetasunetan aditua izatea, <i>coachee</i> -ari erronka egitea eta helburu argiak ezartzea				Erakunde-kultura eta kanpoko <i>coach</i> -a
Thach, 2002			Konfidentzialtasuna	Batzarraldi kopurua, jarraipena, erronka jarraitua eta feedback-a	
Wasylyshyn, 2003	Elkartasun sendoa sortzeko ahalmena eta psikologia ikasketak	Ikasteko motibazioa eta jokabideak doitzeko gertutasuna	Konfiantza eta konfidentzialtasuna	Ondo definitutako metodoa eta feedback-a	Kanpoko <i>coach</i> -a
Stevens, 2005	Psikologia ikasketak izatea, negozioaren ezaguera lortzea eta konpromisoa edukitzea	Aukera berrietara irekita egotea	Konfiantza, errespetua eta konfidentzialtasuna	Feedback-a	Kanpoko <i>coach</i> -a
Bush, 2005	Konfiantza, esperientzia, harremana sustatzeko trebetasunak erabili ahal izatea eta CE-ren ezagutza	Ikasteko konpromisoa eta motibazioa		Garapen-prozesu egituratua	Erakunde-kultura
Jones & Spooner, 2006	Konfiantza garatu eta <i>coachee</i> -ari erronka egiteko ahalmena		Harreman profesionala	Feedback-a	

Gyllensten & Palmer, 2006	Harremana sustatzeko trebetasunak erabili ahal izatea		Enpatia, konfidentzialtasuna, konfiantza eta gardentasuna		
Sullivan, 2006		Aukera berrietara irekita egotea	Enpatia eta errespetu positibo leiala		Erakunde-kultura
Seamons, 2006	Coachee-ari erronka egiteko ahalmena	Konpromisoa		Feedback-a eta hausnarketa	Buruzagitza-laguntza
Armstrong et al., 2007	Oinarri emozionala		Enpatia eta konfiantza	Erronka jarraitua eta hausnarketa	
Kappenberg, 2008	Feedback-a emateko ahalmena, segimendua eta helburuak ezartzea	Konpromisoa	Konfiantza		Buruzagitza-laguntza
Baron & Morin (2009a)			Kalitatea		
Hill, 2010	Konpromisoa eta CE-ren ezagutza	Aukera berrietara irekita egotea	Konfiantza eta enpatia	Erronka jarraitua	
de Haan et al., 2011	Harremana sustatzeko trebetasunak erabili ahal izatea		Kalitatea		

Iturria: Norberak egina

1.4 Taula- Gutxienez hiru ikerketa enpirikotan identifikatutako arrakasta-faktoreak

Faktorea	Faktorea identifikatzen duen ikerketa kopurua
Feedback-a	8
Konfiantza	7
Buruzagitza-laguntza	4
Coachee-aren konpromisoa	4
Enpatia	4
Erronka jarraitua prozesuan	4
Coach-aren konpromisoa	3
Helburu argiak ezartzea	3
Coachee-a aukera berrietara irekita egotea	3
Harremana sustatzeko trebetasunak erabili ahal izatea	3
Harremanaren kalitatea	3
Konfiantza garatzeko coachee-aren ahalmena	3
Coachee-ari erronka egiteko coach-ak duen ahalmena	3
Coachee-ak ikasteko duen motibazioa	3
Konfidentzialtasuna	3
Kanpoko coach-a	3

Erakunde-kultura

3

Iturria: Norberak egina

1.4- ONDORIOAK

Enpresa-erakundeek zuzendarien balio estrategikoa eta haien etengabeko prestakuntzaren garrantzia ezagutzen dute. Baina, horretarako, beraiek behar duten zentzuan zuzendaritza-gaitasunak benetan aldatzen dituzten prestakuntza-teknikak eskatzen dituzte. Norabide horretan diharduela dirudenez, CE-k enpresetan geroz eta harrera hobea dauka. Prozesu indibidual eta parktiko baten bidez jokabide iraunkorrez jabetzeko eta aldatzeko aukera ematen du. Berezitasun baliotsua da azken hau, beste prestakuntza teknikekin alboratuz.

Coaching-aren eraginkortasuna ebaluatzeko burutu diren ikerketa enpirikoek emaitza oso positiboak eman dituzte. Hala ere, ikerketa hauek gutxi dira; gainera, lagin mugatuekin gauzatuta daude eta benetako jokabideen aldaketen kanpoko neurketan baino gehiago oinarritzen dira autobalorazioan. Hori dela eta, emaitza hauek kontuz erabili beharrekoak dira, eta, metodología egokiak erabiliz, CE-ren eraginkortasuna ebaluatzen duten ikerketa zientifiko gehiago behar dira.

Beraz, arikulu honetan agertzen dugun informazioaren arabera, eta ikerkerten mugak onartuz, zuzendaritza gaitasunak hobetzeko CE trebakuntza metodoa baliogarria izan daiteke enpresentzat. Bere metodologiak horretarako berezitasun baliotsuak baitauzka, teoriak horretarako babesa ematen baitio eta orain arte izandako emaitzek hola erakusten baitute.

Teknika honen bidez trabakuntza prozesua arrakastaz burutu dadin, enpresek, *coachek* eta zuzendariak arreta handia jarri beharko dute zenbait faktoretan, bost eremutan taldeka daitezkeenak: *coach*-aren (irakaslearen) jokaera, *coachee*-aren (ikasten ari den zuzendariaren) jarrera, *coach-coachee* arteko harremanaren sintonizazioa, *coaching*-prozesua eta erakunde-testuingurua.

Faktoreen artean, *coachee*-ak jasotako feedback-aren kalitatea eta *coach-coachee* arteko harremanean dagoen konfiantza nabarmentzen dira. Beraiek izan behar dira, ondorioz, CE-n parte hartzen duten agenteentzat beraien esfortzuak bideratzeko orduan erreferentzia

nagusiak, eta, beste alde batetik, ikertzaileentzat ikerketa enpirikoetan aldagai nagusiak aukeratzeko unean abiapuntu garrantzitsuak.

1.5- MUGAK ETA ETORKIZUNERAKO IKERKETA-BIDEAK

Zuzendaritza-gaitasunak garatzeko prestakuntzarako *coaching*-a erabiltzeari buruzko ekarpen teoriko eta azterketa enpirikoen bibliografia aztertu da, CE-ren egoera eta azken aurrerapenei, garapen horretan *coaching*-ak duen eraginkortasunari eta eraginkortasun horretan eragiten duten faktoreei buruzko ikerketa gauzatzeko. Baina gure ikerketak ez dauka lan enpirikorik, berau muga izanik. Gure lana beste autoreen ikerketen emaitzen gainean eraikita dago, eta hori dela eta zenbait muga azaltzen ditu:

- *Coaching*-a arautu gabeko arloa da oraindik eta, beraz, edonork egin dezake *coach* lana. *Coach* gisa lan egitean esker on profesionalik ez dagoenez, analizatutako ikerketa enpirikoetan parte hartu duten *coach*-ek jatorri eta prestakuntza akademiko desberdinak dituzte, eta dagozkien ikuspuntuak (kognitiboa, jokabide ingurukoa, psikodinamikoa, etab.) jardueran aplikatzen dira. Ondorioz, CE-ren eremuari datxezkion eta ikerketen arabera parte-hartzean arrakasta izan dezan lagundu duten faktoreak identifikatu eta taldekatzeko zailtasun maila handiak aurkitzen ditugu.
- Ikerketa enpiriko gutxi izateaz gain, aztertutako lanetako askok mugaketak dituzte, adibidez, lagin gutxiegia erabiltzea, datuen bidez berretsi gabeko emaitzak, eta horien artean, besteak beste, emaitzak eskuratzeko autoinformea soilik erabiltzea eta kontrol-talderik ez egotea nabarmen ditzakegu.
- Bestalde, aztertutako lanen ondorio eta emaitzak joera desberdinen arabera lortutakoak direla ikus dezakegu. Horrela, lan batzuek arrakasta-faktoreak *coachee*-aren ikuspuntutik identifikatzen dituzte, beste batzuek *coach*-aren ikuspuntutik eta beste batzuek erakundearen ikuspuntutik. Ondorioz, hirugarren mugaketa gisa datuen iturburuaren araberrako faktoreen bereizketarik ez taldekatzerik ez egotea adierazten dugu.
- Ikertutako lanetan erabilitako balorazio-metodoen irizpideak eta neurketa-eskalak nabarmen desberdintzen dira. Metodo berdinak edo alderagarriak ez erabiltzeak, *coaching*-aren eraginkortasunari eta eraginkortasun horri laguntzen dioten faktoreei buruzko ondorio orokorrak lortzea zailtzen du.

- Faktore garrantzitsuenak identifikatzeko orduan, publikatutako ikerketa enpirikoetan agertu diren aldiak kontuan hartu ditugu, hau da, beraien agertzearen frekuentzia izan da erizpide nagusia. Onartzen dugu erizpide erabilgarria dela, baina onartzen dugu baita ere faktoreen garrantziaren balorazio horretan beste teknika batzuen erabileran oinarritutako erizpide hobeak egon daitezkeela, edo gutxienez osagarriak izan daitezkeenak.

Muga hauek CE-ri buruzko beharrezkoak diren eta zuzendaritza-prestakuntzarako teknika gisa baliotasuna ebaluatu eta eraginkortasuna hobetzera zuzenduta dauden etorkizuneko ikerketa-bideak adierazten dituzte. Zentzu honetan, zuzendarien garapenerako *coaching*-a erabiltzeak duen eraginaren ebaluazio eraginkorra lortzeko aukera ematen duten metodoak garatu behar dira, bideratzaile (*coach*), ikasle (*coachee*) eta enpresen (prestakuntzaren arduradunak) ausazko lagin adierazgarrien ikerketa enpiriko zehatzetan aplikatuta. Ildo honetan, literaturan erreferentzi bihurtzen hasia den Ely et al.-ek (2010) proposatutako CE-ren ebaluazio-markoa *coaching*-a erabiltzen duen gure inguruko enpresa batetan aplikatzea bideragarri ikusten dugu, baina hurrengo gehigarri bi hauekin: jokabide aldaketak ohikoak bihurtu direla ziurtatzeko, *coaching*-a jaso eta urte beteko epearekin ebaluazio berri bat burutuz batetik, eta ebaluaketa prozesuak dirauen bitartean *coachee*-ekin, *coach*-ekin eta giza baliabideetako zuzendariekin elkarrizketak gauzatuz, bestetik.

Bestetik, teknika honen eta finkatuago dauden zuzendaritza-prestakuntzarako beste teknika batzuen eraginkortasunaren arteko konparaketa interes akademiko eta enpresarial nabaria duen beste ikerketa arlo bat da. *Coaching*-prozesuaren eraginkortasunari laguntzen dioten faktoreak detektatzea, prozesuaren arrakastan duten eragin erlatiboa zehaztea eta bere modelizazioa dira etorkizuneko ikerketetarako beste interes-arlo bat. Azkenik, taldeko *coaching*-en inguruko ikerketaren heldutasun maila txikiagoa den arren, honi buruzko literatura garapen-prozesuan dagoela aipatu beharrekoa da (Mathieu et al., 2008).

Azkenik, CE-ren eraginkortasunerako faktoreen garrantzia baloratzeko azterketa enpiriko kualitatiboetan oinarritutako beste erizpide eta metodo batzuk erabili beharko lirake: focus groups, Delphi, kasu ikerketak, edo ikerketa kuantitatiboen bidez, eredu matematikoak eraikiz non faktoreak aldagai independenteak diren eta *coaching*-aren arrakasta aldagai dependentea den.

III. ATALA: ESPARRU ENPIRIKOA

KAPITULUA

2.

DETERMINING FACTORS IN THE EFFECTIVENESS OF EXECUTIVE COACHING AS A MANAGEMENT DEVELOPMENT TOOL

This chapter contains verbatim the paper “Determining factors in the effectiveness of executive coaching as a management development tool”, which has been published in *Management Decision*, 2015, Vol. 53 Iss: 8, pp.1677 – 1697.

IMPACT FACTOR- JCR (2015)	POSITION	QUARTILE
1.134	MANAGEMENT: 112/192 BUSINESS: 73/120	Q3 Q3

Purpose – Provide a classified list of the factors that are most influential in the success of an executive coaching process, arranged in order of importance.

Design/methodology/approach – Selection of factors from an exhaustive literature review, and development of a qualitative investigation, applying a Focus Group, a Nominal Group technique, and the Delphi method to a group of experts comprising coaches, coachees, and human resources managers, in order to complete and assess the factors selected.

Findings – The most outstanding factors needed in executive *coaching* are confidentiality, trust and empathy between coach and coachee; the coach’s ability to generate trust, and her/his competence in communication skills, vocation and commitment; the coachee’s need, motivation, responsibility for his/her own development and commitment to the process; and a guarantee from the organization of the confidentiality of that process.

Practical implications – This research furnishes a quantitative criterion for the evaluation and ranking of the determining factors in coaching success, which facilitates a justified selection of factors, both for research and professional purposes.

Social implications – This study makes it possible to better channel the allocation of resources and gearing of business decisions for the implementation of coaching programs.

Originality/value – This paper provides a systematic review of the empirically based literature dealing with the main success factors in the effective application of executive coaching, and contributes new factors derived from the knowledge of professional experts, along with a classified and ranked list of those factors, assessed in terms of their relevance to the satisfactory outcome of a coaching process.

2.1- INTRODUCTION

Companies, managers, and society itself are aware of the importance of managerial skills to effectively and efficiently perform the tasks of business management. Generally, companies and managers accept that there is a positive relationship between managers' skill levels and their contribution to company success, and they are conscious of the need for continuous management training as a medium for permanent development and capacity building, especially within the framework of a highly dynamic and competitive environment (Castanias & Helfat, 1991, 2001; Landeta et al., 2009; Pickett, 1998).

In this regard, coaching is a tool with the aim of contributing to and assisting in the development of strategies that favor the personal and professional growth of managers, providing them with permanent transformative learning in one or more of their visible behaviors, which in turn affects the behavior and performance of their direct collaborators.

The application of this technique in the managerial environment is somewhat novel, and in spite of an extensive bibliography of an informative and professional type, the scientific research remains relatively scant, although it is still accumulating (Grant, 2013).

Despite the advances made, researchers such as de Haan et al. (2013) consider that it is important to investigate the identification of the factors that contribute to a successful executive coaching intervention. Meanwhile, companies that invest in and implement management development programs and coaches whose field of professional action is executive coaching need to know the main factors that make such coaching effective as a management development practice. This information would enable them to selectively devote more resources and attention to the aspects of coaching practice that are most relevant to its success.

We can distinguish three points in the development of the empirical literature on factors that influence EC. Studies at the end of the 1990s and beginnings of the 2000s concentrate mainly on describing and justifying EC results, although many of them also tried to identify the factors contributing to success in general terms (Bush, 2005; Gyllensten & Palmer, 2006; Hall et al., 1999; McGovern et al., 2001; Olivero et al., 1997; Paige, 2002; Stevens, 2005; Thach,

2002; Wasylyshyn, 2003). In these interview-based studies, the focus of attention is very broad and study of the factors becomes diluted through the absence of a priority objective.

Since the middle of the noughties, empirical works began to be published, focusing specifically on identification of the factors that contribute to the success of an EC process (de Haan et al., 2011; Hill, 2010; Jones & Spooner, 2006; Kappenberg, 2008; Seamons, 2006). In this segment of the literature, samples, fundamentally of coaches, are used, these being either very small numerically speaking or proceeding from just one organization.

In the most recent works (Bozer et al., 2014b; de Haan et al., 2013; Mackie, 2015; Smith & Brummel, 2013), a change in the research focus is detected. The study of the factors is segregated through the selection of one or a few factors considered to induce success, and analysis of the causal effect that it/they exert upon EC outcomes, by means of statistical modeling. While these studies make it possible to know the intensity and reach of some explanatory relations between factors and results, their contribution to a general characterization of the factors that impact on EC success is limited, as they reduce the scope of the study to one or a few factors.

The review conducted reveals the existence of some deficiencies with regard to the knowledge that exists on the factors that affect EC success: a) a lack of a systematized analysis of the empirical literature concerning those factors; b) semantic/methodological/ontological differences in the different coach training/accrediting schools that lead to difficulties in the generation of a conceptual basis and common measurement tools; c) the absence of a widely accepted categorization of the above-mentioned factors; and d) a lack of consensus as to which of the factors that impact on EC have the greatest influence on the results.

Thus, it is necessary to provide an answer to questions such as: *What factors lead a coaching process to the acquisition, modification, or development of observable managing behaviors in accordance with the interests of the executive and the organization?*, and *What factors exert the most influence on the effective development of an executive coaching process?*

This work seeks to contribute to scientific knowledge on this subject, providing a systematic review of the empirically based literature dealing with the main success factors in the

effective application of executive coaching, along with a classified list of those factors, assessed in terms of their relevance to the satisfactory outcome of a coaching process. This classification is derived from the contributions made by the real actors in the process — coaches, coachees, and HR managers — rooted within the sociocultural context of Spain.

To this end, this paper is structured as follows. In the second section, we complete a review of the theoretical framework, paying special attention to the factors that most influence the effectiveness of executive coaching. In the third part, we set out the methodology and development of the empirical study, and in the fourth section, we present the principal results. In the fifth, we discuss the main findings and, finally, we point out the original contributions derived from this study, with their implications; and identify the limitations of the work.

2.2- LITERATURE REVIEW

2.2.1- Origin and Concept of Executive Coaching

There are different points of view about the scientific origin of coaching because this practice lies at the conjunction of knowledge produced throughout the history of considering the development of human potential. Accordingly, the construction of the theoretical foundation of coaching has rested on knowledge and concepts from a range of sciences, including medicine, philosophy, education, psychology, and sports. The singular synthesis of the different contributions that give rise to this technique can, in the opinion of Passmore & Fillery-Travis (2011), provide a service for personal development that alternative interventions cannot offer.

The origins of coaching as a practice for the development of managers are not precise (Judge & Cowell, 1997; Kilburg, 1996; Tobias, 1996). Although some authors have dated the beginnings of executive coaching to the 1930s, with works such as those by Gorby (1937) and Bigelow (1938), the great majority agree that its expansion into the organizational world began in the 1980s, and that it finally received generalized acceptance in the 1990s (Feldman & Lankau, 2005; Kilburg, 1996). Just at the start of the 1990s, the practice of executive coaching was first dealt with in the literature, coinciding with its generalization as an intervention addressed toward changing the behavior of mid- and senior-level managers. At that time, executive coaching was considered to be a different practice from other

interventions, although it was still poorly defined and regulated (Brotman et al., 1998; Kilburg, 1996; Passmore et al., 2013; Tobias, 1996).

At the end of the 1990s, researchers came up with several definitions of coaching and fundamentally circumscribed the coaching concept within the framework of leadership development; i.e., within the executive coaching framework. Among the definitions proposed in the academic literature, we highlight the following posed by Kilburg (1996, p. 142) because of its widespread acceptance:

“... a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client to achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client’s organization within a formally defined coaching agreement.”

This definition is also the line pursued in the definitions suggested by other academics, including Feldman & Lankau (2005), Judge & Cowell (1997), Kiel et al. (1996), Kombarakaran et al. (2008), Levinson (1996), Peterson & Hicks (1996), Richard (1999), Saporito (1996), Sperry (1993, 1997), Tobias (1996), Witherspoon & White (1996, 1997). The professional literature adds the personal dimension to the perspective suggested by the academic literature, considering that through executive coaching, clients deepen their learning and improve their performance in the organizational area, whilst in turn they enhance the quality of their personal life. Accordingly, executive coaching is deemed to help people produce extraordinary results both in their personal and professional lives (Lewis-Duarte & Bligh, 2012; International Coach Federation, 2014).

2.2.2- *The Success Factors for Executive Coaching*

The main factors that contribute to the effectiveness of executive coaching as collected by the empirical literature can be grouped into five categories: those relating to the coach or person who works to change the manager’s behaviors; those relating to the coachee, or person with managerial responsibilities who submits to this process of change; the *relationship* established between them both; the coaching *process*; and the contextual factors, or those associated with

the *organizational atmosphere* (Bozer et al., 2014b; Hill, 2010; Jarvis, Lane, & Fillery-Travis, 2006; Passmore & Fillery-Travis, 2011).

In relation to the factors referring to the coach, different researchers (Hall et al., 1999; Hill, 2010; Stevens, 2005) have emphasized the importance of the commitment of coaches to the process. They apply this emphasis because the coaches' genuine and complete emotional involvement generates value in the coachees, inviting them to participate in and be inspired at the setting in motion of actions geared toward change.

Another set of factors in this category groups the skills that an effective coach ought to master to foster the relationship (Blackman, 2006; Bush, 2005; de Haan et al., 2011; Gyllensten & Palmer, 2006; Hall et al., 1999; Luebbe, 2005; Paige, 2002; Sue-Chan et al., 2012). Among these skills are listening, empathy, flexibility, assertiveness, verbal and non-verbal communication, objectively establishing intense relations, and keeping confidentiality. Some works specifically highlight the skill of generating trust (Boyce et al., 2010; Bozer, Sarros, & Santora, 2014a; Bush, 2005; Jones & Spooner, 2006; Paige, 2002), transmitting feedback (Kappenberg, 2008; Luebbe, 2005; McGovern et al., 2001), managing the emotional component to overcome resistances that stand in the way of making actions and obtaining results, and challenging coachees in their "comfort zone" (Jones & Spooner, 2006; Paige, 2002; Seamons, 2006) as the necessary skills that an effective coach should possess.

Finally, some physical characteristics of coaches, such as their age and gender, could have an influence on the process result, because they might condition the credibility and trust transmitted to coachees and their degree of openness to change (Bozer et al., 2014b; Gegner, 1997; Hall et al., 1999).

As for the critical factors relating to the coachee that contribute to success, what stand out are the manager's degree of commitment to the process (Bozer et al., 2013, 2014b; Bush, 2005; Kappenberg, 2008; Kombarakaran et al., 2008; McGovern et al., 2001; Turner, 2006), the coachee's motivation or readiness to learn (Blackman, 2006; Bozer et al., 2013, 2014b; Bush, 2005; Turner, 2006; Wasylyshyn, 2003), and the capacity to open up and consider other alternatives of action (Bozer et al., 2014b; Hill, 2010; Stevens, 2005; Sullivan, 2006). Age and gender are physical characteristics that, in the coachee's case, might also condition the result of the process (Bozer et al., 2014b; Gegner, 1997; Hall et al., 1999), in the way they

relate to the coach's age and gender, as well as their possible influence on the desire and need for change.

Trust is widely referred to in the literature as an essential component for the coach-coachee *relationship* and is even identified in empirical works (Armstrong et al., 2007; Bozer et al., 2014a; Gyllensten & Palmer, 2006; Hall et al., 1999; Hill, 2010; Luebbe, 2005; Kappenberg, 2008; Stevens, 2005; Wasylyshyn, 2003) as a critical factor in contributing to a successful outcome for the executive coaching process. The development of trust creates in the coachee a sensation of freedom to engage in reflection and divulge information without either feeling judged or discredited by the coach (Hill, 2010), and consequently lets the manager be more open to change and ready to be influenced (Kiel et al., 1996).

Other salient factors in the coach-coachee relationship are empathy, identified as an aspect necessary for the manager's progress through the stages of the change process (Armstrong et al., 2007; Gyllensten & Palmer, 2006; Hill, 2010; Sullivan, 2006), confidentiality (Gyllensten & Palmer, 2006; Luebbe, 2005; Stevens, 2005; Thach, 2002; Wasylyshyn, 2003), and quality of relationship (Baron & Morin, 2009; de Haan et al., 2011; McGovern et al., 2001; Stevens, 2005; Sullivan, 2006).

Various works (Bozer, Sarros, & Santora, 2013; Hall et al., 1999; Jones & Spooner, 2006; Kappenberg, 2008; McGovern et al., 2001; Moen & Kralsund, 2008; Olivero et al., 1997; Seamons, 2006; Stevens, 2005; Thach, 2002; Wasylyshyn, 2003) coincide in considering feedback or the presentation of information as an essential and critical phase in the *process* so as to obtain successful results in the executive coaching intervention. The trust that managers generally place in data is thought to make them begin to trust coaching once feedback has taken place. Church & Waclawski (1999) feel that through proper feedback, managers can manage to understand certain patterns in the data collected; after their resistance has been overcome, by listening to the data transmitted, they can identify and produce a development plan whose aim is a change in behavior. Thanks to the continuous feedback that this technique involves (Heslin et al., 2006), coachees' motivation and involvement can be successfully increased (Smither et al., 2003), and their assimilation of the contents explained can in turn be improved (Wales, 2003).

Meanwhile, Van Velsor et al. (1998) have held that the most powerful experiences of development are those that challenge. Continual challenge as a component of the process has been identified as a critical factor in a number of empirical works carried out to date (Armstrong et al., 2007; Blackman, 2006; Hall et al., 1999; Hill, 2010; Jones & Spooner, 2006; Joo, 2005; Paige, 2002; Thach, 2002), as has the establishment of clear objectives (Bozer et al., 2013; Hall et al., 1999; Kappenberg, 2008; Paige, 2002).

As a last point, the nature of the individualized relationship that characterizes executive coaching processes leads us to reflect on the role played by the factors that make up the organizational context category, as they do not form part of the coaching process as such, but rather of the setting or environment within which the process unfolds. Baron & Morin (2009) postulate that managers who sense no support from their boss are likely to conclude not only that coaching is not important, but also that the development of their competencies has no relevance either. Conversely, support from the organizational context might reinforce the perceived value of coaching and encourage/stimulate efforts from coachees in their development process. As the results of the empirical works reviewed show, factors in the organizational context seem to positively affect the result of the intervention. Among the factors contributing to success in the *organizational context* are support from the leadership (Baron & Morin, 2009; Blackman, 2006; Kappenberg, 2008; Kombarakaran et al., 2008; Luebbe, 2005; McGovern et al., 2001; Olivero et al., 1997; Seamons, 2006; Underhill, McAnally, & Koriath, 2007), a favorable organizational culture that enables and accepts the changes that the manager must undertake (Baron & Morin, 2009; Bush, 2005; Judge & Cowell, 1997; Kombarakaran et al., 2008; Luebbe, 2005; Paige, 2002; Sullivan, 2006; Underhill et al., 2007), and the use of an external versus an internal coach (Bozer et al., 2014b; Paige, 2002; Stevens, 2005; Wasylshyn, 2003).

Table 2.1 shows the principal success factors identified in the literature, captured in at least three published empirical studies.

Table 2.1- Factors for the success of Executive coaching identified in the literature

COACH
Ability to transmit and generate trust in the coachee
Competence in management communication skills (active listening, assertiveness, analysis, and synthesis ...)
Commitment to the coachee and the firm

Competence in management motivation skills (overcoming resistance, challenging the coachee ...) Being capable of efficiently transmitting feedback Age and gender COACHEE
Commitment to the process Need or motivation to learn, develop, or feel good Cognitive flexibility (openness to new alternatives) Age and gender COACH-COACHEE RELATIONSHIP
Trust Empathy Confidentiality Quality of relationship COACHING PROCESS
Feedback (proper feedback from coach to coachee) Continual challenge through new actions Focus on fixing and attaining the objective (establishing clear objectives, permanent orientation toward concrete targets) ORGANIZATIONAL CONTEXT
Support from the leadership Favorable organizational culture Origin of the coach (internal/external)

2.3- METHODOLOGY OF THE EMPIRICAL STUDY

To compare, complete, and rank the list of factors drawn from the literature, we chose to employ the Hybrid Delphi (Landeta et al., 2011), a methodology based on a combination of three recognized qualitative techniques (Focus Group, Nominal Group, and Delphi), which seeks to use the potentialities of these qualitative research techniques while reducing the limitations of these techniques when used individually. It is particularly conceived for application with professional experts who work in real contexts. Furthermore, this methodology makes it possible to actively involve a set of active professionals in the research process from a three-dimensional perspective (Underhill et al., 2007): Executive coach perspective (coaches), Leader perspective (coaches), and Organization perspective (HR managers). Therefore, they can constantly corroborate and enrich the results of the different research phases.

In the selection and involvement of experts, we relied on collaboration from two organizations that provide coaching services, with an interest in the results of the project. This very motivation was what lubricated the incorporation into the study of the rest of the external experts.

The process was begun in May 2013 with a dynamic face-to-face Focus Group (Blackburn & Stokes, 2000; Krueger, 1994; Robinson, 1999) in which 12 experts took part, the aim being to expound to them the objectives and orientation of the research, gather their suggestions, share the concept of coaching effectiveness, and pass on to them and remark on the 20 factors most mentioned in the literature, grouped into five categories.

Then, in the same face-to-face session, we performed a dynamic adapted from the Nominal Group technique (Delbecq & Van de Ven, 1971) In it, the experts had to individually relate factors that in their opinion or through their experience were of similar or greater relevance to those drawn from the literature. Next, in successive rounds, they pooled them in turn with the rest of the group (a factor not mentioned each time), until all the factors collected in the individual lists had run out. During this process, if any expert recalled or thought of a new factor, that expert could set it out when their turn was reached. In this technique, the person presenting a factor can explain it so that it is properly understood, but the other participants cannot make public assessments of it or debate it. It is a group technique that stimulates creativity while trying to get around the drawbacks of direct interaction, representing in this aspect an improvement on the effectiveness of other contemporary techniques (Van de Ven & Delbecq, 1971). From this face-to-face session, we collected 48 new factors. Finally came the assessment in terms of importance of all the factors presented (the 20 that stemmed from the literature along with those that had emerged in the Nominal Group dynamic), and of the five dimensions into which we had classified them, on a Likert scale of 10 positions.

From the list of the 68 factors assessed, we rejected 9 because they were already contained within others, were fairly unclear, or had received very low assessments. For instance, we broke down the somewhat vague *Quality of relationship* factor identified in the literature, into three more precise factors contributed by experts: *Mutual unconditional respect*, *Authenticity (transparency, honesty, lack of hypocrisy)* and *Professionalism in the relationship (balance between distance and proximity)*. Similarly, we also split the *Support from the leadership* factor into the factors *Support and commitment from management (openness and acceptance*

of the changes adopted by the coachee) and Direct support from the coachee's line manager during and after the process.

With the 59 that remained, we devised a Delphi questionnaire, in which the experts had to give a score from 0 to 10 regarding the importance of the factors. The Delphi method is a social research technique that attempts to obtain a valid group opinion from a set of experts without their having to meet either at the same time or in the same place (Dalkey & Helmer, 1963; Linstone & Turoff, 1975, Rowe & Wright, 1999). It is a recognized technique, conceived in the 1950s in the USA for military purposes, which has been used ever since with growing intensity both in academic and business spheres. Its flexibility and simplicity have led to it being successfully applied in different contexts, where the use of expert knowledge is the best source of available knowledge (Gupta & Clarke, 1996; Landeta, 2006). Their principal characteristics are iteration (as a minimum, the experts reply twice to the same question), controlled feedback (quantitative and qualitative contributions from the experts are interpreted and integrated by the study coordinators before being put once more to the experts in the following round), anonymity (the contributions are dissociated from the experts who furnish them), and statistical group response (the group result incorporates each expert's opinion). The objective of the technique is to obtain, by the end of the process, a group response of greater quality and, generally, greater consensus.

In July 2013, we sent the Delphi questionnaire to a selected set of experts attached to the three collectives involved, included in which were the 12 professionals who participated in the initial Focus Group. We collected 34 of these questionnaires that had been validly answered in the first round (11 coaches, 12 coachees, and 11 HR managers). In the second round, five new factors contributed by the experts in the first round were subjected to assessment. Along with the extended list of factors, the experts received the group response to each factor (median and quartiles) in the first round, the qualitative justifications provided by the experts, and their own assessments from the previous round. With this information, they had to once more assess what had now increased to 64 factors. In this second round, we received 33 responses, 11 from each collective; three dropped out, but two were replaced with experts interested in joining the study.

Based on consideration of the various indicators referring to the rigor of the development of the Delphi process (Landeta, 2006), the quality of the Hybrid Delphi application employed in

the empirical study described here can be judged as high because a) the experts participating were genuinely knowledgeable about coaching, from their respective perspectives; b) their involvement and commitment were noteworthyⁱ; c) the qualitative contribution was rich and valuableⁱⁱ; and d) the methodology of the technique (feedback, anonymity, iteration, and reflection) helped the experts to modify their opinions and reach higher levels of consensusⁱⁱⁱ.

The process ended with a new Focus Group on November 15, 2013, at which the results were presented and interpreted by the research team and the experts present. This final face-to-face meeting was attended by 15 of the experts who took part in the Delphi study.

2.4- RESULTS

In this section, we group the final results of the information-collecting processes into five sections, in relation with each of the groups of factors that influence the success of executive coaching, as follows: coach, coachee, coach-coachee relationship, process, and organizational context. The tables showing the results for each group of factors comprise identification of the factors, the median^{iv}, the average, the interquartile range,^v and the grade in terms of impact on the effectiveness of executive coaching.

Based on the results, we have assigned a grade to the factors in accordance with the median of the distribution of the responses to them as very high impact factors (median equal to or higher than 9), high impact (7–8.9), medium impact (5–6.9), and low impact (less than 5). Following the proposal of the authors who created this method (Dalkey and Helmer, 1963), we employ the median for the classification because it reflects the majority group position better than the average, reducing the influence of extreme responses upon the central tendency measure. In consonance with this choice, we use the interquartile range as a measurement of the dispersion of the responses.

2.4.1- Coach

The factors associated with the coach are classified, in line with the results of this study, as reflected in Table 2.2.

Table 2.2- Factors associated with the coach

FACTORS	Median	Average	Q3–Q1	Impact
Ability to transmit and generate trust in the coachee	9	9.33	1	VERY HIGH
Competence in management communication skills (active listening, assertiveness, analysis, and synthesis ...)	9	8.85	0	
Vocation. Genuine interest in understanding human nature and its behaviors in depth	9	8.78	2	
Commitment to the coachee and the firm	9	8.73	2	
Profound knowledge of human nature on the part of the coach (produced through experience and/or specific training)	9	8.44	1	
Experiential background additional to that of coaching (managerial, work-related, or life experience ...)	8,5	8.18	1	HIGH
Being capable of efficiently transmitting feedback (adequate feedback from coach to coachee)	8	8.39	1	
Executive coaching experience	8	8.39	1	
Competence in management motivation skills (overcoming resistance, challenging the coachee ...)	8	8.31	1	
Executive coaching knowledge	8	8.18	1	
Professional humility: the coach is only a facilitator, the manager is the "protagonist" in the relationship. Empowering the manager	8	7.84	1	
Being a certified coach	8	7.30	2	
Aware of aspects of the organization's management, policy, and business	7	6.97	2	
Mastery of a wide range of training techniques and tools	7	6.82	0	
Reputation	7	6.55	2	
Training or studies in psychology	5	5.24	3	MEDIUM
Age (the coach's age can negatively influence the success of the process: coach being too young, age difference between coach-coachee ...)	5	4.61	3	
Gender (the <i>coach</i> being a man or a woman, or being of the same or of a different gender to the coachee ...)	0	1.97	4	LOW

Outstanding among the items clustered around coach is “Being able to transmit and generate trust in the coachee.” Although this item was the most highly assessed by the collective of coachees and HR managers, that was not the case with the group of coaches, for whom the

most important factor was “Vocation. Genuine interest in understanding human nature and its behaviors in depth” (Coaches’ median 9.5).

The factors “Competence in management communication skills,” “Vocation. Genuine interest in understanding human nature and its behaviors in depth,” “Commitment to the coachee and the firm,” and “Profound knowledge of human nature” were also considered to have a very high impact in executive coaching success. Meanwhile, the factors “Training or studies in psychology,” “Age,” and, in particular, “Gender” with regard to the coach were not felt to be particularly decisive for the success of a coaching process, although it must be noted that the three factors present a high interquartile range. This wide range indicates a high dispersion across the experts’ responses, which suggests caution in interpretation.

2.4.2- Coachee

The factors associated with the coachee are classified, in line with the results of this study, as shown in Table 2.3.

Table 2.3- Factors associated with the manager coachee

FACTORS	Median	Average	Q3–Q1	Impact
Need or motivation to learn, develop, or feel good	9	9.30	1	VERY HIGH
Coachee’s responsibility in own process of learning/self-development	9	9.30	1	
Commitment to the process	9	9.27	1	
Cognitive flexibility (openness to new alternatives)	8	8.31	1	HIGH
Self-awareness (recognition of own strengths, weaknesses, and needs)	8	7.66	1	
Self-effectiveness (awareness of being capable of attaining most of the objectives s/he sets)	7	7.13	1.75	
Timely moment for the manager	7	7.06	2	
Self-esteem	7	6.79	1	
The manager grants the coach the power to direct his change	7	5.97	3	
Position held in the organization	5	4.12	1	MEDIUM
Age (the coachee’s age can negatively influence the success of the process: coachee being too young, age difference between coach–coachee ...)	5	3.95	2	
Gender (the coachee being a man or a woman, or being of the same or of a different gender to the coach ...)	0	1.48	4	LOW

Standing out from the group of factors associated with the coachee, among those of very high impact, were “The need or motivation to learn, develop or feel good,” “Coachee’s responsibility in own process of learning/self-development,” and “Commitment to the process,” each of the three with medians of 9 points. Additionally, the three collectives surveyed (coaches, coachees, and HR managers) coincided in their assessment of these three factors as having the greatest impact on the success of the executive coaching process. However, the factors “Position held in the organization,” “Age,” and, especially, “Gender” of the coachee were not felt to be particularly decisive for the success of an executive coaching process.

We also highlight the high interquartile ranges of the factors “The manager grants the coach the power to direct his change” and “Gender,” which reveals the existence of variable points of view among the experts consulted.

2.4.3- Coach–Coachee Relationship

The factors grouped within the coach–coachee *relationship* are classified, in line with the results of this study, as shown in Table 2.4.

Table 2.4- Factors associated with the coach–coachee relationship

FACTORS	Median	Average	Q3–Q1	Impact
Confidentiality	10	9.73	0	VERY HIGH
Trust	9	9.42	1	
Empathy	9	9.03	2	
Authenticity (transparency, honesty, lack of hypocrisy)	9	8.88	2	
Unconditional mutual respect	9	8.82	1	
Professionalism in the relationship (balance between distance and proximity)	8	8.76	2	HIGH

All the factors assessed in this coach–coachee *relationship* category were classified as generating a very high impact on the success of the process, except for “Professionalism in the relationship,” which was classified as high impact. Additionally, it should be noted that “Confidentiality” in the three groups surveyed was the most important factor because of its

contribution to success and was the aspect that received the highest grade out of all the items analyzed (average of 9.73).

2.4.4- Coaching Process

The factors clustered within *the coaching process* are classified, in line with the results of this study, as shown in Table 2.5.

Table 2.5- Factors associated with the coaching process

FACTORS	Median	Average	Q3-Q1	Impact
Feedback (proper feedback from coach to coachee)	8	8.45	1	HIGH
Focus on fixing and attaining the objective (establishing clear objectives, permanent orientation toward concrete targets)	8	8.32	1	
Continual challenge through new actions	8	7.82	2	
Continual measurement of results during the process	8	7.52	1	
Evaluation of progress made on conclusion of the process (for example, 360° feedback)	8	7.48	1	
Evaluation of the coach	8	7.45	1	
Place and conditions where the coaching sessions take place	8	7.36	1	
Suitable length of sessions in terms of time and number	7	7.21	1	
Diagnosis of the manager’s initial situation (for example, 360° feedback, MBTI)	7	7.15	1	
Modality of session (face-to-face, video conference, telephone ...)	7	7.09	1	
Work and continuous contact between sessions	7	7.00	1	
Consistent follow-up (support sessions once process is over)	7	6.91	1	
Complementing the individual executive coaching process with group processes (team coaching, outdoor dynamics, different areas vs. similar areas, etc.)	7	6.45	3	
Evaluation and presentation of results to the contracting company	6	6.27	1	MEDIUM
Group coaching awareness session	6	6.00	2	

Most of the factors assessed in the coaching *Process* category were classified as generating a high impact on the success of the process, and providing “Proper feedback” and having a “Focus on fixing and attaining the objectives” stood out in particular. Where the factors

“Work and continuous contact between sessions” and “Consistent follow-up (support sessions once process is over)” are concerned, we must point to the high score given to these items by the coachees (median 8), in contrast to the HR managers (median 7) and coaches (median 6).

2.4.5- Organizational Context

The factors listed within the *organizational context* were classified, in line with the results of this study, as shown in Table 2.6.

Table 2.6- Factors associated with the organizational context

FACTORS	Median	Average	Q3-Q1	Impact
Guaranteeing confidentiality	10	9.59	0.5	VERY HIGH
Support and commitment from management (openness and acceptance of the changes adopted by the coachee)	8	8.45	1	HIGH
Direct support from the coachee’s line manager during and after the process	8	8.30	1	
Favorable organizational culture (change, innovation, people, etc.)	8	8.06	2	
Exemplary behavior of management at the highest level, also participating as just another manager involved in the coaching process	8	7.94	2	
Coherent policies for human resources (training, development, promotion ...)	8	7.88	1	
Time and budget allocation	8	7.48	1	
Coherence of coach-coachee-company values	8	7.45	1	
Match between organizational objectives and the manager’s personal targets	8	7.39	1	
Origin of the coach (internal/external)	8	7.09	2	
Evaluation of the impact of the coaching process on the organization	7	7.52	2	
Timely moment for the company	7	7.45	1	
Communication sent to all members of the organization regarding the launching of coaching processes	6	6,55	2	MEDIUM

In the three groups surveyed, “Guaranteeing confidentiality” was by far the most important factor because of its contribution to success. We must certainly highlight the very high value the coachees assigned to this factor, with a median of 10. The next most influential factors are

related to the support of the leaders of the organization for the coaching process and the existence of a change and people-oriented corporate culture.

With regard to the factors “Direct support from the coachee’s line manager during and after the process” and “Exemplary behavior of management at the highest level, also participating as just another manager involved in the coaching process,” what stands out is the high grade assigned to them by the coachees (medians 9 and 10, respectively) as compared to the score given by the HR managers (medians 8 and 8) and the coaches (medians 8 and 7).

2.5- DISCUSSION

This study confirms the critical nature of the competence of coaches in handling communication skills to encourage a quality relationship, and specifically in their ability to transmit and generate trust in the coachee. As Boyce et al. (2010) maintains, in an EC process trust is what promotes a readiness in the coachee toward openness, honesty and vulnerability, whilst it predisposes the coach to be supportive, non-judgmental, and challenging.

In addition, both the literature and the results of this study consider commitment from the coach to be a fundamental factor in EC success. Managers ascribe particular value to the coach being highly qualified, becoming emotionally involved in the process, and showing signs of authenticity and integrity (Hill, 2010).

However, the factors of the coach and coachee’s gender and age, collected in the literature, seem to have little weight for most of the experts, although it is true that the dispersion of the responses is broad. This may be due to the different socio-cultural context in which the work was carried out, or to the factors being over-represented in empirical researches, because they are easy to measure and obtain.

Meanwhile, our study has brought to light various factors previously unidentified in the literature: genuine interest in human development and a profound knowledge of human nature, which suggests the existence of a humanist component in those who dedicate themselves to facilitating EC processes (Liljenstrand & Nebeker, 2008), and the need for prior experience, both generally (in managerial, work or life terms) and specifically in the conduction of executive coaching processes.

The results confirm the importance attributed by the literature to coachee commitment to the process. This encompasses, in the views of different authors, aspects such as: loyalty (Seamons, 2006), personal effort (Ballinger, 2000), a readiness to be influenced by the coach (Stevens, 2005), a devotion to the process (Bush, 2005), and commitment per se (Kappenberg, 2008), among others. Furthermore, as well as ratifying the importance of the following factor that emerges from the literature, “A need or motivation to learn, develop oneself or feel good”, the study highlights an additional and related factor: “coachees’ responsibility to their own learning/development process”. This item, already proposed by Kilburg (2001), brings together the influence of commitment and of need, investing managers with decision-making capacity of their own, especially over their own lives.

In this regard, Kanfer & Heggstad (1997) indicate that individuals who begin their process of change with weak commitment and with no wish to change or improve, are more prone not to attain the necessary levels of motivation and, accordingly, are more likely to fail in their efforts to develop and change. Executives, therefore, need to be motivated to focus on their learning and development, and be willing to make the effort required to successfully achieve the changes in behavior. Bozer et al. (2013) demonstrate that motivation prior to EC is positively related with professional performance (work performance).

Turning to the factors taken into account for the coach-coachee relationship, it must be noted that the results of the study particularly highlight the importance of confidentiality, as well as the consensus that exists between the literature and the expert group in the study in pinpointing trust, empathy, and confidentiality as elements critical to the success of an EC process. The literature associates trust with characteristics such as credibility, unconditional respect, support, authenticity, personal interest, empathy, and confidentiality (Bush, 2005; Hill, 2010; Kappenberg, 2008; Luebbe, 2005; Mackenzie, 2007). Meanwhile, the factors into which we broke down *Quality of relationship* (*Mutual unconditional respect*, *Authenticity* and *Professionalism in the relationship*) also received very good ratings from the experts.

With reference to the EC process, the study results totally ratify the importance of the three factors captured in the literature: Feedback, Focus on objectives, and Continual challenge, and contribute as additional value the importance of the measurement and assessment of the results, during and after the process, and even of the coaches themselves, concurring with Olivero et al. (1997) and Hall et al. (1999).

Finally, in the organizational context, the experts give value above all to the organization being able to count on the conditions necessary to preserve the confidentiality of the coaching process. Also, the results endorse the importance of possessing an organizational culture where executives must be able to expand their knowledge base and provide an effective response to the many changes that are taking place around them, and of being able to rely on support from and on the example of the organization's leaders, both from general management and from their immediate superiors.

The importance of the right choice between employing an internal or an external coach does not receive the same endorsement. The advantages and disadvantages attached to both kinds of coach probably act to compensate that importance and cause some experts to depend more on the quality and professionalism of the coach than on where he or she comes from. External coaches offer, above all, objectivity, confidentiality, experience, expertise and trust, whilst their internal counterparts contribute greater knowledge of the organization, greater accessibility and continuity in the relationship, and lower cost (Rock & Donde, 2008; Wasylyshyn, 2003). All of which may back up the approaches of authors Frisch (2001) and McNally & Lukens (2006), who consider that the complementary use of both types of coaching is the best option.

2.6- CONCLUSIONS AND FINAL REFLECTIONS

2.6.1- Conclusions

In this work, we analyzed the factors that most contribute to the success of executive coaching, establishing which of them are the most influential and ranking them in terms of the importance attributed by professionals. The factors with most impact^{vi} on executive coaching, grouped in categories, are as follows:

- a) *Factors associated with the action and characteristics of the coach:* Ability to transmit and generate trust in the coachee; Vocation; Competence in management communication skills; Commitment to the coachee and the firm; and Deep knowledge of human nature
- b) *Factors associated with the behavior of the coachee:* Need or motivation to learn and change; Responsibility for one's own process of learning and self-development; and Commitment to the process

- c) *Factors pertaining to the coach–coachee relationship*: Confidentiality; Trust; Empathy; Authenticity in the relationship; and Unconditional mutual respect
- d) *Factors corresponding to the coaching process itself*: Importance of feedback to the coachee; Focus on fixing and attaining objectives; and Continual challenge through new actions
- e) *Factors pertaining to the organizational context* in which the coaching process unfolds: Ensure confidentiality; and Support and commitment from top management and from the line manager during and after the process

It must be stressed that although most of the factors identified in the literature review are also present in this study, the two principal factors singled out by the group of experts as critical for their contribution to the effectiveness of the practice of executive coaching — “Confidentiality” (coach–coachee relationship) and “Guaranteeing confidentiality” (organizational context) — have to date been considered relatively little in the literature consulted, mostly of it in the English language. The fact that, unlike the studies analyzed in the literature review, maximum importance was given to these two factors leads us to suggest the hypothesis that the sociocultural characteristics of a specific collective might be critical elements that influence executive coaching.

Finally, the factors of the “age” and “gender” of coaches and coachees, which have also been collected in the literature, although with a certain impact on occasional coaching experiences, received low consideration in our study. They are probably also factors sensitive to the sociocultural context.

2.6.2- Academic and professional implications

Academic implications

From the academic point of view, this study makes various contributions that may improve executive coaching research, as follows:

- a) It captures in ordered form the factors that have been most assiduously studied in the empirical literature on the effectiveness of coaching and endorses their importance through evaluation by professional experts.
- b) It contributes new factors that had not previously been included in the academic literature which are important for the success of a coaching process.

- c) It assesses the different relative importance possessed by the different factors identified, facilitating their ranking and furnishing a quantitative criterion for their selection in order, for example, to devise potential explanatory models.
- d) It introduces the importance of confidentiality, both in the coach–coachee relationship and in the guarantees offered by the organization itself, as an essential ingredient for the effectiveness of executive coaching. Consideration of the possible sensitivity of some factors to influence from characteristics of the sociocultural environment opens the way to a new avenue for empirical research aimed at establishing the influence of sociocultural context on factors that affect the effectiveness of coaching.
- e) It contributes evidence that the different actors in executive coaching (coaches, coachees, and HR managers) have different perceptions regarding some of the factors that affect the success of coaching. In consequence, this bias ought to be taken into consideration in future more confirmatory investigations.
- f) Finally, it presents a valid qualitative methodology for adjusting the importance of each of the main executive coaching factors to the particular conditions of different sociocultural contexts.

Professional implications

From the professional point of view, the contributions of the study are as follows:

- a) The conclusions of this research make it possible to better channel the allocation of resources and gearing of business decisions for the implementation of executive coaching programs aimed at the development of managers.
- b) In particular, they alert those in charge of proposing or developing coaching processes to the importance of guaranteeing the confidentiality of the information exchanged between coach and coachee.
- c) The classification and ranking of the factors proposed in this work can enable coaches to compare and contrast them with the practices they develop, helping them to confirm and improve their action protocols.

In short, with this study, we offer a framework of reference for identification of the key factors to take into account in an executive coaching process, along with the different perceptions and opinions expressed by the different collectives that form part of the process.

2.6.3- Limitations and future research

We highlight three limitations of this study: first, coaching is a professional field that is interdisciplinary and non-regulated; thus, the works reviewed and the coaches who participated in this study come from different schools that emphasize different approaches for application of the intervention (cognitive, behavioral, psycho-dynamic, etc.). This variability stands in the way of the identification, grouping, and subsequent assessment of the factors. Second, even though qualitative research techniques were employed in a robust manner, the potential for generalizing the conclusions of the study is limited. Third, the sample employed comes from the very same cultural context (Spain), which may have an influence on the factors selected and on the evaluations arrived at.

For these reasons, it is necessary to contrast the results obtained here with those of rigorous empirical work carried out on representative random samples of coaches, coachees, and companies (in charge of training) with a dual objective: to effectively evaluate the impact of coaching as a managerial development practice and to confirm the factors that contribute to the effectiveness of a coaching process, determine their relative influence on the success of the process, and subsequently model them.

Comparison of the effectiveness of this technique with that of other more established training and managerial development techniques is another research area of evident academic and business interest that has been insufficiently explored.

Notes

1. As demonstrated by the fact that 12 and 15 professionals, respectively, attended the two face-to-face sessions called during working hours (i.e. more than a third of those taking part in the Delphi exercise) and that only three people dropped out from the second Delphi round.
2. In the Nominal Group, they proposed 50 new factors, and 15 more in the Delphi exercise, from which we selected five for assessment in the second round. In the Delphi exercise, a good number of assessments were substantiated in written form (roughly 30 percent of the opinions). In the initial and final Focus Groups, all the experts intervened, and their contributions were of great value for the research team's analysis.
3. The average interquartile range in the first round was 1.7 while in the second round, this value fell to 1; in the responses for all of the factors, the interquartile range in the second round was lower than or equal to that for the first round. All of the experts, except one,

modified some of their assessments in the second round while a total of 31 percent of the evaluations in the first round were altered.

4. The median represents the value of the variable in central position in a set of ordered data.

This value leaves the same number of data before and after it.

5. The interquartile range is the difference between the third and first quartiles in a distribution, the quartiles being the three values that divide the ordered data set into four equal parts, in percentage terms. The second quartile corresponds to the median. The interquartile range lets us know the dispersion of the responses.

6. We included very high impact factors and/or the three most relevant factors in each category.

KAPITULUA

3.

ANALYSIS OF EXECUTIVE COACHING EFFECTIVENESS: A STUDY FROM THE COACHEE PERSPECTIVE

This chapter contains the paper “Analysis of executive coaching effectiveness: a study from the coachee perspective”, which is being reviewed in the *Personnel Review* (first revision).

IMPACT FACTOR- JCR (2015)	POSITION	QUARTILE
0.704	INDUSTRIAL RELATIONS & LABOR: 17/26 MANAGEMENT: 149/192 PSYCHOLOGY APPLIED: 59/79	Q3 Q4 Q3

Executive coaching has become one of the principal leadership development strategies of our time. However, this is a field of HRD that has been discussed far more often in professional than academic literature and further research is required. This study provides an empirical test of the effectiveness of executive coaching using the first three levels of Kirkpatrick's evaluation model (1975). Responses from 176 executives are analyzed, assessing their perceptions of their latest experience of executive coaching. Structural modelling is used to match factors affecting the success of executive coaching to its results. The resulting model highlights the influence exercised by the coach, and to a lesser extent the coachee and the process, on coachee satisfaction. It also shows how the coach influences the coachee's learning. The results also suggest that there is a positive relationship between satisfaction, learning and behavioral change, as Kirkpatrick suggests. In the light of these results, the implications for the professional and academic area are considered.

3.1- INTRODUCTION

Organizational management involves setting goals and leading people and teams to achieve those goals. The task of company management is being made increasingly complex and challenging by rapid and influential changes in the business area. These changes and the complexity involved in managing them in turn call for constant adaptation in executives' skills. Executives in adaptable and agile organizations need to develop 'soft' skills such as the communication and interpersonal skills needed to influence collaborators, adaptation to change, and respect for people from different backgrounds (Joo, 2005; Sherman & Freas, 2004). As a result, management and leadership skills have become essential assets for organizations (Compasspoint, 2003).

Executive coaching (EC) is a "significant part of many organizations' learning and development strategy" (Joo, 2005; p. 463), encouraging the personal and professional growth of executives, providing them with permanent transformative learning that impacts one or more of their visible forms of behavior, in turn influencing the behavior and performance of their direct collaborators. The main purpose of this method of executive training and development is therefore to encourage change in the way executives behave in their work (Lewis-Duarte & Bligh, 2012). As a result, EC is being applied on the one hand to valued executives who have performance deficits, as a means of developing and adapting their skills to organizational needs, and on the other to executives with potential, to prepare them for further promotions in their career (McCauley & Hezlett, 2001).

Unlike other forms of organizational coaching, in EC the coachee is a company executive – with responsibilities in achieving organizational goals– whereas the coach is usually an external expert consultant who has no direct ties to the organization. The process is developed through a one-to-one relationship based on mutual trust and respect. EC focuses on achieving a specific goal, established by common agreement between coach and coachee, giving executives an opportunity to observe their conduct in the mirror of the coach's feedback and to learn to improve their individual performance in an atmosphere of privacy, non-judgement and confidentiality (Jones, Woods, & Guillaume, 2015). In coaching, the focus is on present conditions and future goals, oriented towards action, centering on maximizing the potential through the learning of new skills, and on a change in behavior that will enable improved problem-solving and decision-making.

Based on published results and experiences, this technique would appear to be effective and to improve managerial behavior (Bozer et al., 2014a; Compasspoint, 2003; De Haan et al., 2011; Grant et al., 2009; Kombarakaran et al., 2008; Luthans & Peterson, 2003; MacKie, 2014; Theeboom et al., 2014; Wasylyshyn, 2003). However, more research is required to reinforce its theoretical underpinnings and, in particular, to test its validity in rigorous empirical studies (Bozer et al., 2014a; De Haan et al., 2013; Ely et al., 2010; Grant, 2013; Jones et al., 2015).

The purpose of this study is to offer an empirical test of coaching effectiveness from the coachee's perspective by analyzing the relationship between the main explanatory factors of executive coaching (EC) and the different types of result that can be achieved, using the evaluation model designed by Kirkpatrick (1975). The findings presented here will give firms a better understanding of the results that might be expected from EC implementation processes, and offer coaches and other agents involved in coaching processes scientific evidence identifying the factors that are most relevant for obtaining such results, and their relative weight.

The document is as follows. After a review of recent literature on models matching EC factors to results, the conceptual framework is developed and the hypotheses to be tested are deduced. The methodology and results are then presented. Next, the results are discussed, examining the implications for firms and coaches. Finally, the conclusions and proposed lines for future research are set out.

3.2- CONCEPTUAL FRAMEWORK AND HYPOTHESES

Assessment of training and development programs is becoming an essential component of organizational training schemes (Lim & Morris, 2006). Such assessment involves not only evaluating what executives have learned, but also to what extent the practice enables the lessons learned to be transferred to the way they conduct their work, thereby helping to improve the overall performance of the organization (Clarke, 2012). Nonetheless, organizations tend to devote little time to assessing the effectiveness of their interventions

(Collins & Holton, 2004). In the particular case of EC, only a third of all initiatives are evaluated (McDermott et al., 2007).

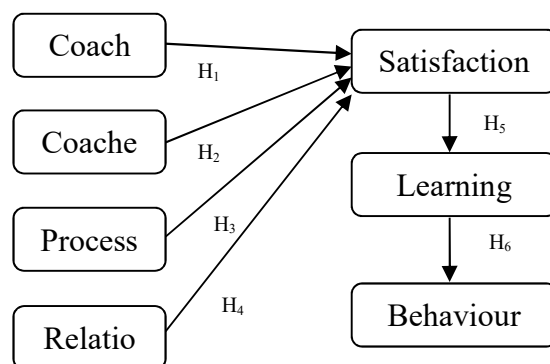
The difficulty of designing a model for systematic evaluation is further exacerbated by the one-on-one nature of EC, since each program is unique, focusing on some particular aspect of relevance to the coachee, particularly within the context of that individual's organization. This problem is reflected in a lack of specific evaluation scales and models for EC (Egan & Hamlin, 2014; Ellinger & Kim, 2014; Hagen & Peterson, 2014; Joo, 2005).

The basis of the conceptual model presented here (see Figure 3.1) is an evaluation framework devised expressly for executive coaching by Ely et al. (2010) and Ely & Zaccaro (2011). The model comprises two parts: formative and summative evaluation. The dynamic nature of coaching requires a formative evaluation that will identify the relative influence of factors that influence EC's effectiveness so that elements of the process itself can then be altered and refined, to respond better to the client's specific needs. Based on a review of studies by Bozer et al. (2014b), Cox et al. (2014), Davis & Mc Kenna (2010), Joo (2005), Passmore & Fillery-Travis (2011), and Rekalde, Landeta & Albizu, (2015), it is proposed that the main factors conditioning the result of the coaching experience are: the characteristics of the coach, the characteristics of the coachee, the relationship between coach and coachee, and the characteristics of the coaching process. The hypothesized model therefore proposes a formative evaluation of the 'coach', 'coachee', 'relationship' and 'process' factors, analyzing their influence on coachee satisfaction, which impacts favorably on the results of the intervention.

The hypothesized model also includes a summative evaluation of the effectiveness of EC, based on the first three levels of Kirkpatrick's model (1975). This model "represents a logical organization and progression of outcomes" (Jones et al. 2015, p. 5) starting from basic individual reactions to learning, changes in behavior and, finally, organizational results. This is the most widely used model for evaluating training in companies and organizations (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997; Bates, 2004). It has been used in several widely-referenced academic studies (e.g. Alliger et al. 1997; Powell & Yalcin, 2010; Tracey, Hinkin, Tannenbaum, & Mathieu 2001), and is clear and relatively simple to operationalize. Nonetheless, some criticism has been levelled against this model (Alliger & Janak, 1989; Colquitt, LePine, & Noe, 2012; Giangreco, Carugati, & Sebastiano, 2010;

Holton, 1996 and 2005), essentially because: it does not fully address the results of the training; the causal relationship between the levels of training proposed is underdemonstrated; and the progressive importance of information moving between levels is not proven. In this connection, following the first three levels of the model, the results of EC are broken down into three categories: ‘satisfaction’ (immediate reaction to the coaching process), ‘learning’ and behavioral change (‘behavior’), and the possible relationship between them is analyzed.

Figure 3.1- Hypothesized model of executive coaching effectiveness



Source: own work, from contributions by different authors

3.2.1- Factors explaining coachee satisfaction with the coaching process

The coach’s performance is critical to the success of the coaching process. The coach should possess certain skills that will contribute to the good outcome of the process, with a positive impact on coachee perception of the effectiveness of coaching (De Haan et al., 2013). Among these, the literature highlights communication skills (De Haan et al., 2011; Gyllensten & Palmer, 2006; Hall et al., 1999; Kilburg, 1996; Rekalde et al., 2015), since it is reasonable to presume that coaches who contribute to a satisfactory coaching experience are competent at communicating with the coachee (verbal and non-verbal communication, active listening, assertiveness, etc.). Other authors have pointed to an ability to generate trust in coachees (Gyllensten & Palmer, 2006; Jones & Spooner, 2006; Rekalde et al., 2015), which is essential in enabling individuals to reveal as much about their concerns as possible, allowing the coach to orient actions as appropriate for each coachee’s development. Another critical aspect is the coaches’ commitment to both the process and the coachee (Hall et al., 1999; Kilburg, 2001; Rekalde et al., 2015), allowing them to demand the most from themselves and from their coachees in order to reach the goals of the process.

These desirable forms of behavior in coaches are in line with studies by Ellinger, Ellinger, & Keller (2003) and Kim, Egan, Kim, & Kim (2013), which relate them to coachee satisfaction. Here too, Colquitt et al. (2000) and Sitzmann, Brown, Casper, Ely, & Zimmerman (2008) consider the trainer's characteristics and human interaction between trainer and trainee to be key dimensions in influencing trainee reactions.

HYPOTHESIS 1.- Coachees' perception of the coach's performance is positively related to their satisfaction with the EC experience.

There is a wealth of research confirming the importance of motivating aspects in the achievement of coachee's EC goals (Bozer, Sarros & Santora, 2013; De Haan et al., 2013; Kilburg, 2001; Rekalde et al., 2015; Wasylyshyn, 2003). For Ellinger & Bostrom (2002), motivation is the "fundamental component" of coaching. Wasylyshyn (2003) suggests that the most positive coaching results come from coachees who feel motivated to learn and are willing to adapt their behavior and attitudes to achieve success. The necessary receptivity of the coachee to the coach's feedback (Joo, 2005) is another indication of that motivation. In this regard, Lambert & Barley (2002) suggest that coachee willingness is the most important factor for bringing about change, and may be responsible for a variation of up to 40 percent in the results. Using data taken from psychotherapy, Davis & McKenna (2010) also conclude that the coachee's readiness, as a composite of willing-and-able, influences final change. Findings by Tracey et al. (2001) suggest the existence of a direct and positive relationship between pretraining motivation and reactions (both affective reactions and utility reactions).

In any event, motivation is not in itself enough for taking on a process of personal change (in attitudes and behavior); the executive must also make a commitment (Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2001; Kombarakaran et al., 2008; Rekalde et al., 2015) to the actions agreed with the coach if the proposed development targets are to be met.

The coachees' sense of achievement, stemming from a drive to learn new forms of behavior, will increase their perception of the effectiveness of the coaching, foreseeably inducing a greater degree of self-satisfaction.

HYPOTHESIS 2.- Coachees' perception of their own readiness is positively related to their satisfaction with the EC experience.

Each of the many different approaches to coaching has its own internal logic with regard to the process (Cox et al., 2014); however, there is wide consensus on how a typical session might be described (Bachkirova, Sibley, & Myers, 2015). Generally speaking, all sources seem to agree that a technically well-conducted coaching process must include feedback from the coach and clear goals guiding the coachee's action. There is also general agreement on the number of sessions needed for behavioral changes to be effectively introduced.

Many authors (Joo, 2005; Olivero et al., 1997; Smither et al., 2003; Rekalde et al., 2015) argue that target-setting is essential to the success of the EC process. Kilburg (2001) stresses the establishment of realistic target-linked expectations, while Olivero et al. (1997) suggest that target-setting not only contributes directly to the progress of the process itself, but actually enables coachees to be aware of when these goals are being fulfilled, increasing their self-perception of effectiveness, as well as their own self-confidence and levels of effectiveness. This all adds to coachee perception of the satisfactoriness of the EC process.

One of the cornerstones to any coaching process is feedback (Bozer et al., 2014b; Feldman & Lankau, 2005; Hall et al., 1999; Jones & Spooner, 2006; Kombarakaran et al., 2008; Olivero et al., 1997; Rekalde et al., 2015; Thach, 2002; Wasylyshyn, 2003). Feedback involves the coach presenting the coachee with the results obtained from the data compiled on the latter's performance. This information comes from a number of people who know the coaches and have had enough dealings with them to be able to reply to specific questions on the way in which they interact. Given their familiarity with working regularly with data, this procedure helps begin to build the executives' confidence in the coaching proposal. It is common to begin the EC process with a formal '360° feedback' system to identify areas of improvement. Once their resistance to listening to the information from the coach has been overcome, it is possible to identify and produce a development plan aimed at bringing about behavior change. Subsequent sessions provide continuous feedback on the coachees' behavior in different situations that arise during the process, thus increasing their motivation and involvement (Smither et al., 2003), in the expectation that this will contribute to their satisfaction with the process.

Another aspect that may prove decisive for satisfaction with a coaching process and its effectiveness is length. The duration of a program is partly defined by the number of sessions in the process, an area which has not been sufficiently researched (Baron & Morin, 2009a). Although it is practically impossible to determine the ideal number of EC sessions, given that it is an individualized process, studies such as Thach (2002) indicate that effectiveness increases significantly the greater the number of sessions. The findings of a study by Baron & Morin (2009b) indicate that the number of coaching sessions received correlates positively and significantly to the degree of self-efficacy perceived by the executives at the end of the process. However, some studies also suggest that while satisfactory results occur in the first months, if an EC process goes on too long, it can have diminishing returns (Luthans & Peterson, 2003). While expectations of effectiveness, defined in terms of behavioral change, are likely to condition the coachee's immediate satisfaction with the coaching process, the number of sessions taken might influence the subject's degree of satisfaction.

HYPOTHESIS 3.- Coachees' perception of the process carried out is positively related to their satisfaction with the EC experience.

Because EC is an interpersonal process, aspects inherent to the singular relationship between coach and coachee are decisive to the success of the experience (Baron & Morin, 2009a; Boyce et al., 2010; Davis & McKenna (2010); De Haan et al., 2011; De Haan et al., 2013; Ely et al., 2010; Gan & Chong, 2015; Gyllensten & Palmer, 2006; Kilburg, 2001; Rekalde et al., 2015). Matching the right coach with the executive coachee is essential for a good relationship and thus for EC efficacy (Joo, 2005; De Haan et al., 2013; Bozer, Joo, & Santora, 2015). Coachees with learning styles that are different, but complementary to the managerial style of their coaches appear to achieve a more effective relationship, leading to more positive reactions to their coaching experience (Boyce et al., 2010). The quality of the professional partnership between the actors has also been discussed. It is suggested that a robust professional partnership is the factor that contributes most to a positive result in any kind of intervention supporting behavioral change (Kilburg, 2001), and empathy and unconditional mutual respect are major lubricants in generating a satisfactory relationship (Gyllensten & Palmer 2006).

HYPOTHESIS 4.- Coachees' perception of the relationship developed is positively related to their satisfaction with the EC experience.

3.2.2- Relation between different types of coaching results

There is an ongoing debate in the field of training concerning the solidity of the cause/effect relations between the levels of Kirkpatrick's model and their validity for evaluating the effectiveness of training practices (Giangreco et al., 2010). Sitzmann et al. (2008) find that reactions (process satisfaction) predict changes in trainees' motivation and self-efficacy (learning). Some studies suggest that satisfactory training experiences have positive consequences on employees' attitudes, including commitment toward the organization and motivation at work (Rhoades & Eisenberger, 2003) and on learning-transfer (Alliger & Janak, 1989; Baldwin & Ford, 1988; Pershing & Pershing, 2001). Russ-Eft et al. (2005) demonstrate that negative reactions lead to poorer learning results. A study by Lim & Morris (2006) suggests the existence of different variables in trainee characteristics, including general satisfaction, satisfaction with learning content and satisfaction with the instructor; these are closely correlated both with the pupil's perception of the learning and with transferred learning, taken independently and together. Likewise, Tsai, Yen, Huang, & Huang (2007) suggest that workers' satisfaction has a positive influence on their commitment to learning. Bozer et al. (2014b) and Joo (2005) argue that immediate results, including process satisfaction, are precursors to more long-term ones (learning and behavioral change). One may assume, therefore, that an executive satisfied with the EC process will be better positioned to internalize learning.

HYPOTHESIS 5.- Coachees' satisfaction with the EC experience is positively related to their perceived learning.

The knowledge, skills and (fundamentally) changes in attitudes developed through a learning process such as EC, lay the groundwork for permanent and observable changes in coachees' behavior.

One of the main purposes of EC is for the production of learning to facilitate a transformation in managerial behavior. Ely et al. (2010) divide the learning resulting from an EC process into two groups: cognitive and emotional learning.

Cognitive-level learning includes 'self-awareness', or a better knowledge of oneself and of how one's own behavior affects others, and vice-versa. Studies by Church (1997) and Noe & Wilk (1993) suggest that enhanced self-awareness is related to improved commitment to

development activities and high performance. At the cognitive level of learning we find ‘cognitive flexibility’, associated with executives’ capacity to explore different approaches and cognitive frameworks that enable greater openness to change and to managing adaptation to new circumstances. Studies by Finn et al. (2007) and Jones & Spooner (2006), which include scales specifically designed to measure coachees’ cognitive flexibility, show that executives who have participated in EC processes show a greater propensity to engage in new forms of behavior than those who have not.

Emotional learning includes coachees’ ‘self-efficacy’ and changes in attitude. ‘Self-efficacy’ refers to the executives’ enhanced confidence, which allows them to apply their recently acquired skills (Kraiger, Ford, & Salas, 1993). The positive relationship between self-efficacy and high performance behavior was established in empirical research by Stajkovic & Luthans (1997) and endorsed by the study by CompassPoint (2003), a well-documented qualitative study analyzing implementation of an EC program in a sample of 24 executives from organizations in the non-profit sector.

HYPOTHESIS 6.- Coachees’ perception of their learning in the EC experience is positively related to their own perceived behavioral change.

3.3- METHODOLOGY

3.3.1- Sample and collection of data

Data was collected between January and June 2014 by means of an electronic survey of executive coachees. The valid sample is made up of 176 cases of Spanish executives who had participated in at least one coaching process; their responses refer to the most recent EC process they had engaged in. The sample is defined by the population of Spanish executives who have undergone an EC process with a coach certified by any of the recognized Spanish associations. To find coachees who wished to be involved in the study, the authors worked with a group of professional coaches from four different coaching companies and associations and from a local employers’ organization that had organized a coaching program among its members. These organizations sent letters to their contacts inviting them to take part in the study. This approach was taken due to the delicacy and sensitivity of the type of intervention involved in EC processes amongst the population studied and in order to ensure compliance with the Spanish Data Protection Act.

The 176 responses received were all considered valid for analysis. The coaches involved in the survey worked or had responsibilities in the human resources area (38.1%); were area or project leaders or middle managers (19.3%); or were chief executives, presidents or managing directors (17.6%) or functional managers (16.5%).

Respondents were 57% male and 43% female. They were aged between 26 and 65, the average age being 44.35 (SD = 6.72). On average, the most recent coaching process in which they had taken part (the basis for their answers) was 9.56 sessions long (SD = 16.31, Median = 6.00).

The sample size is considered to be adequate, both for the confirmatory factor analysis (CFA) made to check the psychometric properties of the measurements used in the study and for the analysis path used to test the hypotheses. According to Hair, Anderson, Tathan, & Black (1998) the minimum size that will ensure proper use of the maximum likelihood estimation (MLE) method is between 100 and 150, with sizes of between 100 and 200 cases recommended. In addition, following the recommendations of Sideridis, Simos, Papanicolau, & Fletcher (2014, p. 5) a power analysis was performed, using the tool designed by Preacher & Coffman (2006) to detect what MacCallum, Browne, & Sugawara (1996) call a close fit (associated with RMSEA values less than or equal to 0.05). The results suggested that for a level of statistical power equal to 0.80 a sample size of 124 was needed. The statistical power associated with the confirmatory factor analysis model used in this study on a sample of 176 individuals is equal to 0.943, a very satisfactory value.

3.3.2- Measurements

Based on the study by Hagen & Peterson (2014), assessing the measures used in different studies analyzing EC-related aspects, it may be concluded that there are still very few options for selecting validated scales, which limits their use. Consequently, in order to test the study hypotheses, each of the variables under consideration was measured, essentially as a combination and re-elaboration of measurements used in previous studies.

To test the influence of the factors in the model, this study uses the measurements recently provided by Rekalde et al. (2015) using a Hybrid Delphi process (Landeta et al., 2011), given that their study shares a similar cultural, geographical and time context to that of the expert sample group consulted in this research. These authors drew up a short-list from the literature

of the 20 most frequently cited factors explaining the effectiveness of executive coaching and grouped them into the following categories: ‘coach’, ‘coachee’, ‘relationship’, ‘process’ and ‘context’. Using a dynamic adapted from the Group Nominal Technique (Delbecq & Van de Ven, 1971), these factors were discussed and completed by a group of twelve practitioners with experience in coaching (4 coachees, 4 coaches and 4 HR managers) to give a total of 59 factors. Subsequently, using a two-round Delphi technique (Dalkey & Helmer, 1963), 34 practitioner-coaches, coaches and HR managers completed the list, adding five further factors, and evaluated the importance of these 64 factors on a ten-point Likert scale. Rekalde et al. (2015) thus obtained a list of factors grouped into five categories, sorted by their capacity to influence the success of a coaching process. This study has taken the highest-scoring factors from the ‘coach’, ‘coachee’, ‘process’ and ‘relationship’ categories as indicators of the explanatory variables of the model (see Table 3.1).

To design the scales used to measure the results, the work by Ely & Zaccaro (2011) was used to complete measurements of coachee satisfaction (in this case, in consonance with Kirkpatrick's model, the four indicators of satisfaction were measures of emotional reaction); the studies by Chen, Gully, & Eden, (2001), Jones, Rafferty, & Griffin, (2006) and Luthans & Peterson (2003) contributed to making measurements of coachee learning more complete, and measures proposed by Ely & Zaccaro (2011) were adapted to determine behavioral change.

Finally, the questionnaire was pre-tested by 15 EC practitioners (coaches, coachees and HR managers) to measure the content validity of the questionnaire as a whole. Once the survey data had been obtained, relevant reliability and validity analyses were run (see Table 3.1). These are discussed in the following section.

The items or indicators covered in this work (see Table 3.1) were assessed using a seven-point scale. All indicators of the results variables (‘satisfaction’, ‘learning’ and ‘behavior’) and Indicator V1 of the ‘coach’ variable were measured on a Likert scale (1 = strongly disagree, 7 = strongly agree). The remaining indicators were also measured on a seven-point scale by degree of presence (1 = strongly absent, 7 = strongly present).

Table 3.1- Variables, indicators and descriptive results

VARIABLES	INDICATORS	Descriptive	
		Average	SD
Coach	V1. The coach has conveyed and generated trust in you	6.062	0.986
	V2. Coach's competency in handling communication skills (active listening, assertiveness, analysis and synthesis...)	6.034	0.944
	V3. Coach's commitment to the process	6.194	0.987
Coachee	V4. Your own need (to learn, develop yourself or be well)	6.034	1,003
	V5. Your commitment to the process	6.029	0.962
Process	V6. Feedback received from the coach	5.823	1.123
	V7. Suitable duration in terms of time or number of sessions	5.274	1.302
	V8. Focus on the setting and scope of goals (clear target-setting, permanent orientation towards specific targets)	5,450	1,184
Relation	V9. Coach's empathy with you	6.259	0.898
	V10. Authenticity in the relationship (transparency, honesty, lack of hypocrisy)	6.250	0.935
	V11. Unconditional mutual respect (respectful acceptance of the other party, as they show themselves)	6.434	0.806
	V12. Balance between distance and proximity in the relationship between the coach and you (suitable combination of technical rigor and support conduct)	5.907	1.010
Satisfaction	V13. I am satisfied with the coach's performance	6.085	0.991
	V14. I am satisfied with my own performance	5.631	1.011
	V15. I am satisfied with the relationship developed with the coach	6.081	0.889
	V16. I am satisfied in overall terms with the coaching experience	5.897	1.067
Learning	V17. I am more aware of my strengths and areas for improvement	5.773	1.134
	V18. I am more aware of the impact my behavior has on others	5.914	1.055
	V19. I am more aware of the impact the behavior of others has on me	5.772	1.117
	V20. I am more predisposed to make changes in my behavior	5.908	1.096
	V21. I have acquired knowledge, skills and abilities that will help me as I progress in my professional career	5.659	1.222
	V22. I feel more qualified to face challenges in my work	5.701	1.124
Behavior	V23. I have changed certain observable behaviors	5.491	1.108
	V24. The behaviors I have changed remain over time	5.471	1.074
	V25. The change in my behavior has been perceived by people under my responsibility	5.235	1.132
	V26. The change in my behavior has been perceived by my colleagues of the same hierarchical level	5.113	1.255
	V27. The change in my behavior has have been perceived by my direct superior	5.080	1.347
	V28. I perform management tasks more effectively	5.392	1.145
	V29. My behavior profile is better suited to the company's needs	5.414	1.162
	V30. I adapt better to changes (adaptation to change with less stress, adaptation of your personal approach to new situations, adaptation to new teams, processes, procedures, etc.)	5.558	1.209

3.3.3- Common method variance

Following the recommendations of Chang, Van Witteloostuijn, & Eden (2010), Nimon & Astakhova (2015), and Simmering, Fuller, Richardson, Ocal, & Atinc (2015), a combination of *ex-ante* and *ex-post* approaches were used to avoid or correct common method variance, a variance “that is attributable to the measurement method rather than to the construct of interest” (Bagozzi & Yi, 1991, p. 426). The *ex-ante* remedies involved application of

procedural methods (Podsakoff, Mackenzie, Lee, & Podsakoff, 2003). Firstly, the questionnaire was designed to avoid the introduction of complex factors that might limit respondents' capacity to answer accurately, thus reducing potential sources of method bias (MacKenzie & Podsakoff, 2012). At the same time the indicators of the independent and dependent variables were included in different sections of the questionnaire. Secondly, interviewees were assured that their answers would remain anonymous. Thirdly, executives were selected to form part of the sample group who had a strong understanding of the subject, in order to allay the problems arising from use of a single information source. Furthermore, respondents could complete the questionnaire whenever suited them best; this helped to ensure they could concentrate on the task in hand and were keen to answer accurately.

As for the *ex-post* remedies, two statistical methods were used: Harman's one-factor test and the common latent method. Harman's one-factor test seeks to measure method variance in the data. The results of a single-factor CFA model were compared to a multi-factor measurement model, in which all indicators loaded in their respective constructs. The results indicated that the single-factor model did not fit the data well ($\chi^2/d.f. = 3.426$, GFI = 0.548, CFI = 0.794; RMSEA = 0.118) and that it fitted significantly worse than the multi-factor measurement model ($\Delta\chi^2 = 692.296$, d.f. = 15, $p < 0.01$). These findings may indicate that method bias does not pose an important problem in this research.

Common latent method consists of performing a CFA by introducing a common latent factor (CLF), in such a way that all indicators of the different constructs in the model load both in their respective factors and in this CLF. This factor would cover method bias and the loads resulting from each indicator in its respective construct would be free from such bias. These loads would be used subsequently to calculate the necessary composite variables to make a path analysis that takes account of the common method bias (Gaskin, 2012). The results of this analysis showed that, once method bias is taken into account, the coefficients estimated were very similar to those obtained when this CLF was not considered in the analysis (see Fig. 3.2).

3.4- RESULTS

3.4.1- Descriptive results

In general, the average ratings observed in all indicators are very high, as Table 3.1 shows; all averages are above 5 on a scale from 1 to 7. The average ratings of the variables confirm that coachees rated the perceived coach-coachee relationship ($m = 6.214$, $SD = 0.774$) highest, followed by perceived coach's performance ($m = 6.097$, $SD = 0.822$), perceived coachee's readiness ($m = 6.026$, $SD = 0.909$), coachee satisfaction ($m = 5.925$, $SD = 0.880$), perceived learning ($m = 5.790$, $SD = 0.980$), perceived coaching process ($m = 5.514$, $SD = 1.002$), and perceived behavioral change ($m = 5.343$, $SD = 0.991$). It is also worth noting the high score given by coachees to the variables in the constructs of results: satisfaction, and to a lesser extent, learning and behavioral change.

3.4.2- Validity and reliability of measuring scales

Reliability of the measuring scales was assessed in three ways: Cronbach's alpha coefficient, composite reliability analysis and the variance extracted index. For the first analysis the SPSS 22.0 program was used while for the other two, a confirmatory factorial analysis (CFA) was performed using the AMOS IBM 22.0 program. In all cases, the values obtained are above the recommended limits, indicating scale reliability (See Table 3.2).

The scales were designed on the basis of an exhaustive review of the literature. The indicators were reviewed by academics and professionals in the area who adjusted the scale contents, incorporating the dimensions most necessary for measuring the different concepts, thereby guaranteeing content validity.

Discriminant validity analysis, performed by calculating the confidence intervals for the correlations between pairs of variables and by comparing the variance extracted and squared covariance between factors, showed that no pair of variables indicated a lack of discriminant validity, except for the pair of variables in the result for 'learning' and 'behavior'; in this case, the confidence interval for the correlation included the value one and the value of the variance extracted for 'behavior' was below the squared covariance between the two factors (see Table 3.3). Despite these results, considering that these two variables reflect theoretically different concepts, it was decided to keep them as distinct constructs in the analysis.

The confirmatory factor analysis carried out to assess the convergent validity of the measures indicated that all indicators load significantly and substantially on their respective constructs. The various measures of goodness of fit of the confirmatory factor model provide sufficient evidence that the results are an acceptable representation of the constructs (see Table 3.4).

Table 3.2- Measurement reliability

Variables	Cronbach's alpha	Composite reliability	Variance extracted
Coach	0.803	0.766	0.521
Coachee	0.836	0.839	0.722
Process	0.874	0.876	0.639
Relation	0.790	0.791	0.562
Satisfaction	0.911	0.914	0.729
Learning	0.941	0.938	0.715
Behaviour	0.953	0.939	0.659

*176 cases (allocation of median to missing values, for the calculation of composite reliability and variance extracted)

Table 3.3- Discriminant validity^a

	F1(Coach)	F2(Coachee)	F3(Process)	F4(Relation)	F5(Satisf.)	F6(Learning)	F7(Behaviour)
F1	0.521	0.203	0.387	0.178	0.389	0.355	0.215
F2	(0.306, 0.594)	0.722	0.276	0.110	0.326	0.282	0.211
F3	(0.440, 0.804)	(0.355, 0.695)	0.562	0.303	0.551	0.493	0.372
F4	(0.284, 0.560)	(0.206, 0.458)	(0.378, 0.722)	0.639	0.199	0.143	0.084
F5	(0.454, 0.794)	(0.407, 0.735)	(0.544, 0.940)	(0.300, 0.592)	0.729	0.582	0.392
F6	(0.405, 0.753)	(0.363, 0.699)	(0.496, 0.908)	(0.232, 0.524)	(0.565, 0.961)	0.715	0.701
F7	(0.310, 0.618)	(0.303, 0.615)	(0.418, 0.802)	(0.158, 0.422)	(0.448, 0.804)	(0.617, 1.057)	0.659

^a Confidence intervals for the covariances +/-2 errors below, average variance extracted in the diagonal, and squared covariances above.

Table 3.4- Convergent validity: factorial loads^a

Variables	Indicators	Non-standardized coefficients	S. E.	C. R.	Standardized coefficients
Coach	V1	1.000	---	---	0.704
	V2	0.988***	0.082	11.991	0.727
	V3	1.042***	0.107	9.742	0.736
Coachee	V4	1.000	---	---	0.804
	V5	0.905***	0.061	14.789	0.894
Process	V6	1.000	---	---	0.857
	V7	0.847***	0.095	8.887	0.629
	V8	0.904***	0.081	11.143	0.745
Relation	V9	0.987***	0.096	10.290	0.808
	V10	1.114***	0.101	11.051	0.873
	V11	0.861***	0.086	9.985	0.784
	V12	1.000	---	---	0.726
Satisfaction	V13	1.000	---	---	0.908
	V14	0.820***	0.067	12.311	0.730
	V15	0.851***	0.049	17.256	0.865
	V16	1.069***	0.056	19.070	0.901
Learning	V17	1.000	---	---	0.864
	V18	0.905***	0.061	14.789	0.841
	V19	0.898***	0.066	13.507	0.799

	V20	0.933***	0.063	14.776	0.840
	V21	1.059***	0.070	15.229	0.855
	V22	0.998***	0.063	15.825	0.872
Behaviour	V23	1.000	---	---	0.845
	V24	0.851***	0.073	11.632	0.744
	V25	0.942***	0.075	12.533	0.782
	V26	1.074***	0.080	13.421	0.816
	V27	1.064***	0.091	11.737	0.749
	V28	1.019***	0.073	13.992	0.838
	V29	1.043***	0.073	14.207	0.846
	V30	1.114***	0.075	14.785	0.865

^a Overall model fit indices: $\chi^2 (df=379) = 678.020, p = 0.000, \chi^2/df = 1.789$, comparative fit index [CFI] = 0.936, goodness-of-fit index [GFI] = 0.807, root mean square error of approximation [RMSEA] = 0.067, *** $p < 0.001$.

3.4.3- Hypothesis test: path analysis

To test the study hypotheses, the composite measures for each measurement scale were calculated as the average of all its indicators. These new variables were included in a path analysis, made using the AMOS IBM 22.0 program, in which all the relations considered in the formulation of the hypotheses were estimated. The modification indexes suggested that a relation should be introduced that had not initially been considered, between the variables ‘behavior’ and ‘learning’.

The results of the final model indicate a good model fit with the data (see Table 3.5). The (standardized) coefficients estimated confirm that the ‘behavior’ variable is positively and significantly related to ‘satisfaction’ ($b = 0.427, p < 0.001$), thus supporting Hypothesis 1. The ‘coachee’ variable (perceived coachee’s readiness) is also positively and significantly related to ‘satisfaction’ ($b = 0.319, p < 0.001$), supporting Hypothesis 2. The results also support Hypothesis 3, since ‘process’ (perceived process of coaching developed) is also positively and significant related to ‘satisfaction’ ($b = 0.217, p < 0.001$).

The analysis showed that the relation between the ‘relationship’ and ‘satisfaction’ variables was not significant ($b = 0.023, p > 0.1$). Hypothesis 4 is therefore not supported.

Table 3.5- Structural model. Standardized and non-standardized coefficients^a

Relation/Effect	Non-standardized coefficients	S. E.	C. R.	Standardized coefficients
Coach → Satisfaction	0.458***	0.067	6.839	0.427
Coachee → Satisfaction	0.309***	0.050	6.164	0.319
Process → Satisfaction	0.190***	0.050	3.780	0.217
Relation → Satisfaction	0.027	0.061	0.435	0.023
Satisfaction → Learning	0.715***	0.084	8.511	0.643
Coach → Learning	0.233*	0.090	2.588	0.195

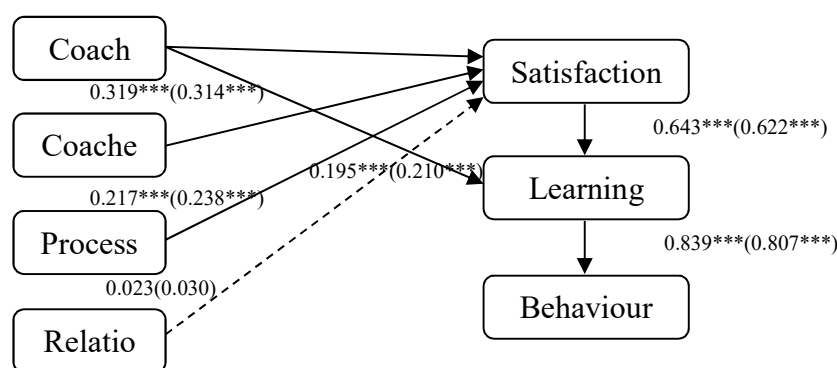
Learning → Behaviour	0.848***	0.042	20.363	0.839
Covariance/Correlation				
Coach ↔ Coachee	0.495***	0.067	7.329	0.665
Coach ↔ Process	0.578***	0.076	7.626	0.705
Coachee ↔ Process	0.526***	0.079	6.642	0.581
Process ↔ Relation	0.502***	0.070	7.212	0.650
Coach ↔ Relation	0.422***	0.058	7.342	0.667
Coachee ↔ Relation	0.372***	0.060	6.203	0.531

*Overall model fit indices: $\chi^2 (df=6) = 13.535, p = 0.095, \chi^2/df = 1.692$, comparative fit index [CFI]=0.994, goodness-of-fit index [GFI] = 0.979, root mean square error of approximation [RMSEA] = 0.063, * $p < 0.05$; *** $p < 0.001$.

The results also suggest that ‘satisfaction’ has a positive relationship on ‘learning’ (0.643, $p < 0.001$) and that this variable, in turn, has a positive relationship on ‘behavior’ (0.839, $p < 0.001$). This supports Hypotheses 5 and 6. Interestingly, a direct relationship which was not initially considered was observed between the variables ‘coach’ and ‘learning’ (0.195, $p < 0.05$).

A second path analysis was performed to check CMV. In this case, the composite variables were calculated using the factor loadings resulting from a CFA in which a common latent factor was added to capture the CMV. As Figure 3.2 shows, control of the CMV did not alter the results of the hypotheses and the new standardized coefficients vary very little from those previously obtained.

Figure 3.2- Explanatory model of executive coaching effectiveness. Standardized estimates



Source: own work

Note: Values in parentheses correspond to a model that controls for CMV. *** $p < .001$

3.5- DISCUSSION

Coachees' perception of the coach's performance (commitment, communication skills and ability to stimulate trust) appears to have more influence on their (the coachees') satisfaction than their readiness to take part in the coaching experience (their need and commitment) or the way in which the coaching process has been conducted (length, feedback received, focus on objectives). There are several reasons that might explain this phenomenon: a) Coachees are aware that, on their own, they are unable to make progress in delicate personal issues, which are worked on in EC. Coachees therefore attribute the responsibility for any change to the coach. Because of the legitimacy conferred on the figure of the coach, coachees make the coach the personification of the benefits obtained in the process; b) The coach, using skill attributes, is able to produce opportunities for change and transformation, even amongst coachees with a closed attitude who are entirely skeptical about EC. Receiving feedback within the context of a credible relationship provides an important stimulus for change and leadership development (Grant et al., 2009). The more open the coachee's attitude, the greater the likelihood of the process being satisfactorily completed and of the coach's successfully changing the coachee's behavior using tactics of inspiration, pressure and coalition (Lewis-Duarte & Bligh, 2012); c) In many cases, actors from outside the coachee's immediate milieu (general management, HR management, etc.) have already been involved as a precursor to the EC process. The process being initiated may not, therefore, be a voluntary one. This may have a negative impact on the coachee's attitude toward the experience, and here the coach –and the orientation the coach brings to the process– may help improve the coachee's engagement; and d) Firms that opt for this technique of executive training and development seek out the services of freelancers and consultancy firms with highly experienced staff who have a great deal of accumulated prestige as coaches. The involvement of top level professional coaches also contributes to the successful outcome of these experiences.

The results of this work also suggest that, unlike the hypothesized model, the coach's performance (commitment, communication skill and capacity to generate trust) form a construct that is capable of influencing learning directly. EC is characterized by its intensive assessment of and feedback on events in order to achieve a specific increase in self-awareness (learning). Coaches with a set of competences, skills and experience that enable them to offer effective, clear and specific feedback, can help the executives both to integrate the feedback in their thinking and to facilitate subsequent reflection and self-awareness of their strengths

and the areas for improvement in their professional performance (Herd & Russell, 2011). To achieve this, it is very important that executives develop their cognitive flexibility, in other words, their capacity to explore a variety of different approaches and cognitive frameworks for problems arising in the organization (Griffin & Hesketh, 2003). The coach must convey trust, generating in the coachee a sense of freedom to launch openly into a reflection and dissemination of the information, without feeling either judged or discredited by the coach (Jones et al., 2015). This enables the executive to be more open to change and more willing to be influenced (Kiel et al., 1996).

At the same time, in order for learning to happen, the executives must trust their own capacity to use their newly acquired leadership skills (Kraiger et al., 1993). Several studies confirm the positive impact of coaching on the executive's self-efficacy (Baron & Morin, 2009b; CompassPoint, 2003; Finn et al., 2007; Kombarakaran et al., 2008). Here, coaches can strengthen coachees' self-efficacy by providing them with a secure environment in which to put the new skills into practice, expressing their confidence in their capacities, making use of positive communication and offering constructive feedback (Hall et al., 1999).

The literature identifies 'relationship' as the most important factor because of its contribution to the effectiveness of the intervention. This study shows a strong presence of this factor in practically all processes on which information is available. It may therefore be deduced that its presence is inherent to any successful EC intervention. However, unlike the hypothesized model used as the starting point here, the resulting model shows that the effect of the 'relationship' construct is not statistically significant. Nonetheless, 'relationship' has the highest score of all those analyzed, and its dispersion in the responses is the lowest, showing a great consistency in the coachees' responses in this regard. Discriminant validity can be seen between the variables, so the possibility of the effect being absorbed by the other factors can be ruled out. It is in some way related to the other variables, in terms of both factors and results, but that 'relationship' is not as strong as the one reflected by the 'coach', 'coachee' and 'process' factors. One possible explanation for this low explanatory capacity of the 'relationship' variable is that it behaves in a similar way to a constant (very low dispersion of responses, combined with a very high rating). De Haan (2014, p. 14) argues that "client's perception of the relationship may be the key active ingredient in coaching effectiveness, and a determining factor of the influence of the other active ingredients. In other words, if the relationship is bad, none of the other factors can make up for it. On the other hand, if the

relationship is strong, it facilitates the effects of the other factors”. In line with the findings of studies by Boyce et al. (2010) and De Haan et al. (2013), we therefore share the notion of the critical nature or essential condition of the ‘relationship’ variable for a satisfactory executive coaching process (given the high score awarded by the participants), but not of its predictive capacity for the dependent variables (the coaching results), at least, in the sample used in this study.

The results obtained suggest that it would be advisable to consider the use of Kirkpatrick's model (1975) as a tool for summative evaluation of the results of EC. Despite criticisms levelled against this model, principally based on an assumption of the causal linkages between the different types of results analyzed, our results are in line with those of Tracey et al. (2001). In effect, the intensity of the relationship between ‘satisfaction’ and ‘learning’, and between ‘learning’ and change in ‘behavior’ is very strong. On the one hand, satisfaction appears to be a mediating condition for executives to feel more capacitated (i.e. to learn) and subsequently to change their behavior, as Kirkpatrick (1975) proposed in his model. Although the mediating effect of coachee ‘satisfaction’ is not directly considered or tested in any formal way in this study, its central place in the model and the hypotheses raised do appear to indicate that this variable encompasses and transmits the effects of the ‘coach’, ‘coachee’, ‘process’ and ‘relationship’ factors on the coachee's ‘learning’.

One possible explanation for this first mediation is that, in coaching, satisfaction reflects the coachees' involvement, excitement, and opening-up in their own personal process, as well as the feeling of being listened to and valued at all times, with a subsequent lowering of their defensive barriers. Coaching is a process of profound reflection on delicate personal issues that require sincere, free and open analysis. Where there is prior satisfaction, it is easier for the coachee to be predisposed to learning and to a change in behavior.

Nonetheless, even if the coachee is not necessarily satisfied with the EC experience, the coach can exercise a direct and positive effect on the coachee's learning, an aspect which is not reflected in Kirkpatrick's model. This finding is in line with Egan & Hamlin (2014, p. 249), given that the coach can effectively align coachees with their learning goals “by effectively focusing on interpersonal exchange and affectiveness as a dyadic partner”.

From the results of the discriminant validity analysis, it may be concluded that coachees have problems distinguishing between the constructs of ‘learning’ and ‘behavior’. Some of the reasons that might explain this confusion include: a) EC processes are geared for action right from the start –with observable behavioral changes sustained over time– and this may mean that the coachee does not clearly appreciate the learning undertaken; b) Although the items that make up the two constructs have been clearly grouped in conceptual terms, the boundary between some items measuring ‘learning’ and others measuring ‘behavior’ is vague, which might cause a conflation of the two. Indeed, in a properly conducted EC process, coachees ought to have internalized different aspects that automatically trigger their behavioral change. Apprehending differently and acting differently go hand in hand; c) Even if one accepts that the difference between the constructs exists, the fact that there is no major time lapse between learning and behavioral change during the development of a process also makes it difficult for coachees to distinguish between the two.

3.6- IMPLICATIONS

The study has a series of practical implications, for both the professional and the academic fields. Our results show that appropriate action by the coach can impact the coachees’ learning, even when the experience eventually turns out not to be particularly satisfying for the coachee. This illustrates how important it is for HRD professionals in charge of executive development programs to select experienced coaches. The HRD practitioner must be aware of the personalized nature of coaching, where success lies in matching the coach and process to the specific conditions and needs of the coachee. It is helpful for these processes to be voluntary, since coachees who feel a need to learn and change and are committed to their own transformation experience are more likely to obtain positive results. The results of our study show empirical evidence that EC is an effective instrument for promoting changes in behavior among executives. The technique should therefore be taken into consideration in management development processes. This, together with the fact that they have become a ‘status symbol’, gives the HRD practitioner the option of using them additionally as an instrument of executive reward.

From an academic perspective, this study makes various contributions to scientific research into EC. On the one hand, it measures the relative influence of the factors on the success of EC while providing a model that measures the impact of an EC intervention. On the other

hand, the results of this study offer fresh empirical evidence of EC's validity for generating satisfaction and learning among participating executives and changing the forms of behavior that were addressed.

Finally, this study shows Kirkpatrick's evaluation model (1975) to be a valid theoretical and empirical reference for assessing the effectiveness of EC, based on coachees' perception of their satisfaction, learning and change of behavior deriving from a EC process. These three levels of summative results appear to be related, as the conceptual model proposes. This is an advance on most previous studies and opens the way to subsequent research that can be developed using the same conceptual model in other contexts of EC application with a set of validated measurements.

3.7- CONCLUSIONS

In this work the relationship between EC factors and results is analyzed from a coachee perspective, proving that coach, process and coachee all influence the coachee's satisfaction and, subsequently, their learning and behavioral changes, as Kirkpatrick's model (1975) indicates. It should be noted that the coachees' appraisal of their EC experience is clearly favorable: in general, they considered it to be highly satisfactory, though they were somewhat less enthusiastic when asked about what they had learnt and the changes in behavior experienced.

This study has some limitations which should be taken into consideration when interpreting the results. Respondents self-selected themselves to take part in the study. Their responses, particularly with regard to their level of satisfaction, might not be representative of the experience of all coachees, given that there might be an optimistic bias among self-selecting respondents. Unfortunately we have no information on non-respondents and therefore cannot test whether their characteristics differ from those of the respondents and whether they might have had a greater proportion of less positive experiences than the sample group. In the same questionnaire, coachees scored their perception of the quality of the performance of the independent variables 'coach' and 'coachee', and their 'satisfaction' with those variables; this may result in higher-than-real correlations between these explanatory variables and the 'satisfaction' variable. In this regard, the fact that the assessment of EC is based on the perception of just one of its agents, the coachee, is an important limitation. Another limitation

is the fact of that some of the variables in the model show a very low variance, affecting capacity to detect significant statistical relationships. Finally, it is important to note that the sample is cross-sectional and is drawn from responses within a single cultural and geographical context.

As for future research, apart from the need to overcome the limitations set out above, it would be helpful to assess the possible existence of moderating and mediating effects in other variables, including support from management, and to test the possible mediating role exercised by the 'relationship' variable on the results of EC, in line with Baron & Morin (2009a) and Boyce et al. (2010). It might also be useful to test this model using a sample of coaches or of HR managers who seek such services, in order to find out whether their appraisals coincide with those of the coachees, to give a more rounded empirical test of coaching effectiveness. Other aspects that require more nuancing include a test to compare the results of this technique for managerial training and development with those of other techniques applied in firms. We also think that it would be necessary for any such future research to include prototypical ideal marker variables, to process common method bias adequately (Simmering et al., 2015).

Finally, this paper uses Kirkpatrick's model to assess the results of EC from the coachee's perspective. This, in our opinion, is a contribution to the academic discipline of HRD. We believe it is necessary to continue testing the validity of Kirkpatrick's model to assess the results of EC in different contexts. Having a proven method of assessment of EC, which has validated scales for measuring the effects of training interventions can facilitate its subsequent use, both in scientific research and by HRD practitioners (Egan & Hamlin, 2014; Ellinger & Kim, 2014), and allow consistent conclusions to be obtained and the results of investment in HRD to be assessed.

KAPITULUA

4.

IS EXECUTIVE COACHING MORE EFFICIENT THAN OTHER MANAGEMENT TRAINING AND DEVELOPMENT METHODS?

This chapter contains the paper “Is executive coaching more efficient than other management training and development methods?”, which has been accepted in *Management Decision*.

IMPACT FACTOR- JCR (2015)	POSITION	QUARTILE
1.134	MANAGEMENT: 112/192 BUSINESS: 73/120	Q3 Q3

Purpose – This work presents an analysis of the results of the application of executive coaching as a management competency training and development strategy, setting up a comparison with other classical training methods.

Design/methodology/approach – The perceptions of two observers are combined. On the one hand, the information provided by a sample of 100 executive coachees concerning the results of the latest executive coaching process they have experienced is collected. On the other, the opinions of 236 HR managers, as prescribers and promoters of company executive training and development actions, are provided.

Findings - The results suggest that executive coaching is an effective training and management development method. Furthermore, it is confirmed to be more effective than the rest of the techniques analyzed in relation with sustained and observable management behavior changes, whilst also providing advantages and drawbacks in its use.

Practical implications - Implications for HR Management, for the purposes of facilitating criteria for decision making on managerial training and development.

Originality/value – In addition to incorporating two observers within the analysis, this work contributes evidence regarding behaviors addressed in executive coaching processes -a feature

that has received little analysis in the academic literature- and breaks new ground by comparing the results of this training and management development strategy with other management competency training and development techniques in terms of their degree of effectiveness in attaining observable and lasting behavior changes.

4.1- INTRODUCTION

Firms and managers themselves are aware of the importance of training for the development of managerial activity. Firms and managers generally accept the existence of a positive relation between the skill intensity of managers and their contribution to the firm's success. They are aware of the need for continuous management training as a means of permanent development, especially within the framework of a highly dynamic competitive environment (Castanias & Helfat, 1991, 2001; Landeta et al., 2007; Pickett, 1998).

Nonetheless, firms are still doubtful about the benefits of the different management training and development methods (MTDM), due to their lack of knowledge as to the concrete effects that they have on the development of their managers and on company results. In this regard, Saks et al. (2011:181) start to frame the question, "*But is management training and development effective?*"

The managerial training market is opaque and displays strong information asymmetries between suppliers and demanders, so it is hard for firms to appraise the quality and utility of techniques and of training suppliers. Meanwhile, despite the great popularity of the different practices for the development of executive competencies and of the need to utilize them, in general, little research has been carried out on their use and effectiveness (Adams & Waddle, 2002; Phillips & Phillips, 2001; Suutari & Viitala, 2008).

In this order of things, the different studies in which meta-analyses are performed around the effectiveness of managerial training and development provide rather discouraging results which run from the marked asymmetry of the programs (Collins & Holton, 2004), to results that don't prove to be as effective as had been supposed (Powell & Yalcin, 2010), or moderately effective results (Burke & Day, 1986). These limitations can lead to problems of adverse selection that restrict the training investment to be made (Landeta et al., 2009; Barrutia et al., 2014).

The low satisfaction registered with results obtained with the instruments employed in management training and development (MTD) in organizations (Luthans, 2002) also certainly seems to explain the constant emergence of new practices and fashions in manager training. What stands out among these practices over recent years is Executive Coaching (EC), which

has made its appearance as an alternative that appears more attractive than do the classical executive training tools (Cameron & Ebrahimi, 2014; Collins, 2012; Ely et al., 2010; Feldman & Lankau, 2005; Filipczak, 1998; Joo, 2005; Kilburg, 1996; McCauley, 2008; Quick & Macik-Frey, 2004).

In spite of the great acceptance of coaching in the professional field as a human resources development practice (Liu & Batt, 2010) and of the success and popularity it has achieved as an MTD method, its effectiveness is hard to evaluate and there are no conclusive results on the question. The studies conducted to measure EC results suffer limitations in terms of the methodology adopted, either because they exclusively employ self-reporting as the method for assessing the effectiveness of this instrument (Feldman & Lankau, 2005), or because the sample sizes used are generally small (Binstead & Grant, 2008; Dagley, 2006; Finn, 2007; Grant et al., 2009; Gyllensten & Palmer, 2005). We must add that some skepticism is expressed in some studies as to its effectiveness, calling into question the return on the investment made when establishing this practice (Fillery-Travis & Lane, 2006). As a last remark here, although we analyzed recent works that compare different training techniques (Martin et al., 2014; Suutari & Viitala, 2008), there are no studies that consider EC and compare it with other MTD methods.

This work contributes to covering the existing gap when it comes to evaluation of the results of MTD methods and, especially, EC practices. First, it brings evidence to bear on the nature of EC results, in terms of measurements of the degree of sustained observable behavior change attained, and of specific behaviors addressed. Second, it compares EC results with those of other techniques usually utilized for this purpose. Thirdly, it conducts this assessment from a dual perspective: from that of executives who have participated in an executive coaching process, and that of HR managers, the professionals whose responsibility it usually is to choose, implement, and MTD activities. And, fourthly, it identifies the main advantages and drawbacks of EC as an MTD tool.

In consequence, the results of this research provide the heads of firms with information that makes evaluation possible regarding the eligibility of the application of EC in their organization, given the objectives they have laid in place, as well as of the outcomes they might hope to obtain from the rest of the alternative techniques. All of which should help

them to better select actions geared to secure the management competencies their organization requires.

In the document a review is conducted of the literature on management competencies and characteristics, and on the effectiveness and limitations of the training practices commonly utilized for managerial behavior change. Following this, the methodology of the empirical study, the results, and discussion of the same are presented, drawing to a close with the establishment of conclusions and implications for human resources management.

4.2- CONCEPTUAL FRAMEWORK

4.2.1- Alignment of management competencies with organizational needs

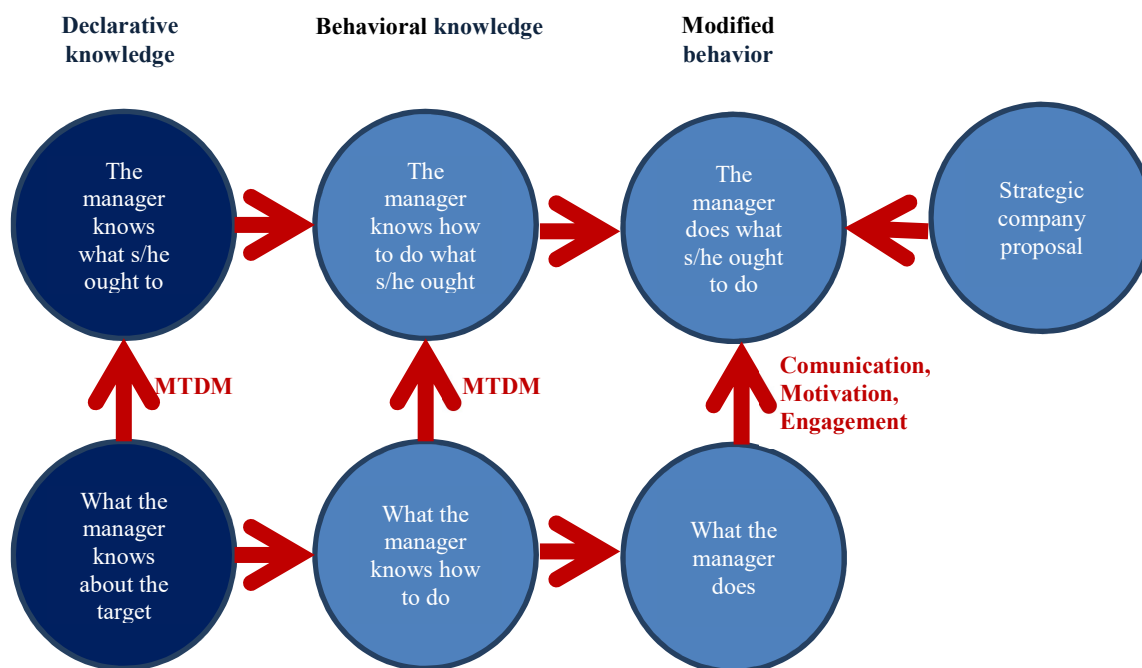
For an organization to be successful in the performance of its mission, the individual and collective competencies of its staff must be aligned with the strategic company management proposal (Cardy & Selvarajan, 2006), which is why its development must focus on the needs of the firm and of the individuals in it as a reference point. This is especially important in the case of managerial resources, owing to their strategic nature and potential for influencing the organization's long-term results (Graham & Tarbell, 2006; Seibert et al., 1995).

What we understood by the word competency is the set of knowledge, capacities, or abilities manifested in observable (and usual) behaviors directly associated with the technical excellence of managers in the exercise of their job (Boyatzis, 1982, 2008; Spencer & Spencer, 1993; Woodruffe, 1993). The development of managers' skills therefore involves improvements in a wide range of behavioral, cognitive, and social capacities (manifested in observable behaviors) through different training modalities and initiatives (Day & Halpin, 2004; Lord & Hall, 2005).

Fitts (1964), Anderson (1982; 1995), and Huber (1991) identify three sequential stages in the learning process: a first, cognitive stage, in which learning is based on the acquisition of knowledge of competencies –declarative knowledge–; a second, associative stage, related with the application of these knowledges –procedural or behavioral knowledge–; and a third, autonomous stage, in which procedural knowledge is applied automatically, and where a point is sometimes reached when declarative knowledge is gradually lost.

Consequently, organizations must align their managers' competencies with their strategic needs and, to do so, they have to act upon the procedural knowledge of these individuals, in order to permanently alter their behaviors (see figure 4.1).

Figure 4.1- The process of declarative and behavioral knowledge alignment



Source: Own work, adapted from Fitts (1964) and Anderson (1982, 1995)

From a behaviorist approach to management development, therefore, once the management competencies aligned with the company's strategic proposal have been identified, organizations will try to modify their managers' behavior and steer it toward the behavior desired in line with the target competency. For this purpose, the manager may have to adapt his previous levels of both declarative and, above all, behavioral knowledge, with support from MTD methods (figure 4.1).

Seibert et al. (1996) and Bunk (1994) also express themselves in these terms, holding that competency development requires action-directed training, in the sense that it must be connected with work situations, if the competency is to take on its genuine global significance. Accordingly, in competency-based training processes, the learning processes to be encouraged should be geared toward action by the participant, taking as a reference the organizational framework within which the work situation is a learning situation.

Notwithstanding, the application of training practices that orientate their activity toward the exclusive transmission of declarative knowledge continues to be the rule, aimed at impacting on the individual's cognitive capacity (Greiner et al., 2003). This type of training has been widely criticized, principally where transversal competencies are concerned, because it fails to put the knowledge and, in consequence, the connection between learning and associated behavior change into practice (Bailey & Ford, 1996; Mintzberg & Gosling, 2002; Pfeffer & Fong, 2002). Companies therefore need training practices, or a combination of practices that simultaneously affect the cognitive and behavioral capacities of individuals.

4.2.2- Management training and development methods (MTDM)

A great number of techniques exist for application in managerial training and development (MTD). A classical criterion employed to classify this set of methods is to differentiate between planned development techniques, following programming conducted by the organization and/or the manager in order to obtain the competencies required; and techniques of unplanned development, normally run outside working hours, on a casual non-programmed basis (Mumford 1997). Another usual criterion for categorization is to distinguish between on-the-job and off-the-job methods (Woodall & Winstanley, 1998), depending on whether training mainly takes place inside or outside of the firm. Generally, on-the-job methods form part of programs organized by the organization itself and tend to mold themselves better to the specific needs of executives and of the firm, while off-the-job methods require the participation of outside agents, who are usually specialized in training practice, but less so in satisfying the actual needs of the organization (Neary & O'Grady, 2000). This aspect of training customization is also key in the distinction between formalized training techniques, which bundle the knowledge that is to be transmitted within courses apt for a whole group of potential clients or pupils (internal or external courses, of different formats and lengths), and individualized management development practices or activities which, while they can be planned in line with their objectives, prove to be relatively free in their development (mentoring, coaching, job rotation...) (Yukl, 2002). Following the management development approach that we outlined in the previous section, we show below, synthetically, the characteristics of a selection of the planned training practices most commonly employed by organizations today.

Executive coaching

EC is an MTD method for matching managerial competencies with the requirements and context of an organization. Based on periodic encounters between an executive and a coach, the latter accompanies the executive in a process designed to modify particular behaviors at work (Lewis-Duarte & Bligh, 2012; Passmore, 2007). Here the coach has a commitment, in a collaborative alliance with the executive, to establish and clarify the purpose and objectives, and develop an action plan designed to satisfy them (Zeus & Skiffington, 2004). The coach may be an external agent (external coach) or a member of the organization (internal coach), and contacts between coach and coachee can occur inside or outside of the company, but the development activity must be realized on the job.

Behavior changes through such practices do not tend to be massive, but occasional, and focused on specific kinds of conduct, which means it is necessary to work on each behavior individually before integrating different types of conduct within overall behavior. Many scholars have identified this individual adapted nature of EC as one of the main reasons for its success (Harris, 1999; O'Brien, 1997; Witherspoon & White, 1996). A peculiarity that is characteristic of coaching is that behavioral practice constitutes its central component. Thereby, through this kind of totally personalized intervention, where privacy, the non-judgemental perspective, and the confidentiality of the sessions furnish the coachee with a safe environment (Jones et al., 2015), the executive is encouraged to develop new approaches and conducts and to assess these in order to improve efficiency through constructive feedback.

The greater added value of coaching seems, therefore, to be due to the increased probability of learning being transferred to the professional field (Bartlett, 2007; Bright & Crockett, 2012; Knight, 2009; Stewart & Palmer, 2009), as a result of its marked orientation toward the customized transmission of behavioral knowledge and toward the evaluation and reinforcement of progress made by the executive.

Attendance-based training courses

Attendance-based courses are the most familiar training technique in the managerial field. In this category we include external or internal courses, of different lengths and format, along with planned seminars, day schools and conferences. They are basically of a formal kind, and they all have an approach designed for subjects to receive, usually passively, the declarative

knowledge they need and that will help them to generate reflections, attitudes, and innovative behaviors to develop the competencies targeted by the courses.

The generally passive position of the trainee, the mainly one-way communication of the communicator, the gap existing between the theory provided and its application in the workplace (Bowles & Picano, 2006), along with the fact that both practice and post-course follow-up (Knight, 2006) are frequently ignored, make it difficult to generate changes in behavior in trainees. Another limitation of such techniques is the non-identification and failure to recognize managers' individual needs (Suutari & Viitala, 2008).

For these reasons, this type of training is being complemented (and even replaced) by other kinds of training practices, with a more individualized action-based learning focus (Hernez-Broome & Hughes, 2004; Leskiw & Singh, 2007).

On the basis, therefore, of the two above-mentioned stages of the learning process –cognitive and associative-, attendance-based courses can be useful for the acquisition of declarative knowledge produced by the transmission of information, but they display marked limitations when the aim is to gain behavioral knowledge.

Job rotation

Job rotation is a development activity that promotes a kind of basically experiential learning, where managers gradually acquire different knowledge, abilities, and skills as they perform tasks and responsibilities corresponding to each job they engage with.

The results of these programs, when compared with attendance-based training courses, show better learning experiences of theoretical and practical knowledge, a greater capacity to see problems from different perspectives, greater respect toward other functions, and a greater appreciation of the need for collaboration (Campion et al., 1994), with a direct correlation between the quality of job assignment and the quality of the skill development acquired at the end of the rotation (Dragoni et al., 2009).

Notwithstanding, the evidence demonstrates that individuals receive greater levels of administrative and business knowledge than technical knowledge during job rotation, despite their expectations of obtaining more technical training (Campion et al., 1994). It must be

noted that this training method may cause a drop in productivity level owing to the effects of the learning curve (Suutari & Viitala, 2008), negative employee perceptions, loss of knowledge, poor person-work assignment, and general inequalities in the workplace (Casad, 2012). Further, it is hard to get the learning experiences acquired to match managers' personal development needs (Suutari & Viitala, 2008).

Accordingly, job rotation seems to facilitate the acquisition of both kinds of knowledge, declarative and behavioral, but not always in consonance with the particular needs of the manager and the organization. In consequence, the possible changes of behavior attained might be more aligned with learning acquired in the rotation than with the organization's strategic proposal.

E-learning

The development of the internet has set off diverse changes in our society, which have affected the way people interact and communicate. In this regard, the internet has also involved a great impact in the world of training and learning.

Among the modalities of e-learning training most commonly utilized by organizations, most prominent are, on the one hand, totally online training, where employees access contents, activities, tasks, and course tutors via technology platforms without on-site support, and, on the other hand, the semi-presential mode, also known as b-learning (blended learning), combined training, or mixed learning, where on-site, synchronic, and e-learning activities are combined as an integrated learning unit.

The main advantages presented by e-learning are freedom and rapidity of access, flexibility, the overcoming of barriers of time and space, and the capacity to continually update contents (Gascó et al., 2004; Suutari & Viitala, 2008). It is also useful as support for the on-site training technique, or to communicate any content online, from an instructive approach geared to learning or to the memorization of contents.

However, online training has proved less effective in the development of generic abilities, such as those required in leadership and management situations, where the effective use of the contents shown demands a high degree of interpretation as to how the learning presented must be applied (Rungtusanatham et al., 2004). The core of the problem lies in the fact that the

educational assumptions that uphold the use of e-learning are not always in evidence (Morgan & Adams, 2009). It is unable to replace the important contribution to management development derived from the deepening of relations between leaders and the sharing of their learning experiences (Hernez-Broome & Hughes, 2004). The absence of interaction and the scant motivation offered by the methodology constitute two other important limitations of this approach (Suutari & Vitala, 2008).

In consequence, e-learning practices may be valid for the acquisition of declarative knowledge, but the limitations of e-learning for the transmission of behavioral knowledge among trainees leads one to infer that this modality of training practice does not seem to guarantee the acquisition of the knowledge necessary to produce changes in managerial behaviors.

Outdoor Training

Outdoor training (learning) is a technique or program, frequently applied in executive competency development, which uses nature as a classroom and experimental learning as a method (Goldenberg, 2001; Jones & Oswick, 2007; Tuson, 1994).

The main objective of these practices is to place a group of people, usually from the same firm, in situations that depend on cooperation with others if they are to be overcome, the purpose being to embed conducts and attitudes, at an emotional level, that they will later have to apply in their professional life, and that will enable them to secure what they have learned and develop the management competencies required. The trainer must act as an instructor who explains and spells out the rules for the different exercises or tests and, once they have been carried out, has to adopt the role of learning facilitator, so that experiences of these sorts of programs go beyond a simple leisure session with colleagues at work.

Despite the rapid spread of outdoor management development training practices over the last decades, the existing empirical evidence is contradictory regarding the learning process conducted and its transfer to the job (Burke & Collins, 2001; Jones & Oswick, 2007).

Outdoor training, then, seems to be able to contribute positively to the acquisition of behavioral knowledge, but is a long way from impacting on declarative knowledge, and frequently proves to adapt poorly to the individual needs of each manager.

Mentoring

Mentoring is a management development method that is grounded in a system of tutoring or support, where a higher level manager, generally working as a volunteer with no monetary compensation, guides and orients an employee or manager that s/he is not associated with in the chain of command and who is professionally less experienced, in order for the mentee to achieve professional maturity and develop a set of specific competencies (Kram, 1985).

Prominent among its advantages is the fact that it helps mentees to secure improvements in their professional career in terms of promotions (Allen et al., 2004; Scandura, 1992) provides greater visibility in the organization (Bozionelos, 2006), greater productivity and higher income (Dreher & Ash, 1990; Hegstad & Wentling 2004; Whitely et al., 1991), and higher satisfaction in the work setting and when socializing on the job (Chao et al., 1992). Meanwhile, the mentors can obtain improvements in their own promotion, reputation, personal satisfaction, and knowledge, through the mentee's acquired learning (Eby & Lockwood, 2005; Fletcher & Ragins, 2007; Hunt & Michael, 1983; Scandura et al., 1996; Zey, 1984). Lastly, the organizations draw benefit from the increased motivation of their employees, lower rates of labor mobility, and from the improved capacities of leadership and development produced within the collective, which redound to the interest of the organizations themselves (Chandler et al., 2011; Hegstad & Wentling 2004; Hunt & Michael, 1983; Levesque et al., 2005; Viator & Scandura, 1991); and they can count on having more adaptable employees, with a readiness to share their knowledge with others and an ability to take on decision making with greater guarantees (Ragins & Scandura, 1999).

The principal limitation of this MTD practice is that its effectiveness depends to a large degree on the existence of people willing to act as mentors in the organization, on their level of knowledge competency development, as well as their commitment and readiness to really open up and transmit their knowledge (Allen et al., 2006). Meanwhile, it is crucial that what is transmitted by the mentor is aligned with the organization's objectives, which does not always happen (Feldman, 1999; Herrbach et al., 2011). This hinders strategic planning of management development based on the competencies needed for the company through formal mentoring. That probably explains the limited effectiveness that application of the approach tends to have on organizations (Eby et al., 2008). The potential generation in the mentee of relations of dependence and the risks stemming from the loss of confidentiality or the lack of

emotional harmony between mentor and mentee (Eby & Allen 2002; Simon & Eby, 2003) are other possible drawbacks of this technique.

In a mentoring process, the foundations of declarative knowledge are the experience (tacit knowledge) and wisdom of a third party, who is recognized in the organization as an expert in the specific material targeted in the tutoring process, and where the competencies transmitted tend to be of a technical kind. So the mentors transmit knowledge about the norms and values of the profession and/or organization (Sketch et al., 2001) acquired through their experience. The existing literature also seems to justify the acquisition of behavioral knowledge. Behavior changes will run in alignment with declarative knowledge on the competencies transmitted through the perception, experience, and willingness to transmit of a third party.

4.3- METHODOLOGY

To meet the objectives of this study, information was obtained from two independent samples: the first configured by executive coachees and the second by HR managers from Spanish firms, which were addressed independently or jointly in accordance with the aim pursued. In Table 4.1 is reflected the relation between the main objectives of this research and the samples utilized in the studies conducted to satisfy each of them.

Table 4.1- Relation between objectives and samples utilized

Objectives	Valid sample used (N)
To assess the degree of behavior change attained with EC	100 executive coachees + 236 HR managers
To become acquainted with managerial behaviors addressed through EC	100 executive coachees
To compare results between different MTD methods	100 executive coachees + 236 HR managers
To identify advantages and drawbacks of EC	236 HR managers

The first subsample is comprised of 100 Spanish managers (N=100) who had taken part in at least one EC process with a certified coach, their responses referring to the most recent of the EC processes they had been involved in (in the case of them having participated in more than one). The average age of these managers was 41.0, and 34.4% of them were women. Access

was made possible through certifying associations and coaching consultancy companies, in addition to various business associations promoting training initiatives through EC. The data collection was carried out by means of a questionnaire administered online. The website for collecting the online responses was set up between 14 January and 13 June 2014. The executive coachees were asked for information about the characteristics of the coaching process developed, the type of behavior addressed in the EC process, the different measurements of the behavior change experienced, and their perception of the different training techniques presented to them in the questionnaire, in terms of their capacity to change managerial behaviors.

The second subsample is made up by 236 HR managers (N=236), obtained at random from the population of all firms employing 200 or more workers with registered offices in Spain, recorded in the SABI (Iberian Balance Sheets Analysis System) database, which came to 3,990 firms. Their average age was 44.6, and 59.8% of them were women. The information gathering took place via telephone surveys, during the period between 14 January and 11 February 2014.

The HR managers shared with the executive coachees the questions that evaluated coaching effectiveness for behavior change, as well as those that assessed the other managerial training techniques selected, although their task was to reply based on the knowledge and experience they had accumulated in managerial resource management and development. Additionally, as prescribers and promoters of MTD actions, these managers were required, in the shape of an open question, to indicate what were, in their opinion, the main advantages and drawbacks of EC as against the rest of the techniques.

The scale employed to measure the variable *behavior change* was adapted from the measurements proposed by Ely & Zaccaro (2011). This scale is composed of eight indicators which evaluate: whether there has been any modification in the behavior of the coachee; whether this change is sustained over time and if it is perceived by other people in the organization (superiors, colleagues and subordinates); also whether there is a better performance of managerial tasks, a better fit with company needs, and a greater acceptance by the coachee of the changes. All the items are evaluated by means of a seven-point Likert scale, where 1 represents a very low degree of agreement with the corresponding assertion of

change, and 7 a very high degree of agreement. The reliability analyses show that this scale presents a very high level of internal consistency (Cronbach alpha = 0.937).

To perform the comparative assessment of the effectiveness of the different training techniques, the informants (executive coachees and HR managers) were asked to provide a score of between 1 and 7 degree points for contribution to an observable regular change in the manager's behavior, with regard to the following management development practices: coaching, long external courses (Master, MBA...), short external courses, internal courses (in company), day schools/seminars/conferences, job rotation within a management development plan, e-learning, outdoor training, and mentoring.

The questionnaire was initially revised by different academics and, later, in a focus group, by a group of thirteen professional coaching experts (HR managers, coaches, and coachees) in the autumn of 2013, guaranteeing content validity. With this group of professional the final questionnaire pretest was conducted.

4.4- RESULTS AND DISCUSSION

4.4.1- EC results

Behavior change derived from a coaching process

The first question to answer is whether a behavior change exists as a result of being involved in a coaching process. The results of this study suggest that EC has a powerful capacity to modify managerial behaviors. The average of the 8 dimensions assessed in relation with behavior change lies at 5.14 points out of 7, this being the result of a joint evaluation of executive coachees and HR managers.

The average score for the coachee subsample is higher than that for the HR managers (5.36 against 4.93). These are statistically significant differences in averages between of the two subgroups in the variance analysis conducted, taking into account the following indicators: *some observable behaviors were modified; the behaviors that were modified are sustained over time; the coachee executives perform their managerial tasks more effectively; the behavior profiles of the executive coachees fit company needs better; and the executive coachees adapt better to changes.*

For the remaining indicators, apart from *the changes are perceived by managers*, a higher average rating is also observed in the coachee subgroup compared with that for HR managers,

but the difference in averages between these ratings is not statistically significant for $p < 0.05$ (see Table 4.2).

Table 4.2- Assessment of coachees and HR managers concerning behavior changes derived from an EC process

Variables (Measurements of behavior change)	Coachees		HR managers		Total		Brown-Forsythe
	N	Average	N	Average	N	Average	
Modification of observable behaviors	99	5.495	125	4.896	224	5.161	17.068***
The changes are sustained over time	98	5.561	124	4.581	222	5.013	38.625***
The changes are perceived by subordinates	95	5.221	125	4.936	220	5.059	2.744
The changes are perceived by peers	92	5.098	125	4.880	217	4.972	1.420
The changes are perceived by managers	86	4.919	125	4.968	211	4.948	0.057
Improvement in performance of managerial tasks	97	5.464	122	5.074	219	5.247	5.880*
Behaviors more in line with company needs	95	5.474	125	5.056	220	5.236	6.172*
Greater capacity for adaptation to changes	98	5.612	124	5.064	222	5.306	10.994**

Note: Differences significant para: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

These results are, therefore, aligned with others that support the idea that EC contributes effectively to behavior change (Finn et al., 2007; Gegner, 1997; Wasylshyn, 2003) and that changes brought about in the coachee after the intervention are perceived by their collaborators (Finn et al., 2007). A point worth noticing is the existence of some optimistic bias in the coachees' judgements since, in practically all of their responses, they deliver scores higher than the ratings provided, externally, by the HR managers.

Behaviors addressed in coaching processes

Coachee behaviors addressed in EC processes constitute a “black box” due, to a good degree, to the strong demands for confidentiality expressed between coach and coachee, as well as the guarantee of confidentiality assured by the coachee's organization (Rekalde et al., 2015). In this work we try to elucidate, secondly, the behaviors which are addressed by the *coachees* in the processes in which informants have participated (N=100)¹.

¹ With regard to the characteristics of the executive coaching processes analyzed, it must be noted that in 11.5% of the cases the EC process included more than 10 sessions, and the greater part of the processes involved between 5 and 10 sessions (67.1% of the cases). In the remaining 21.25% of the cases, the process took up fewer than 5 sessions. In the main, external coaches were used (88.63% of the cases).

So, these behaviors were classified and grouped into eight different categories. Prominent among them is *listening* in 23% of the cases, followed by capacity for *self-control and self-motivation* (19%). With a similar frequency *empathy and acceptance* of others (16%) and *communication and assertiveness* (15%). In 9% of the cases work *planning and execution* were dealt with; in 8%, *leadership and relation with people; self-esteem and self-confidence* (6%); and, lastly, *delegation and empowerment* (4%).

We confirmed, therefore, that the result of the coaching process led to the acquisition of procedural knowledge, linked directly with managers' individual needs or deficiencies, and applicable within the work context that they operate in. Clearly, coaching helps executives to improve leadership effectiveness (Kombarakaran et al., 2008; Mackie, 2014; Thach, 2002).

Comparison of the effectiveness of different MTD methods for managerial behavior changes

The third issue we seek to provide a response for is whether EC is more effective than the rest of the MTD methods that are usually employed. The first result that emerges from Table 4.3 is that, in the opinion of the individuals who make up this sample, EC is the MTDM which most contributes, when compared with the rest, to sustained observable behavior change in managers.

The results obtained likewise also suggest the existence of some separation in the orientation of the preferences of executive coachees and HR managers, where the assessment attributed by both collectives differs significantly for all the techniques except outdoor training (see Table 4.3). Indeed, executive coachees, in comparison with HR managers, opt for individualized MTD methods (coaching, job rotation, outdoor training, and mentoring), that are more flexible and likely to match their personal and contextual needs, and more specifically address behavioral knowledge.

Human resources managers, in contrast, show a greater inclination than do executive coachees for formalized techniques (courses in different modalities, day schools, seminars, conferences, and e-learning) that focus more on the transfer of declarative knowledge and provide a design that fits better with the organization's needs, budget, planning possibilities and capacity to control results.

Table 4.3- Assessment by coachees and HR managers of the contribution of different techniques to a regular observable behavior change in (coachee) executives

Variables (MTEC Techniques)	Coachees		HR managers		Total		Brown-Forsythe
	N	Average	N	Average	N	Average	
Coaching (C)	99	5.909	129	5.178	228	5.496	24.346***
Long external courses (LEC)	76	4.816	151	5.278	227	5.123	7.648**
Short external courses (SEC)	92	4.315	218	4.706	310	4.590	5.513*
Internal courses (IC)	91	4.538	207	5.014	298	4.869	8.728**
Day schools/seminars/conferences (DSC)	92	3.870	184	4.320	276	4.170	5.569*
Job rotation (RJ)	71	5.310	135	4.800	206	4.976	8.758**
E-learning (EL)	74	3.432	166	4.060	240	3.867	9.346**
Outdoor training (OT)	69	4.768	148	4.635	217	4.677	0.485
Mentoring (M)	56	5.446	91	4.714	147	4.993	14.389***

Note: Significant differences for: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

In line with our interest in ascertaining whether the assessment attributed to EC by all the informants is significantly higher than that for all the other techniques for MTD, a paired samples t test was then conducted, this time grouping the two subsamples (coachees and HR managers).

As can be observed in Table 4.4, coaching (C) displays positive and significant differences ($p < 0.001$) compared to all the other techniques, and is, overall, the technique deemed to be most effective for bringing about behavior changes.

Table 4.4- A paired samples t test to compare the effectiveness of coaching in relation with other MTEC techniques

Techniques compared	Difference in averages	N	t
C – CELD	0.47977	173	3.821***
C – CECD	1.03738	214	9.121***
C – CI	0.72857	210	6.362***
C – JSC	1.49751	201	11.607***
C – RP	0.59748	159	4.922***
C – EL	1.85714	168	13.479***
C – OT	0.91304	161	7.715***
C – M	0.57724	123	5.103***

Note: Significant differences for: *** $p < 0.001$.

Techniques aimed at the acquisition of behavioral knowledge with a more personalized relation with the trainee (coaching, mentoring, job rotation...) received a higher score than those concentrating on the transmission of declarative knowledge, which is also consistent

with the increasingly present trend in the literature, which stresses the need to employ techniques oriented toward action and experiential management development (Bailey & Ford, 1996; Bunk, 1994; Farrington, 2003; Greiner et al., 2003; Mintzberg & Gosling, 2002; Pfeffer & Fong, 2002; Seibert et al., 1995; Suutari & Viitala, 2008). In addition to these two features, experientiality and orientation to action, Webster-Wright (2009) notes that in the area of professional development, training should be continuous, social, and relevant to practice, which are aspects that these techniques usually tend to meet.

Therefore, in agreement with Davis (2014), classical on-site training structured around courses with different formats does not appear to be the most effective way to project MTD. This does not mean that it is not relevant or appropriate for the transfer of declarative knowledge, but that it must necessarily be complemented by the opportunity to put into practice knowledge acquired in a real setting, where it is possible to resolve real business issues. In this regard, the least valued techniques, from the results obtained, are those that involve more passive pupil behavior: online training, where the knowledge transmitted is basically technical and interaction with the rest of the students is very limited; and conferences, seminars, and day schools, also involving little interaction and only slightly, or not at all, personalized in terms of the concrete needs of each executive, which also squares with the main trend in the literature.

Attendance-based courses and outdoor training occupy an intermediate situation, although probably for different reasons: attendance-based courses provide structuring and appropriate transmission of declarative knowledge, but suffer from a lack of action and of behavioral knowledge transmission, whilst outdoor training concentrates on behavioral knowledge, although its structuring tends to be slight, technical knowledge is not addressed and, as in the case of classroom-based courses, the training is only slightly adapted to personal requirements.

4.4.2- Advantages and drawbacks of coaching as an MTD method

Having analyzed the effectiveness of EC as an MTD tool, we will now focus on the main advantages and drawbacks to better equip those with HR Management responsibilities to more accurately assess whether it is advisable or not to introduce it.

Out of the 176 HR managers who answered this question, 52.27% emphasize that the customization of competency development and its corresponding adaptation to a manager's specific needs is the principal advantage of this methodology.

Others consider that this lies in improvements in team leadership skill (7.95%), and some hold that it makes it possible to address some basic aspects and behaviors of professional/personal life that are hard to tackle in other training practices (6.85%). Among the advantages less frequently pointed to in responses (fewer than 5% of the informants) is the increase in managerial self-awareness, the encouragement of attitudes and capacities, and the practical nature of the methodology.

Turning to the disadvantages of this approach, 20.37% of HR managers feel that its main handicap is its high cost. With less frequency, mentions are made of: the excessive length of time required (sessions), leading to a loss of work hours (9.88%); the difficulties in finding a good professional coach because of the intrusiveness that reigns in this market (6.79%); the time spread the process involves (6.17%); and the commitment and motivation demanded from the manager for it to be effective (7.41%). In the classification of other disadvantages noted by a smaller number of HR managers, we find the skepticism of Top Management, its lack of applicability, the enormous variety of the offer, and the fact that it is difficult to measure its impact, among others.

HR managers therefore provide evidence that converges with the literature (Bozer & Joo, 2015; Harris, 1999; Jones et al., 2015; O'Brien, 1997; Witherspoon & White, 1996), underlining the personalization of competency development to the manager's needs, and its aptness for addressing attitudes, abilities, and skills hard to develop with traditional techniques, because of its eminently practical nature, focusing on the key problems and needs of the manager. In addition, as main limitations they point to two practical aspects which happen to receive little attention in the literature: its high cost (also mentioned by Ely et al., 2010; Phillips & Phillips, 2005; Sherman & Freas, 2004), and the protracted time (Ely et al., 2010) required for its development (which also translates into increased cost).

The difficulties to overcome in finding a good coach and to secure commitment from the executive and from top management are factors mentioned by HR managers that the literature has intensely studied (Blackman, 2006; Bush, 2005; Kappenberg, 2008; Kombarakaran et al.,

2008; McGovern et al., 2001; Rekalde et al., 2015), in the main from the perspective of the definition of the conditions necessary for success in a coaching process.

4.5- CONCLUSIONS AND IMPLICATIONS FOR MANAGEMENT

Organizations can use a wide variety of MTD methods. These differ principally in their degree of orientation toward the acquisition of declarative knowledge or toward behavioral knowledge and in how they adjust to the specific needs of each manager or organization. In principle, methods that facilitate the acquisition of behavioral knowledge in an individualized way seem to be the most appropriate for achieving a modification in the behaviors needed for development of the target management competencies, and executive coaching falls within such techniques.

This work provides a multiple assessment of the capacity of coaching to achieve an observable modification of managerial behaviors that is stable in time. It was constructed from the responses of a broad sample of managers from different firms who have engaged in a coaching process, and HR managers who are familiar with coaching and have, in the main, applied it. And we also conducted the study in comparative terms, contrasting the capacity of coaching with that of the most utilized MTD techniques. From this analysis we can draw different implications for decision making concerning managerial staff development:

- a. Coaching is a very effective technique for developing the management competencies that an organization needs, due to its ability to modify managerial behaviors in a directed personalized way, and make them last over time.
- b. It is the technique that is most accepted and receives the highest joint ratings from executives and HR managers, which increases their probabilities of success.
- c. The high degree of acceptance of EC by executives, and also of other personalized action-gearred techniques such as mentoring and job rotation, can permit this technique to be applied, not just as an instrument for changing behaviors, but also as an element of motivation and reward.
- d. Human resources managers, however, also continue to trust attendance-based manager training courses, especially when they are long-lasting or internal, possibly because of the opportunity these furnish of better controlling the content transmitted and the process result.

- e. Suitable management of management competency development, aligned with the strategic needs of the organization and with managers' interests, requires the employment of different training techniques that guarantee the appropriate transmission of the declarative and behavioral knowledge that managers need to modify their behaviors in the direction that the organization seeks.
- f. Within this set of techniques, coaching seems to provide the most effective method for altering a selected number of concrete managerial behaviors, although its cost, length, and specificity, limit its capacity to be exclusively applied as a tool for continuous generalized management training.

IV. ATALA: ONDORIOAK

KAPITULUA

5. **ONDORIOAK, EKARPENAK, MUGAK ETA ETORKIZUNERAKO IKERKETA-BIDEAK**

5.1- ONDORIOAK

Atal honetan egindako ikerketaren emaitzak laburbiltzen dituzten ondorio nagusiak aurkezten dira. Horiei esker, aldez aurretik proposatutako helburu zehatzei erantzuna ematen zaie eta, ondorioz, baita lanaren aurkezpenean azaldutako helburu nagusiari ere.

Hurrengo 5.1 Taulan ikerketaren helburuen eta lortutako ondorio nagusien arteko elkarrekikotasuna jasotzen da.

5.1 Taula: Ikerketaren helburu eta ondorioen arteko elkarrekikotasuna

Helburuak	Ondorioak
<p>1 CEaren eta zuzendaritza-trebakuntzaren inguruko artearen egoera aztertzea</p>	<p>I. ondorioa CEaren inguruko literatura akademikoaren areagotze garrantzitsua egon da, baina, bala ere, urria jarraitzen du izaten oraindik</p> <p>II. ondorioa CE prozesu baten arrakastarako faktore kritikoaren inguruan ez dago iritziz bateraturik</p> <p>III. ondorioa CEarentzako eredu eta ebaluazio-eskala eza</p>
<p>2 Ikuspegi teoriko batetik abiatuta, eta ZGPGaren beste metodoekin alderatuta, coaching-aren metodologiaren sendotasunak eta ahuleziak zeintzuk diren zehaztea</p>	<p>IV. ondorioa Badirudi CEak enpresaren beharren ildotik doan jokabide-jakintzaren garapenean modu eraginkorrean eragiten duela</p> <p>V. ondorioa Badirudi coaching-a enpresaren beharren ildotik doazen gaitasunen adierazpen-eragutza garapenerako ez dela eraginkorra</p>
<p>3 CEaren prozesu baten arrakastarako lagungarriak diren faktore nagusiak identifikatzea</p>	<p>VI. ondorioa CEaren eraginkortasunean eragina duten faktore nagusiak bost multzotan taldeka ditzakegu: coach, coachee, coach-coachee erlazioa, prozesua eta antolaketa-testuingurua</p> <p>VII. ondorioa Oinarri empirikodun literaturan jasotzen denez, CEaren eraginkortasunaren arrakastan laguntzen duten faktore nagusien artean, coachee-ak jasotzen duen feedback-aren kalitatea eta coach-coachee erlazioan dagoen konfiantza maila daude</p> <p>VIII. ondorioa Euskal profesionalek egindako Hybrid Delphi azterketa kualitatiboaren arabera coach-coachee erlazioaren konfidentzialtasuna eta enpresak konfidentzialtasun hori bermatzea dira CEaren arrakastarako faktore garrantzitsuenak</p>
<p>1 0 Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio</p>	<p>IX. ondorioa Egindako ikerketa kualitatiboaren ondoriozko CEaren arrakastan ekarpen handienak egin dituzten faktoreen erlazio hierarkizatua bat dator kasu gehienetan aztertutako</p>

<p>ezberdinak identifikatzea</p>	<p><i>oinarri empirikodun literaturan identifikatutako faktore kritikoekin</i> X. ondorioa <i>Inkestari erantzun dioten azpitaldeen artean, ez da adostasunik egon prozesuaren arrakastan eragina izan duten faktore nagusiak identifikatzeko orduan</i></p>
<p>4 CE bitartez lor daitezkeen emaitza motak identifikatzea</p>	<p>XI. ondorioa <i>Coachee-aren asebetetzea, bere ikasketeta-maila eta jokabide-aldaketa, bots, Kirkpatrickek proposatutako ebaluazio-ereduaren dimentsioak, baliozko erreferenteak dira CEaren praktikaren ebaluaziorako</i></p>
<p>Arrakastarako faktore mota desberdinen eta</p>	<p>XII. ondorioa <i>Coach-aren jardunari buruz coachee-ak duen pertzepzioa modu positibo eta adierazgarrian dago lotuta coachee-ak CEaren esperientziarekin duen asebetetze-mailarekin</i></p>
<p>5 CEaren emaitzen arteko loturak identifikatzea</p>	<p>XIII. ondorioa <i>Coachee-ak CE prozesuan parte hartzeko prest eta alde egoteari buruz duen pertzepzioa modu baikorrean eta esanguratsuan dago lotuta CEaren esperientzian izan duen asebetetze-mailarekin</i> XIV. ondorioa <i>Coachee-ak CE prozesuaren planteamendu eta garapen egokiari buruz duen pertzepzioa modu baikorrean eta esanguratsuan dago lotuta CEaren esperientziaren asebetetze-mailarekin</i> XV. ondorioa <i>Coach-coachee erlazioari buruz coachee-ak duen pertzepzioa ez dago modu esanguratsuan lotuta coachee-ak CEaren esperientziarekiko duen asebetetzearekin (bere presentzia maila handia denean)</i> XVI. ondorioa <i>Coach-aren jardunari buruz coachee-ak duen pertzepzioa modu positibo eta adierazgarrian dago lotuta coachee-ak ikasitakoarekin</i> XVII. ondorioa <i>Coachee-ak CEaren esperientziarekiko duen asebetetze-maila modu positibo eta esanguratsuan dago lotuta hark ikasitakoarekin</i> XVIII. ondorioa <i>Coachee-aren ikasketeta modu positibo eta esanguratsuan dago lotuta bere jokabide-aldaketarekin</i></p>
<p>6 CEa azaltzen duen eredu bat proposatzea</p>	<p>XIX. ondorioa <i>Erlazioa aldagaiaren eragin positiboa eta coach, coachee eta prozesua aldagaien eragin positibo eta esanguratsua egiaztatzen da coachee-aren asebetetze-mailan, bai eta erreakzioaren eta ikasketaren arteko zehin ikasketaren eta jokabide-aldaketaren arteko lotura-kausala ere</i></p>
<p>7 Zuzendaritzaren jokaera aldatzeko tresna gisa CEak duen eraginkortasuna ebaluatzea</p>	<p>XX. ondorioa <i>CEa zuzendarien jokabide aldaketak sortarazteko metodo eraginkorra da</i></p>
<p>8 CEaren eraginkortasuna ZGPG teknika desberdinekin konparatzea</p>	<p>XXI. ondorioa <i>CEa behin betiko jokabide-aldaketak sortzeko teknika eraginkorrena da</i></p>
<p>Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio ezberdinak identifikatzea</p>	<p>XXII. ondorioak <i>Coachee-ek eta giza baliabideen zuzendariak ez dituzte modu berean ikusten ZGPG teknika desberdinen jokabide-aldaketa egonkorrek sorrarazteko gaitasunak</i></p>
<p>9 Coaching-ak beste trebatze-praktiken ondoan dituen abantailak eta eragozpenak zehaztea</p>	<p>XXIII. ondorioa <i>Trebetasunen garapena zuzendariaren beharrei modu pertsonalizatuan egokitze gaitasuna da CEaren abantaila nagusia</i> XXIV. ondorioa <i>CEaren muga nagusia bere kostu altua da, eta horri ez zaiho arreta handirik eskaini literaturan</i> XXV. ondorioa <i>CEa enpresaren beharren ildotik doazen zuzendaritza-gaitasunak garatzeko teknika eraginkorra da, prozesuaren arrakastarako kritikoak diren faktoreen presentzia ematen denean</i> XXV. ondorioa <i>CEa zuzendaritza-gaitasunen garapen programetan barneratu behar bako litzateke</i></p>

Iturria: norberak egina

Ondoren, doktoretza-tesi honetako ondorio nagusiak laburbildu ditugu.

1. HELBURU ZEHATZA:

CEaren eta zuzendaritza-trebakuntzaren inguruko artearen egoera aztertzea

I. ondorioa

CEaren inguruko literatura akademikoaren areagotze garrantzitsua egon da, baina, hala ere, urria jarraitzen du izaten oraindik

CEa eremu profesionalean gero eta hedatuago badago ere, orain arte burutu diren ikerketek ez dute zuzendariek teknika hori erabiltzeko erabakia hartzera lagun dezaketen eta beharbesteko onarpena luketen erreferente teoriko eta enpirikoak eskaintzeko ebidentzia nahikorik eman. Haren baliozkotasunaren inguruko ikerketa akademikoa urria da oraindik ere, nahiz eta nazioartean haren eraginkortasunari eta esku-hartzaren emaitza optimoa lortzen laguntzen duten faktoreei lotutako ekarpenak areagotu diren.

Orain arte egin diren lan enpirikoek jarraitzen dituzten helburuetan eboluzioa hautematen da. Lehenengo ikerketak haren eraginkortasuna zuzendaritza-garapenerako esku-hartze gisa ebaluatzen bideratzen baziren ere, literaturan hautemandako egonezinak CEaren emaitza arrakastatsuan parte hartzen duten faktoreak identifikatzera desbideratu du interesa, baita faktore kritiko hauen eta CEaren emaitzen arteko erlazioaren modelizaziora ere.

Bestetik, azken urteotan, lan batzuk *coaching*-ak zuzendaritza-garapenerako praktika gisa duen eraginaren ebaluazio-eredua sortzen ahalegindu dira; beste lan batzuk, intentsitate txikiagokoak, teknika honen eta zuzendaritza-prestakuntzako beste teknika batzuen eraginkortasunaren arteko konparazioa egiten saiatu dira.

Hainbat dira ikerketa zientifiko gutxi egotearen arrazoiak (ia batere ez Espainian): a) CEa diziplina berria izanik (prestakuntza eta zuzendarien garapenerako beste teknikekin alderatuta) enpresetan bere ezarpena hasiberria da oraindik; b) CEaren ebaluaziorako eskala frogagarriak dituzten metodo kontrastaturik ez egotea; c) CE prozesuetatik igaro diren profesionalen lagin handietatik erantzunak lortzeko zailtasuna, CE prozesu gehienak, lantzen diren gaien izaera pertsonal eta sentikorrenengatik, isilpean egiten baitira; eta d) CEren faktoreak isolatu eta haien eragina neurtzeko zailtasuna, eta zuzendarien gaitasunen garapena CEaren praktikari lotzeko konplexutasuna.

Egungo aurrerapen-mailan, CEak baliotasun zientifiko eta soziala kontrastatzeko eta haren eraginkortasuna hobetzeko bideak eskainiko dituen oinarri teoriko eta ikerketa enpiriko handiagoa behar du.

II. ondorioa

CE prozesu baten arrakastarako faktore kritikoaren inguruan ez dago iritzirik bateraturik

Literatura aztertzeak haxe utzi du agerian: a) ez dago CEaren arrakastan eragina duten faktoreen inguruan nagusiki onetsitako kategorizaziorik; b) ez dago CEan eragiten duten faktoreetatik zeinek duen emaitzetan eragin handiena adierazteko adostasunik; eta c) aldeak daude faktore kritikoetan erabilitako arlo semantikoetan, bai literaturan bai *coach*-en eskola prestatzaile/ziurtatzaileetan, eta horrek zailtasunak ematen ditu oinarri kontzeptual bakar bat sortzeko orduan. Beraz, CEaren aplikazio eraginkorrean arrakastarako faktore nagusien identifikazio adostu bat behar da, baita beraien erlazio sailkatua ere, *coaching* prozesua arrakastatsua izateko duen garrantziaren arabera balioetsia.

III. ondorioa

CEarentzako eredu eta ebaluazio-eskala eza

Ez dago CEaren ebaluaziorako oro har onartutako ebaluazio-eskalarik edo eredurik, horren arrazoiak hurrengo direlarik: a) erakundeetan izan duen agerpena berri samarra da; b) bere banan-banako izaerak, non prozesu bakoitza bakarra den, ebaluazio-eredu sistematiko bat diseinatzea zailtzen du; eta c) prestakuntzaren ikuspuntu tradizionalak, non esku-hartzearen ebaluazio bat burutzeko bukaera arte itxaroten den, ez du islatzen *coaching*-aren izaera dinamiko eta organikoa, *coachee*-aren arrakastei eta porrotei erantzuteko denboran zehar egokitzen doana. Hori guztia dela eta, CEaren esku-hartzeak zuzendaritza eta erakunde errendimenduan duen eragina neurtzea ahalbidetuko duen erreferentziako ebaluazio-eredurik ez dago.

2. HELBURU ZEHATZA:

Ikuspegi teoriko batetik abiatuta, eta ZGPGaren beste metodoekin alderatuta, *coaching*-aren metodologiaren sendotasunak eta ahuleziak zeintzuk diren zehaztea

IV. ondorioa

Badirudi CEak enpresaren beharren ildotik doan jokabide-jakintzaren garapenean modu eraginkorrean eragiten duela

Literaturak ZGPGaren ohiko tekniketarik bereizten dituzten *coaching*-aren hurrengo berezitasunak nabarmentzen ditu: a) praktika konduktuala da bere osagai zentrala; b) zuzendaritzari edo erakundeari egokituta dagoen bere izaera banakoak prozesua testuinguru erabat pertsonalizatua garatzea eragiten du; eta c) esku-hartze honek ekiteko beste modu batzuk aintzat hartuz, beste jokabide batzuk garatuz, eta defentsa hesi propioen gainditzera bultzatzen du zuzendaria eta, etengabeko atzeraelkadura eraikitzailearen laguntzarekin, baita eraginkortasunaren hobekuntzan duen eragina ebaluatuz ere.

Bere ezaugarriek alderdiek adostutako jokabideak barneratu eta eraldatzeko tresna eraginkor gisa ezagutarazten dute, hau da, azken finean, jokabide-ezagutzaren garapen eta haren ondorengo aplikazio automatikorako prestakuntza praktika eraginkor gisa.

V. ondorioa

Badirudi coaching-a enpresaren beharren ildotik doazen gaitasunen adierazpen-ezagutza garapenerako ez dela eraginkorra

Coach-ak lortu nahi den helburura zuzenduta dauden erabakiak hartzeko laguntza eskaintzen du. Hala ere, aholkulari exekutiboek ez bezala, ez du aditu teknikoaren betekizuna bere gain hartzen, ez du landutako gaiaren inguruko gomendiorik ematen, ez ditu, mentoreek bezala, esperientziak eta jakintzak eskarmentu gutxiagoko zuzendariari transmititzen, eta ez du ikastaro presentzialetako irakasleei dagozkien komunikazio pasibo eta noranzko bakarreko komunikazio estandarizatuarekin jarduten. Azken finean, ez du hobetu beharreko gaitasunari dagokion adierazpen-ezagutza transmititzen.

Ondorioz, garatu beharreko gaitasunaren adierazpen-ezagutza zuzendariak gaitasunei buruz aurretik dituen ezagupenetatik abiatzen da; horrek, hainbat kasutan, zuzendariak egun dakienarekiko osagarriak diren ezagupenak eskuratu behar izatean eragin dezake. Kasu horietan, “dakienaren” eta “jakin behar duenaren” arteko tartea desegiteko, zuzendariak ohiko praktika hezitzailetako bat erabili beharko du; izan ere, haren metodologiak, baldintza optimoetan, adierazpen-ezagutza barneratzeko eraginkorrenak direla ikusi baita.

3. ETA 10. HELBURU ZEHATZAK:

CEaren prozesu baten arrakastarako lagungarriak diren faktore nagusiak identifikatzea

Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio ezberdinak identifikatzea

VI. ondorioa

CEaren eraginkortasunean eragina duten faktore nagusiak bost multzotan taldeka ditzakegu: coach, coachee, coach-coachee erlazioa, prozesua eta antolaketa-testuingurua

Literaturan biltzen diren CEaren eraginkortasunerako lagungarriak diren faktore nagusiak bost taldetan multzoka daitezke: *coach*-ari edo zuzendarien jokaerak aldatzeko lan egiten duen pertsonari dagozkionak; *coachee*-ari edo aldaketa-prozesu honen mende dagoen eta zuzendaritza-erantzukizunak dituen pertsonari dagozkionak; bien arteko erlazioari dagozkionak; *coaching* teknika gauzatzen den eremuari dagozkionak eta antolaketa-testuinguruari dagozkionak.

VII. ondorioa

Oinarri enpirikodun literaturan jasotzen denez, CEaren eraginkortasunaren arrakastan laguntzen duten faktore nagusien artean, coachee-ak jasotzen duen feedback-aren kalitatea eta coach-coachee erlazioan dagoen konfiantza maila daude

CEaren arrakasta-faktore nagusiei buruzko oinarri enpirikodun literaturaren azterketa sistematikoak faktore horien erlazio sailkatua identifikatzea ahalbidetzen du; faktore horiek, aztertutako oinarri enpirikodun lanetan erreferentziatuta azaltzen diren maiztasunaren arabera hierarkizatuta daude. Hauek izan dira arrakastaren faktore nagusiak: *feedback*-aren erabilera eraginkorra, konfiantza, etengabeko desafioaren erabilera, buruzagitzaren laguntza, trebetasunetan gaitasuna duen *coach*-a, *coachee*-aren konpromisoa, *coach*-ak CEari buruz duen jakintza, *coachee*-ak ikasteko duen motibazioa, enpatia eta baldintzarik gabeko elkarrekiko errespetua, konfidentzialtasuna, *coach*-aren konpromisoa, prozesuan helburu zehatzak ezartzea, *coach*-aren psikologia ikasketak, *coachee*-a beste aukera batzuetara irekitzea eta kanpo *coach*-a.

VIII. ondorioa

Euskal profesionalak egindako Hybrid Delphi azterketa kualitatiboaren arabera coach-coachee erlazioaren konfidentzialtasuna eta enpresak konfidentzialtasun hori bermatzea dira CEaren arrakastarako faktore garrantzitsuenak

Hauek dira CEaren arrakastan eragin gehien duten faktoreak Hybrid Delphi ikerketa enpirikoan parte hartu duten Euskal Autonomia Erkidegoko profesionalek emandako garrantziaren arabera hierarkizatuta:

- a) *Coach-aren ekintzaren eta ezaugarrien inguruko faktoreak*: konfiantza transmititzeko gaitasuna, komunikazio-gaitasunak, bokazioa, konpromisoa eta giza izaeraren ezagutza sakona.
- b) *Coachee-aren jarreraren inguruko faktoreak*: ikasteko eta aldatzeko motibazioa, garapen prozesu propioaren inguruko erantzukizuna eta prozesuarekiko konpromisoa.
- c) *Coach-coachee erlazioari dagozkion faktoreak*: konfidentzialtasuna, konfiantza, empatia, autentikotasuna erlazioan eta baldintzarik gabeko elkarrenganako errespetua.
- d) *Coaching prozesuari berari dagozkion faktoreak*: coachee-arekiko feedback-aren kalitatea, helburuak zehazteko eta lortzeko lana eta ekintza berrien bidezko etengabeko desafioa nabarmentzen diren.
- e) *Coaching prozesua burutzen deneko antolaketa-testuinguruari dagozkion faktoreak*: Kategoria honetako faktorerik garrantzitsuenak konfidentzialtasuna bermatzea eta goizuzendaritzari eta zuzeneko buruzagiaren laguntza dira.

IX. ondorioa

Egindako ikerketa kualitatiboaren ondoriozko CEaren arrakastan ekarpen handienak egin dituzten faktoreen erlazio hierarkizatua kasu gehienetan bat dator aztertutako oinarri enpirikodun literaturan identifikatutako faktore kritikoekin

Literaturaren azterketan identifikatutako faktore gehienak burututako ikerketa kualitatiboan ere agertzen dira, adituen taldeak identifikatutako bi faktore nagusiak izan ezik, biak prozesuaren konfidentzialtasuna babestearekin lotuak, zeinei orain arte aztertutako literaturan garrantzia txikia eman zaien.

Literaturan identifikatutako faktore garrantzitsu gehienak oso balorazio altua jaso dute gure ikerketa kualitatiboan. Literaturan aurkitutako “coach-aren jatorria (barnekoa-kanpoko)” eta, bereziki, coach-en eta coachee-en “adina” eta “sexua” faktoreak dira gure adituen balorazio txikiena lortu dutenak; dena den, aipatu beharra dago haien erantzunek dispersio altua erakusten dutela beraz, zuhurtzia handiz interpretatu behar dira emaitzak.

X. ondorioa

Inkestari erantzun dioten azpitaldeen artean, ez da adostasunik egon prozesuaren arrakastan eragina izan duten faktore nagusiak identifikatzeko orduan

Coach-ak, *coachee*-ak eta giza baliabideen zuzendariak bat datoz prozesuaren konfidentziasunak duen berebiziko garrantzia azpimarratzean, baina ez daude guztiz ados gainerako faktoreen hierarkizazioari dagokionean. Zentzu horretan, beste azpitaldeen erantzukizunekin lotutako faktoreei garrantzia handiagoa emateko joera dute: *coachee*-ek, bereziki, *coach*-ak konfiantza sorrarazteko duen ahalmena balioesten dute; *coach*-ek *coachee*-aren konfiantza, eta giza baliabideetako zuzendariak *coachee*-aren erantzukizuna eta *coach*-aren konpromisoa.

4. HELBURU ZEHATZA:

CE bitartez lor daitezkeen emaitza motak identifikatzea

XI. ondorioa

Coachee-aren asebetetzea, bere ikasketa-maila eta jokabide-aldaketa, hots, Kirkpatrickek proposatutako ebaluazio-ereduaren dimentsioak, baliozko erreferenteak dira CEaren praktikaren ebaluaziorako

Kirkpatrickek proposatutako praktika hezitzailearen ondoriozko emaitzen lehenengo hiru mailak, alegia, *coachee*-aren asebetetzea, haren ikasketa maila eta jokabide-aldaketa, zuzendarien *coaching*-aren bitartez lor daitezkeen emaitza motak identifikatzeko erabil daitezke.

Laugarren maila, CEa erabiltzearen ondoriozko antolaketaren emaitzak hobetzea desiragarri bezain posible den emaitza da, baina zaila da hori ebaluatzea emaitza horiek azaltzen dituzten faktore ugari elkartzen direlako.

5. HELBURU ZEHATZA:

Arrakastarako faktore mota desberdinen eta CEaren emaitzen arteko loturak identifikatzea

XII. ondorioa

*Coach-aren jardunari buruz *coachee*-ak duen pertzepzioa modu positibo eta adierazgarrian dago lotuta *coachee*-ak CEaren esperientziarekin duen asebetetze-mailarekin*

Coach-aren konpromisoak, bere komunikazio-gaitasunak eta konfiantza izateko gaitasunak eragina dutela dirudi zuzendariaren asebetetze-mailan. Eraitza hori *coach*-aren profesionaltasunari emandako legitimitatearen ondorioa izan daiteke, bere esperientziak eta ospeak, eta hark dituen gaitasunen multzoak babestuta; horrek *coachee*-en bilakaera ahalbidetzen du, baita CEarekiko itxita dauden eta CEan sinesten ez duten zuzendarien edo prozesua modu boluntarioan hasi ez dutenen kasuan ere.

XIII. ondorioa

Coachee-ak CE prozesuan parte hartzeko prest eta alde egoteari buruz duen pertzepzioa modu baikorreetan eta esanguratsuan dago lotuta CEaren esperientziaren izan duen asebetetze-mailarekin

Coachee-aren konpromisoa prozesuan zehaztutako helburua lortuarazteko funtsezko atal gisa hartzen bada ere, bere konpromisoa areagotzen laguntzen duten faktoreak identifikatzeko literatura akademikoa urria da. Aldeko joera horren ezaugarriak hainbat terminoren bitartez zehazten dira, hala nola fideltasuna, esfortzu pertsonala, *coach*-ak eragina izateko alde aurretiko aldeko jarrera eta konpromisoa, besteak beste. Edozein kasutan ere, lortutako emaitzek *coachee*-aren dimentsio honek emaitzetan duen eragin positiboa bermatzen dute.

Eraitza hauek motibazioaren teoriaren eta itxaropenaren teoriaren postulatuak sostengatzen dituzte, *coaching* prozesu ororen arrakastarako faktore eraginkor gisa motibazioaren garrantzia oinarritzat ezartzen dituztenak alegia.

XIV. ondorioa

Coachee-ak CE prozesuaren planteamendu eta garapen egokiari buruz duen pertzepzioa modu baikorreetan eta esanguratsuan dago lotuta CEaren esperientziaren asebetetze-mailarekin

Coaching prozesuaren elementu nagusi gisa helburu argiak eta saio-kopuru egokiak zehazteaz gain, emaitzek, literaturak dioten bezala, *coach*-aren etengabeko *feedback*-ak *coachee*-aren asebetetze-mailan duen eragin positiboa baieztatzen dute, zeinaren xedea hurrengoa den: a) zuzendariari atzeraelikadura barneratzen laguntzea; b) horrek sortutako erresistentzia gainditzea; c) ondorengo hausnarketa eta lanean hobe daitezkeen eremuak eta norberaren puntu sendoak ezagutzea; eta d) jokaera-aldaketak helburuekin eta antolaketa-kulturarekin bat datozen ikustea.

Emaitzok CE prozesua arrakastatsua izan dadin helburu argiak ezartzea garrantzitsua dela eta *coach*-aren eta *coachee*-aren arteko bilera kopuruaren eta esku-hartzearen arrakasta-aukerak areagotzearen arteko korrelazioa positiboa dela berresten dute.

XV. ondorioa

Coach-coachee erlazioari buruz coachee-ak duen pertzepzioa ez dago modu esanguratsuan lotuta coachee-ak CEaren esperientziarekiko duen asebetetzearekin (bere presentzia maila handia denean)

Ados gaude literaturarekin CE prozesu arrakastatsu baterako erlazio-aldagaia funtsezko baldintzat hartzearekin, burututako ikerketa kualitatiboan emandako balorazio altuek eta (bost kategorietatik altuena) ikerketa kuantitatiboan aztertutako CE prozesuetan aldagai honek duen presentzia handiak berau sostengatzen dutelako. Hala ere, bildutako ia kasu guztietan erlazio-aldagaiak erakutsitako presentzia maila altuak aldagai honen aldakuntza oso txikia izatea eragiten du, eta, ondorioz, CEaren azalpen-gaitasuna mugatua.

XVI. ondorioa

Coach-aren jardunari buruz coachee-ak duen pertzepzioa modu positibo eta adierazgarrian dago lotuta coachee-ak ikasitakoarekin

Lan honen emaitzek agerian uzten dute konpromisoak, komunikaziorako gaitasunak eta *coach*-aren konfiantza sortzeko gaitasunak *coachee*-aren ikasketan eragin zuzena izan dezakeen konstruktua eratzen dutela. *Coach*-ak *coachee*-aren autokontzientzia areagotzearen gainean (bere puntu sendoak, ahulak, beharrak, gaitasunak eta ikasitako trebeziak ezagutzean, bere jarrerak besteengan duten eragina eta besteen jarrerak norberarengan duten eragina ezagutzean) norberaren gaitasunen kontzeptuaren gainean (autoeraginkortasuna) eta malgutasun kognitiboaren gainean, hots, erakundearen gertatu diren egoerekiko ikuspegi eta interpretazio desberdinak aztertzeke gaitasunean, daukan eragin positiboa bermatzen duten lanek babesten dute emaitza hau.

XVII. ondorioa

Coachee-ak CEaren esperientziarekiko duen asebetetze-maila modu positibo eta esanguratsuan dago lotuta hark ikasitakoarekin

Asebetetze-mailak *coachee*-ek ikasitakoaren gainean duen efektu positiboa berresten dute emaitzek, Kirkpatrickek (1975) bere ereduaren proposatzen zuen bezala. Gainera, ereduaren

muina izatean badirudi aldagai honek *coach*, *coachee*, *prozesua* eta *erlazioa* aldagai formatiboen efektuak bildu eta transmititzen dizkiola *coachee*-aren ikasketari.

Sarri, eraldaketa-prozesu hori gogorra izaten da, baina *coachee*-ak prozesuan sinesten badu, eta haren erabilera argi ikusten badu, hau da, inbertitutako denbora eta esfortzuari errentagarritasuna atera diezaiokela, ikasteko eta jokabidea aldatzeko gogo eta jarrera handiagoa izango du.

XVIII. ondorioa

Coachee-aren ikasketa modu positibo eta esanguratsuan dago lotuta bere jokabide-aldaketarekin

Ikasketek ondorengo jokabide-aldaketengan eragin positiboa dutela dirudi. Emaitza horrek Kirkpatricken ereduaren proposamenak berresten ditu. Beraz, gertaerak interpretatzeko diskurtsoak areagotu ondoren ikasitakoak jokabide-aldaketak eragiten ditu zuzendariengan.

6. HELBURU ZEHATZA:

CEa azaltzen duen eredu bat proposatzea

XIX. ondorioa

Erlazioa aldagaiaren eragin positiboa eta coach, coachee eta prozesua aldagaien eragin positibo eta esanguratsua egiaztatzen da coachee-aren asebetetze-mailan, bai eta erreakzioaren eta ikasketaren arteko zehin ikasketaren eta jokabide-aldaketaren arteko lotura-kausala ere

Aurkeztutako eredu kontzeptuala *coachee*-aren, *coach*-aren, *coach-coachee* erlazioaren eta prozesuaren faktoreen ebaluazio formatibo batek osatzen du, zeinetan faktore hauek *coachee*-aren asebetetze-mailan duten eragina aztertzen den; baita sumatibo batek ere, non Kirkpatrickek (1975) proposatutako emaitzen lehenengo hiru mailen erlazio kausala islatzen den. Proposatutako ereduak laginaren datuak ongi doitzen ditu eta, gainera, ereduaren aldagai bakoitzarentzat erabilitako neurriek fidagarritasun eta baliagarritasunerako gomendatutako gutxieneko mugak gaintitzen dituzte.

Lortutako datuek Kirkpatricken ereduaren balioa berresten dute (1975) CEaren emaitzen ebaluazio sumatiborako tresna gisa, ereduaren emaitzen lehenengo hiru mailen artean loturak daudela uzten baitute agerian. Bestetik, aldagai formatibo eta sumatiboak ebaluatzeko sortutako eskalak CEaren edozein esku-hartzeren eraginak ebaluatzeko erabil daitezke, eta

erreferentziako irizpide estandar zein neurketa eskala berberak erabiltzea ahalbidetzen dute, bai ikerketa zientifikoan bai erakundeetako giza baliabideetako profesionalen aldetik, eta baita ondoren ere, egindako beste esku-hartzeetan lortutako emaitzak alderatzeko orduan.

7. HELBURU ZEHATZA:

Zuzendaritzaren jokaera aldatzeko tresna gisa CEak duen eraginkortasuna ebaluatzea

XX. ondorioa

CEa zuzendarien jokabide aldaketak sortarazteko metodo eraginkorra da

Coaching prozesuetan parte hartzeak asebetetzea eragiten du parte hartzen duten zuzendariengan. Asebetetze-maila aztertzeko ebaluatu diren dimentsioei dagokienez, zuzendariak oso pozik daude *coach*-aren jardunarekin, *coach-coachee* erlazioarekin eta, maila txikiagoan, prozesuan izandako beraien parte-hartzearekin zein jasotako antolaketa-laguntzarekin; alde horiek estatistikoki esanguratsuak dira. Hala ere, jasotako antolaketa-laguntzan egindako balioztatzeari dagokionez, emandako puntuazioen sakabanatze-maila handiak galdetutako parte-hartzaileen artean ikuspegi oso desberdinak daudela erakusten du.

Coaching prozesuetan parte-hartzeak zuzendarien jakintza-maila hobetzen du, euren autokontzientzia-maila handituz, eta euren puntu sendoak eta hobetzeko arloak zein diren hobeto ezagutaraziz. Jarrera aldatzeko prest daude eta baita lan erronkei aurre egiteko ere; halaber, maila txikiagoan bada ere, euren lan-ibilbidean hobetzen lagunduko dieten ezagutzak, gaitasunak eta trebeziak barneratu dituztela uste dute eta, neurri txikiagoan, asebetego daude euren lanarekin.

Coaching prozesuetan parte hartzeak *coachee* zuzendariengan hautematen daitezkeen jokabide-aldaketak burutzen laguntzen du eta, gainera, aldaketa horiek denboran zehar irauten dute, ikerketan parte hartu duten *coachee* zuzendarien eta giza baliabideetako zuzendarien ustetan.

Jarrera aldaketak zuzendariaren ardurapeko pertsonak zein haren arduradun zuzenek eta maila hierarkiko bera duten lankideek hautematen dituzte. CE prozesuaren ondoren, *coachee* zuzendariak modu eraginkorragoan egiten dituzte zuzendaritza-lanak, hobeto egokitzen dira aldaketetara, eta haien jarreraren profilak hobeto doitzen dira enpresaren beharretara.

Hortaz, *coaching*-ak zuzendarien banako behar edo gabeziekin lotutako jokabide-ezagutza berriak automatikoki barneratu eta beraien lan testuinguruan aplikatzera darama.

8. ETA 10. HELBURU ZEHATZAK:

CEaren eraginkortasuna ZGPG teknika desberdinekin konparatzea

Prozesuan parte hartzen duten kolektibo desberdinek CEaren eraginkortasunaren inguruko pertzepzio eta balorazio ezberdinak identifikatzea

XXI. ondorioa

CEa behin betiko jokabide-aldaketak sortzeko teknika eraginkorrena da

Zuzendaritzan jokabide-aldaketak eragiteko, CEan hautemandako eraginkortasuna aztertu diren gainerako ZGPG metodoena baino handiagoa da. Zertxobait handiagoa da iraupen luzeko kanpo-ikastaroena, *mentoring*-arena edo zuzendarien garapenerako metodo gisa erabiltzen den lanpostuen errotazioarena baino, eta askoz ere hobea da barne-ikastaroak, *outdoor training*, kanpoko ikastaro laburrak, jardunaldiak, mintegiak eta konferentziak eta *e-learning*-a baino, zeinak hautemandako eraginkortasunaren arabera ordenatu ditugun. Kasu guztietan, CEaren eta gainerako tekniken eraginkortasunen arteko aldeak estatistikoki esanguratsuak dira. Hala ere, emaitzen arteko alde handiek badirudi praktika hauek parte-hartzaileen jokabide-aldaketak sortzeko duten gaitasunaren inguruan iritzi desberdinak daudela adierazten dutela.

XXII. ondorioa

Coachee-ek eta giza baliabideen zuzendariak ez dituzte modu berean ikusten ZGPG teknika desberdinen jokabide-aldaketa egonkorak sorrarazteko gaitasunak

Coachee zuzendariak banakako ZGPG teknikak hobeto balioesten dituzte (*coaching*, lanpostuen errotazioa, *outdoor training* eta *mentoring*); izan ere, malguagoak dira, eta hobeto egokitzen dira norberaren eta testuinguruaren beharren arabera; gainera jokabide-ezagutzak modu zehatzagoan lantzen dira bertan.

Giza baliabideen zuzendariak, aldiz, nahiago dituzte teknika formalizatuak (hainbat motatako ikastaroak, jardunaldiak, mintegiak, konferentziak eta *e-learning*), adierazpen-ezagutza transferentzian oinarritutakoak, eta erakundearen, haren aurrekontuaren, plangintza-aukeren eta emaitzen kontrol-gaitasunaren diseinu zehatzagoa ahalbidetzen dutenak.

9. HELBURU ZEHATZA:

Coaching-ak beste trebatze-praktiken ondoan dituen abantailak eta eragozpenak zehaztea

XXIII. ondorioa

Trebatasunen garapena zuzendariaren beharrei modu pertsonalizatuan egokitzeko gaitasuna da CEaren abantaila nagusia

Giza baliabideetako zuzendarien pertzepzioa literaturan aurkitutakoarekin bat dator, gaitasun-garapenaren pertsonalizazioa eta zuzendariaren behar espezifikoetarako egokitzapena nabarmentzen baititu, CEak gainerako ZGPG tekniken aurrean duen abantaila nagusi gisa. Horrez gain, galdetutako taldeak uste du CEak taldeen lidergorako trebeziak hobetzen dituela eta bizitza profesionalerako eta pertsonalerako beste praktika hezitzaile batzuekin lantzen ez diren alderdi eta jarrera batzuk lantzea ahalbidetzen duela. Bestetik, zuzendariaren autokontzientzia areagotzeko eta hainbat jarrera eta gaitasun sustatzeko ahalmenak, bere metodologiaren izaera praktikoarekin batera, abantaila ematen diote beste praktika hezitzaile batzuen aurrean. Beste abantaila batzuk praktikaren berritasuna, transmititzen den jarrera positiboa eta enpresa hobeto ezagutzea dira, besteak beste.

XXIV. ondorioa

CEaren muga nagusia bere kostu handia da, eta horri ez zaiho arreta handirik eskaini literaturan

CEaren handicap nagusia bere kostu handia da. Bestetik praktika honek saioen formatuan denbora asko eskatzen du, eta horrek lan orduak galtzea dakar. Beste muga batzuk *coach* profesional on bat aurkitzeko zailtasuna –merkatuan dagoen intrusismoaren ondorioz–, irauten duen denbora, bai eta CEa eraginkorra izan dadin zuzendariaren aldetik eskatutako konpromisoa eta motibazioa ere dira. Horrez gain, Goi Zuzendaritzaren eszeptizismoa, aplikagarritasun eza, eskaintzaren aniztasun handia eta inpaktua neurtzeko zailtasuna dira beste desabantailak batzuk.

HELBURU NAGUSIA:

CEak zuzendaritza-garapenerako tresna gisa duen baliagarritasun zientifikoa eta sozialaren azterketa

XXV. ondorioa

CEa enpresaren beharren ildotik doazen zuzendaritza-gaitasunak garatzeko teknika eraginkorra da, prozesuaren arrakastarako kritikoak diren faktoreen presentzia ematen denean

Arrakasta-faktore bakoitzaren presentzia-maila areagotu ahala, eraginkortasun-maila ere areagotzen da, asebetetzeari, ikasketari eta *coachee* zuzendariaren jokabide-aldaketari dagokienez, eta horrek ondorio onak ditu bai praktika honek zuzendaritza-garapenerako tresna gisa duen balio zientifikoan, eta baita tartean dauden talde nagusien, zuzendarien eta enpresa babesleen onespren-mailan ere.

XXVI. ondorioa

CEa zuzendaritza-gaitasunen garapen programetan barneratu beharkeo litzateke

Ikerketaren emaitzek CEaren erakundearen behar estrategikoekin lerrokatutako zuzendarien jarrerak aldatzeko gaitasuna berresten dute, modu horretan zuzendaritza-gaitasunen garapenaren kudeaketa hobetuz. Ekintzara zuzenduta egoteak, etengabeko ebaluazioak eta atzeraelikadura eraikitzaileak, eta zuzendari bakoitzaren behar espezifikoek egokitzeak, tresna honek zuzendaritza-garapenerako gainerako ohiko praktikek dituzten hainbat muga gainditzea ahalbidetzen dute. Enpresek zuzendarien garapen-programak diseinatu eta ezartzeko erronka dute euren aurrean, garatu beharreko gaitasunaren adierazpen eta jokabide ezagutzak eskuratzea bermatzen dutenak; beraz, ezagupenak barneratzea bermatuko duten prestakuntza-teknika ezberdinak erabiltzen jarraitu beharkeo dute, baina CEaren erabileraren bitartez ere osatu beharkeo dute prestakuntza hori.

5.2- EKARPENAK

Ikerketa honek bai arlo akademikorako zein profesionalerako inplikazioak ditu.

Gure ustez, ikerketa honek ikuspegi akademikotik CEaren inguruko jakintza eta ikerketa hobetzen lagun dezaketen hainbat ekarpen egiten ditu:

- a) Literaturan gehien aztertu diren faktoreak modu ordenatuan biltzen ditu; *coaching* prozesu baten arrakastarako garrantzitsuak diren eta orain arte literatura akademikoan jaso ez diren faktore berriak ekartzen ditu, eta identifikatutako faktoreek duten garrantzi erlatiboa balioesten da, aditu profesionalen baloraziotik abiatuta haien hierarkizazioa erraztuz.
- b) Konfidentzialtasunaren garrantzia nabarmentzen da, bai *coach-coachee* erlazioan bai erakundeak berak eskaintzen dituen bermeetan, CEaren eraginkortasunarentzako ezinbesteko osagai gisa.
- c) Agerian uzten du CEaren eragileek (*coache*-ak, *coachee*-ak eta giza baliabideen zuzendariak) *coaching*-aren arrakastan eragina duten zenbait faktoreren inguruko ikuspegi desberdina dutela.
- d) Prozesuaren arrakastarako faktoreek duten eragin erlatiboa zehazten du eta, modelizazioaren bitartez, esku-hartzearen eraginaren neurketaren estandarizazioa eskeintzen du.
- e) *Coachee*-aren asebetetze-mailaren, ikasketaren eta CEaren prozesuaren ondoriozko jokabide aldaketaren pertzepziotik abiatuta Kirkpatricken ebaluazio-eredua (1975) CEaren eraginkortasuna ebaluatzeko erreferente teoriko gisa balioesten du.
- f) CEak jokabideak aldatzeko duen gaitasuna balioesten du.
- g) Beha daitezkeen jokabide-aldaketa iraunkorrak lortzeko eraginkortasunaren ikuspuntutik *coaching*-aren emaitzak ZGPGarentzako beste teknikekin ikuspegi bikoitz batetik alderatzen ditu: CEaren prozesuren batean parte hartu duen zuzendariaren ikuspuntutik eta baita giza baliabideen zuzendarien ikuspuntutik ere.
- h) CEak ZGPG tresna gisa dituen abantaila eta desabantaila nagusiak identifikatzen ditu.

Ikuspegi profesionaletik, zuzendarien garapenaren inguruko erabakiak hartzeko orduan ikerketaren ondorioek hainbat inplikazio ateratzea ahalbidetzen dute:

- a) Zuzendarien garapenari zuzendutako CE programak martxan jartzeko orduan arrakasta faktoreak identifikatu eta balioztatzeak baliabideen esleipena hobeto bideratzea eta enpresaren erabakiak hobeto zuzentzea ahalbidetzen dute. Emaitzek, bereziki, *coach*-aren eta *coachee*-aren artean trukaturako informazioaren konfidentzialtasuna bermatzen duten *coaching* prozesuak proposatu edo garatzeari buruz ohartarazten dituzte arduradunak.
- b) Emaitzek eskarmentu handiko *coach* trebatu eta euren lanbidearekin konpromisoa dutenen lankidetzara oso garrantzitsua dela uste dute agerian; izan ere, *coachee*-aren asebetetze-maila oso ona izan ez denean ere, *coach*-aren lan onak zuzendariaren ikasketan eragina izan baitezake.

- c) CE prozesuak borondatezkoak izatea komeni da; izan ere, ikasteko edo aldatzeko beharra duen eta bere eraldatze-esperientziarekin konpromisoa duen *coachee*-ak emaitza hobeak eskuratuko baititu esperientzia honetatik.
- d) *Coach-coachee* erlazioa funtsezko faktorea da *coaching*-aren arrakastarako. Giza baliabideen arduradunak *coach-coachee* esleipena zaindu behar du, bien arteko aliantza ona sortarazteko.
- e) Enpresek prozesuaren iraupena *coachee*-aren beharretara egokitu beharko dute.
- f) Gure ikerketaren emaitzek agerian uzten dute zuzendarien jokabide aldaketak sustatzeko eta hauek denboran iraunkorrak izan daitezen CEak tresna gisa duen eraginkortasunaren ebidentzia enpirikoa. Beraz, *coaching*-a oso teknika eraginkorra da erakunde batek behar dituen zuzendaritza gaitasun espezifikoak banan-banan garatzeko. Ondorioz, zuzendaritza-garapeneko programetan kontuan hartzeko aukera bat izan beharko luke. Horrez gain, *coachee*-ek adierazitako asebetetze-maila altuak zuzendaritza saritzeko tresnatzat hartzeko aukera ematen dio giza baliabideen profesionalari.
- g) Giza baliabideen zuzendariak argi eduki behar dute kostuak, iraupenak eta espezifikotasunak CEa eskusiboki zuzendaritzaren formakuntzan modu jarrai eta orokortuan erabiltzeko tresna gisa erabiltzeko gaitasuna mugatzen dutela.
- h) Antolakuntzaren behar estrategikoekin eta zuzendarien interesekin lerrokatutako zuzendaritza-gaitasunen garapenaren kudeaketa egoki batek zuzendariak portaerak aldatzeko behar dituzten adierazpen eta jokabide jakintzak egoki transmititzea bermatzen duten hainbat prestakuntza-teknika erabiltzea eskatzen du.

5.3- IKERKETAREN MUGAK

Burututako ikerketak kontuan hartu behar diren zenbait muga ditu.

Coaching-a diziplina anitzeko eta arautu gabeko arloa da. Hainbat eskola ziurtatzaile daude merkatuan, zeinak esku-hartze honen aplikazio praktikoaren ikuspegi ezberdinak hartzen dituzten oinarritzat. Ondorioz, erabilera semantikoak desberdinak dira; horrek oinarri enpirikodun literatura akademikoaren berrikusketan bildutako arrakasta-faktoreak identifikatzeko eta multzokatzeko prozesuak zaildu ditu, baita ikerlanaren homogeneizazio kontzeptuala ere.

Ikerketarako teknika kualitatiboak modu zorrotzean jarraitu badira ere, ikerketaren ondorio kualitatiboak orokortzeko ahalmena mugatua da.

Ikerketa kuantitatiboan, inkestatuek modu boluntarioan hartu dute parte. Emaitzak, asebetetze-mailari dagozkionak gehienbat, baliteke *coachee* guztien esperientziaren adierazgarri ez izatea, alborapen optimista egon litekeelako. Ildo horretan, uste dugu *coach*-ek lagundu ahal izan dutela *coachee*-en erantzunetan alboratze positibo posible bat egotean ere; izan ere, gure ikerketan parte hartzeko gomendioa igorri ahal izan baitiete bereziki erlazio ona izan duten *coachee*-ei. Bestetik, gure ikerketa kuantitatiboko *coachee*-en artean giza baliabideetako zuzendarien ordezkari maila altua izateak ere (% 38) baliteke alboratze positiboa sortzea, haiek eragina izan baitezakete erakundeak mota honetako esku-hartzean inbertitzeko erabakian.

Literaturaren zati handi batek modu kritikoa balioesten du autoebaluazioaren erabilera, gure pertzepzioek alboratze positibo argia erakusten dutela oinarri hartuta. *Coachee*-ek balioetsitako CEaren esperientziak euren lan-ingurunean (buruzagi zuzena, kolaboratzaileak eta berdinak) izandako eragin honek alboratze positiboa ere ager dezake, pertzepzio bakarra bildu baitugu esku-hartzeak sortutako emaitzen inguruan.

Bestalde, gure ikerketan sortutako ereduaren zenbait aldagaik bariantza oso baxua dute, horrek erlazio estatistiko esanguratsuak hautemateko orduan eragina izan dezakelarik.

CEaren kostua ikerketa honen faktore esanguratsu gisa agertzea (eta ez aurreko ikerketetan) gaur egun Espainiak bizi duen egoera sozio-ekonomikoaren ondorio izan daiteke, zeinak prestakuntzarako aurrekontuetan eragin kaltegarria duen eta, ondorioz, baita giza baliabideen zuzendariak prezioarekiko duten sentikortasunean ere. Horrek esan nahi du emaitza hau zuhurtziaz interpretatu behar dugula.

Bukatzeko, ikerketa enpirikoetan erabilitako lagina kultura testuinguru zehatz bati dago lotuta (Espainia), zeinak eragina izan dezakeen lortutako emaitzak orokortzeko orduan.

5.3- ETORKIZUNeko IKERKETA-ILDOAK

CEaren ikerketa zientifikoaren aurrerapen-mailak eta aurreko atalean azaldutako gure ekarpenari lotutako mugek CEari buruzko etorkizuneko ikerketa-ildoak iragartzen dituzte.

Arrakasta-faktoreen identifikazioan, balorazioan eta hierarkizazio-prozesuan, ikerketa burutu den ingurune soziokulturalaren ezaugarrien eraginari zenbait faktorek dioten sentikortasuna kontuan hartzeak beste bide bati irekitzen dizkio ateak; zehazki, *coaching*-aren eraginkortasunean eragiten duten faktoreetan testuinguru soziokulturalak duen eragina zehazten duen ikerketa enpirikoari. Hain zuzen, interesgarria iruditzen zaigu gure ikerketa enpirikoan jasotako CEaren eraginkortasunaren azalpen-eredua ingurune soziokultural desberdinetan alderatzea. Azterketa honen emaitzek eredia hainbat kultura ingurunetara eraman daitekeen, ala, aldiz, eredu bakoitza esku-hartzeak garatzen diren ingurune sozialeko ezaugarri berezietara egokitu behar den frogatzea ahalbidetuko lukete.

Zenbait ikerketek autoebaluazioaren erabilerari lotutako hainbat muga metodologiko daudela agerian uzten dutela kontuan izanik, etorkizuneko ikerketetan interesgarria litzateke hirugarren pertsonen galdetzea (nagusiei, lankideei eta taldekideei), benetan CEak zuzendariengan jokabide-aldaketak eragin dituen ala ez frogatzeko.

Horrez gain, erlazio aldagaiaren garrantzia guztiz bermatuta geratzen da hurrengo arrazoi hauengatik: literatura akademikoan sarrien agertzen den faktore kritikoa izateagaitik; faktore horri gure ikerketa kualitatiboan parte hartu duten aditu profesionalen ikuspuntutik eman zaion garrantziarengatik; eta egiaztatze-ikerketan aztertu ditugun esperientzietan gehien azaldu den faktorea izateagaitik. Hala ere, bere azalpen-gaitasun urriak CEaren emaitzetan duen betekizuna argitzearen beharizana sortarazten du, adibidez beste aldagaietan duen efektu moderatzailea edo bitartekaritzakoa aztertuz, Baron & Morin (2009a), Boyce et al. (2010) eta De Haan et al. (2014) egileen ekarpenen adierazten duten bezala.

Gainera, CE prozesuen ezaugarria den banakako erlazioaren izaerak antolaketa-testuinguruaren kategorian integratutako faktoreek *coaching*-aren esku-hartzearen ondoren lortutako emaitzan eragiten duen efektua jakinahira eramaten gaitu. Antolaketa testuinguruko faktoreak ez dira *coaching* prozesuaren beraren parte, prozesua garatzen den eremuaren parte

baizik. Beraz, etorkizuneko ikerketa batean lantzeko gai interesgarria litzake esku-hartzearen aldagaien gainean antolaketa-faktoreek efektu moderatzailea duten aztertzea.

Bestetik, beharrezkoa iruditzen zaigu gure eredua testuinguru desberdinetan burututako CEaren emaitzak ebaluatzeko egokia den ala ez ikustea. Ildo horretatik, interesgarria izan liteke eredu hau *coach*-en edo zerbitzu horiek eskatzen dituzten giza baliabideetako zuzendarien lagin batekin alderatzea, haien balioztatzea *coachee*-en iritziekin bat datorren ala ez ikusteko.

Diziplina honetan atzemandako intrusismoak eragindako kostua aztertzea ere komeni da. Kontutan hartu beharra dago asko direla *coach* exekutibo direla adierazten duten exekutibo, kirolari, abokatu eta irakasleak. Egoera honek nolabaiteko kezka sortarazi du, ez baitira arlo horretan trebatu diren profesionalak, CEaren legitimotasuna esku-hartze bideragarri gisa kolokan jarritz.

Bestetik, *coach* trebatu batek egindako esku-hartzean kontratazioa garestiagoa bada ere, interesgarria litzake zuzendaritza-garapeneko beste teknika batzuekin alderatuta *coaching*-inbertsioaren finantza-kostu erreala aztertzea, CEak zuzendaritza-gaitasunen garapen eraginkorra ahalbidetzen duelako eta erabili ohi diren gainerako praktikek baino emaitza hobek ematen dituelako.

Bukatzeko, CEaren prozesuak, horrelako prozesu batean gertatzen diren gaitasun garapenak, emaitzak, eta antolakuntzan eragindako efektuak hobeto ezagutu ahal izateko, enprekin eta bidea erraztuko duten zuzendariekin lankidetzan izaera longitudinaleko ikerketak egitea interesgarria iruditzen zaigu.

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