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The Application of Coaching Techniques at Palestinian NGOs in the Gaza Strip, Palestine

"Based on Managerial Perspective"

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"سبحانك لا علم لنا إلا ما علمتنا إنك أنت العليم الحكيم"

سورة البقرة . الآية 222

إهداء

إلى رمز التضحية والعطاء والإخلاص

إلى معلمي الفاضل ومثل الأبوّة السامي

إلى النبع المندفق بالحب والحنان (أبي)

إلى أغلى من في الوجود

إلى التي جعل الله الجنة تحت أقدامها (أمي)

إلى من شاركني الأفراح والألامر طوال مشوارمي (زوجتي)

إلى أملي المنجدد في الحياة (دانية وميس وملك)

إلى من هم في قلبي وأنا في قلبهم (أخواتي)

إلى عائلتي وأهل زوجتي

إلى أحبائي وأصدقائي وزملائي

أهدي خثي

Dedication

I dedicate this study to my father who his love, care, and support, inspired me to reach thus far.

I dedicate this study to my mother who's always loved and supported me, not only during this study, but also throughout all my life

I dedicate this study to my beloved life partner, my wife, and my daughters (Dania, Mays and Mallak)

I dedicate this study to my beloved sisters

I dedicate this study to those who prayed for me and encouraged me to accomplish this mission, my friends

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ABSTRACT

The research seeks to investigate whether Palestinian NGOs can apply coaching techniques or not furthermore to highlight the vital role of coaching that helps Palestinian NGOs to get things done successfully in the most effective and efficient ways in addition to explore what the effective requirements to implement coaching techniques are and to know the gaps in availability of implementing coaching techniques within Palestinian NGOs in the Gaza strip. This research surveyed the top and middle management of Palestinian NGOs and the application of coaching techniques in their organizations. Especially the perception of the top management of Palestinian NGOs about the correlation between organizations culture, manager skills as a coach and coach's development programs in one side and the application of coaching techniques on the other side. One hundred twenty- nine questionnaires were distributed among forty-five Palestinian NGOs in the Gaza Strip to collect the primary data. One hundred nineteen valid responses were received and were analyzed using quantitative and qualitative statistical methods.

The results show that managers consider organization culture, manager skills as a coach and coach's development programs are important variables that have a positive correlation with the application of coaching techniques. Regression analysis indicated that those variables have a significant effect on applicability of the techniques. The results demonstrate that coach's development practices are the strongest predictor for the application of coaching techniques.

The most important findings shown that Palestinian NGOs do not use coaching as an effective tool in developing employee's skills, and as a technique to adjust employees with new working systems or new job duties furthermore regarding employee awareness of coaching importance and its main goal, Palestinian NGOs seem to give more support and encouragement to managers and neglect employee personal development as the complementary partner in coaching process in addition that a clear written system regarding employee development through coaching is rarely available. Also qualified trainers from inside or outside the organization are rarely consulted by Palestinian NGOs to train manager in field of coaching.

The most important recommendations of the research are the following:

- Upgrading the existing organization culture in a way that institutionalizes coaching culture as a major part within Palestinian NGOs.
- Developing written policies and coaching manuals that are clear and easy to be understood by all employees.
- Enhancement of team culture instead of employee-manager culture.
- Building the capacity of managers in areas of using coaching tools, styles, approaches and coaching skills.

ملخص

يهدف البحث الى التحقق في ما إذا كانت الجمعيات الفلسطينية غير الحكومية قادرة على تطبيق تقنيات التدريب الاشرافي أو لا بالإضافة الى تسليط الضوء على الدور الحيوي للتدريب الاشرافي في مساعدة تلك الجمعيات على انجاز المهام المطلوبة بفعالية وكفاءة، بالإضافة إلى استكشاف المتطلبات لتنفيذ تقنيات التدريب الاشرافي ومعرفة الثغرات الموجودة حيث طبق هذا البحث على الإدارة العليا والمتوسطة الممثلة للجمعيات الفلسطينية غير الحكومية العاملة في قطاع غزة لبحث امكانية تطبيق تقنيات التدريب الاشرافي في هذه الجمعيات. حيث تم التركيز على مفهوم الادارة العليا والمتوسطة في الجمعيات غير الحكومية حول العلاقة ما بين ثقافة الجمعية ومهارة المدير كمدرب اشرافي وبرامج تطوير المدراء من جانب وعلاقة ذلك بتطبيق تقنيات التدريب الاشرافي من جانب اخر. وقد تم توزيع مائة وتسعة وعشرون استبانة على خمسة واربعون جمعية غير حكومية عاملة في قطاع غزة لتجميع البيانات الأولية وقد تم استرداد مائة وتسعة عشر استبانة وتحليلها باستخدام الأساليب الإحصائية الكمية والنوعية.

تظهر نتائج البحث أن المدراء يعتبرون ثقافة الجمعية ومهارات المدير كمدرب اشرافي وبرامج تطوير المدراء هي عوامل هامة وهناك علاقة إيجابية بينها وبين امكانية تطبيق تقنيات التدريب الاشرافي وقد اظهرت ايضا نتائج تحليل الأنحدار بأن العوامل المذكورة لها تأثير احصائي على امكانية تطبيق تقنيات التدريب الاشرافي. هذه النتائج تظهر ان برامج تطوير المدراء عكست أقوى تأثير على امكانية تطبيق تقنيات التدريب الاشرافي.

وتمثلت أهم نتائج البحث في ان الجمعيات لا تقوم باستخدام التدريب الاشرافي كوسيلة فعالة في تطوير مهارات الموظفين او كوسيلة لاقلمة الموظفين مع نظم عمل جديدة أو مهام عمل مختلفة اما بخصوص وعي الموظفين حول أهمية التدريب الاشرافي واهدافه فان الجمعيات الفلسطينية غير الحكومية تقدم الدعم والتشجيع للمدراء حيث تتجاهل تطوير الموظفين على المستوى الشخصي كشريك مكمل لعملية التدريب الاشرافي بالإضافة الى انخفاض مستوى توفر أنظمة واضحة ومكتوبة لكيفية تطوير الموظفين من خلال التدريب الاشرافي حيث نادرا ما تقوم الجمعيات الفلسطينية غير الحكومية باستشارة مدربين مؤهلين سواء من داخل او خارج الجمعية في حالة تدريب برامج التدريب الاشرافي للمدراء.

وقد تمثلت أهم توصيات البحث فيما يلي :

- تطوير ثقافة الجمعيات الحالية بطريقة تمكن الجمعيات من نشر ثقافة التدريب الاشرافي.
- كجزء مهم وان يتم تبنيه من المستويات الادارية العليا والمتوسطة وعلى مستوى العاملين.
- صياغة سياسات ودليل عمل للتدريب الاشرافي يكون واضح وسهل الفهم من كل العاملين.
- تشجيع ثقافة فريق العمل بدلا من الثقافة الفردية ما بين المدير والموظف.
- بناء قدرات المدراء في مجالات استخدام أدوات وانماط وأساليب التدريب الاشرافي.

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Chapter One

The Research General Framework

- 1.1 Introduction**
- 1.2 Problem Statement**
- 1.3 Research Hypotheses**
- 1.4 Research Variables**
- 1.5 Research Objectives**
- 1.6 Research Importance**

1.1 Introduction

Non-Governmental Organizations (NGOs) exist through the world. They prosper in industrialized countries and they are also a central part of the social fabric in developing countries. They thrive in free democratic societies and play an important role in less democratic regimes. They flourish in urban areas and are equally important in rural areas (**Hudson, 1995, P.14**). These NGOs need to be well managed and organized in order to be able to perform their missions and achieve their objectives. These objectives include (a) enhancing operational efficiency (b) developing employee morale and motivation (c) increasing employee productivity particularly through developing soft skills (d) providing clear thinking space to gain clarity and fresh perspectives (e) leveraging organizational culture change (f) career progression and succession planning (g) creating cultures and environments which promote loyalty and reduce staff turnover . All of this organizational objective could be achieved through coaching by leaders because it can focus on the role of the team and the individuals (**Mulec and Ruth, 2005, P.395**).

The modern trend in human resource management highlights the major role of a leader in motivating employees and helping them develop in the respective skills and talents. Researches and studies in the field of human resource management and organizational culture have indicated that effective and successful leaders are those who are exceptional motivators and coaches.

Research has speculated that the idea of one-to-one consultation on developing person's individual needs has been used for many decades. The activities of personal effectiveness programmes and the 360 degree feedback have all focused on making the employees more aware of their personal styles and the activities worth to develop. The main difference in coaching is that the earlier activities were not providing the means for the individuals to actually make the changes. Organizations have seen that it is not enough to bring up the actual changes of an individual, without supporting the ongoing development. Thus, coaching became an important concept (**Carole, 2006, P.1**).

Coaching has been around for as long as people have wanted to help others perform better. It have been labeled teaching, guiding, supervising. The current focus on coaching is helping individuals to deliver more effectively and helping individuals to manage their careers. Coach is something that lies outside the real business of getting the work done and risk deflecting attention from delivery (**Carole, 2006, P.14**).

Coaching relates to "performance improvement (often over the short term)" in specific skills area. The goals, or at least the inter-mediate or sub-goals, are typically set with or at the suggestion of the coach, while the learner has primary ownership of the process .In most cases, coaching involves direct extrinsic feedback, people quickly become the most important asset and, therefore, successful organizations generally recognize the crucial

role of developing employees if they hope to stay viable in business and industry. They must also become learning organizations to keep up with the rapid rate of change, without placing enormous amounts of stress on executives and management through implementing and developing techniques of coaching. (Megginson and Clutterbuck, 2005, P.4).

So the researcher will study to what extent Palestinian NGOs can implement coaching through verifying the main requirements needed within the targeted sample to participate for achieving some of the mentioned benefits for both individual and organization.

1.2 Problem Statement

Everyday in every organization, people are being hired, promoted, or moved from one position to another. Everyday in every organization, people need development as part of their ongoing professional growth. Everyday in every organization, people look to training as one of the most effective ways to give people skills and tools in organizations. But training is only one way to bridge developmental gaps.

In organizations, there is an ongoing act of faith called training. Costly and prestigious training program reflects the organizational valuing of the individual. Most training fails to deliver the expected outcomes because it cannot focus on the individual level of need. This is why coaching comes in as a lever to maximize the value of training (Carole, 2006, P.45).

In recent years, management training development in the developed economies has become an increasingly important part of business life (Analoui, 1999, P.15). In the Arab countries, like other developing economies, management and development efforts have become an increasing concern but unfortunately they often lead to poor results and failure to contribute to the effectiveness of the managers involved (Mintzberg, 1975, P.32). Most training specialists and managers in the Arab states describe training effectiveness in their countries as being generally low (Al-Ali and Taylor, 1997, p. 30).

Recent study has shown that the productivity gains from offering coaching in support of training are four times those of training alone (Olivero and Kopelman, 1997, P.461).

Because of the role of Palestinian NGOs as leaders in empowerment, they expect to face challenges in developing their employee to increase productivity and effectiveness, so the researcher will try to explore the extent to which the Palestinian NGOs can apply the requirements of implementing coaching techniques.

The present work is a direct response to this perceived need. It raises and provides answers for the following problem statement:

“What are The Requirements of Implementing Coaching Techniques at Palestinian NGOs working in the Gaza Strip?”

1.3 Research Hypotheses

The hypotheses of the research are the following:

1.3.1 First Main Hypothesis: There is a significant relationship at level ($\alpha = .05$) between the (organization culture, manager skills as a coach, coach's development programs) and the application of coaching techniques.

- a. Submain Hypothesis No.1: There is a significant relationship at level ($\alpha = .05$) between the organization culture and the application of coaching techniques.
- b. Submain Hypothesis No.2: There is a significant relationship at level ($\alpha = .05$) between the manager skills as a coach and the application of coaching techniques.
- c. Submain Hypothesis No.3: There is a significant relationship at level ($\alpha = .05$) between coach's development programs and the application of coaching techniques.

1.3.2 Second Main Hypothesis: Organization culture, manager skills as a coach and coach's development programs statistically affect the application of coaching techniques.

1.3.3 Third Main Hypothesis: There are statistical significant differences in the answers of the respondents concerning the relationship between organization culture, manager skills and coach's development program and the application of coaching techniques due to personal characteristics such as gender, age, educational level, occupation and years of service of the respondents.

1.3.4 Fourth Main Hypothesis: There are statistical significant differences in the answers of the respondents concerning the relationship between organization culture, manager skills and coach's development program and the application of coaching techniques due to organizational characteristics such as years of operation, number of employees, field of work and location.

1.4 Research Variables

The variables of the research are the following:

1.4.1 Independent variables

- a. Organization culture
- b. Manager skills as a coach
- c. Coach's development programs
- d. Personal characteristics
- e. Organization characteristics

1.4.2 Dependent variable

- a. Application of coaching techniques (ability to implement coaching techniques)

1.5 Research Objectives

The research seeks to address the following objectives:

- a. To investigate whether Palestinian NGOs can apply coaching techniques or not.
- b. To highlight the vital role of coaching that helps Palestinian NGOs to get things done successfully in the most effective and efficient ways.
- c. To explore what the effective requirements to implement coaching techniques are, which lead to improve employee and organizational performance?
- d. To know the gap in availability of implementing coaching techniques within Palestinian NGOs in the Gaza strip.

1.6 Research Importance

Research importance illustrated as follows:

1.6.1 Importance to Society:

- a. To contribute to the development of the Palestinian NGOs governance's performance, this consequently leads to service development and improvement.
- b. To introduce coaching to the general public as a professional service.

1.6.2 Importance to Scientific Field:

- a. To represent reference data for some various uses.
- b. To help in bridging the gaps related to the shortage of similar research related to coaching in the Arab World.

1.6.3 Importance to Study Population:

- a. To offer some useful information about coaching techniques for Palestinian NGOs in the Gaza Strip.
- b. To understand the current situation of management practices for Palestinian NGOs in the Gaza Strip
- c. To contribute to build up knowledge and understanding of coaching requirements in organizations.
- d. To offer some useful practices which could help management unit to apply coaching techniques within their local organizations in the Gaza strip
- e. To observe the gap in availability of implementing coaching techniques within Palestinian NGOs in the Gaza strip.

1.6.4 Importance to Researcher:

- a. To balance personal and professional roles more effectively.
- b. To develop interpersonal and team leadership skills
- c. To become more aware of researcher shortcomings and growth opportunities as a leader, and understanding the origins and history of researcher behavior in work and its impact on others.

This research would apply a framework to examine the major requirements of implementing coaching techniques in Palestinian NGOs in the Gaza Strip.

Chapter Two

The Research Theoretical Framework

Section One: Introduction to Human Resources Management

Section Two: Training for Development

Section Three: Coaching for Development

Section Four: General Background on Palestinian NGOs

Section One

Introduction to Human Resources Management

2.1.1 Introduction

To move roughly through research theoretical framework, researcher chooses human resource management as the main context to rise up. Human resource management is defined as a strategic and coherent approach to the management of organization's most valued assets; the people working there who individually and collectively contribute to the achievement of its objectives (Armstrong, 2006, p.1). Human resource management (HRM) is utilization of individuals to achieve organizational objectives (Mondy, 2008, p.4). Mathis and Jackson define HRM as the design of formal systems in an organization to ensure the effective and efficient use of human talent to accomplish the organizational goals (Mathis and Jackson, 2004, p.4).

2.1.2 Aims of Human Resource Management (HRM)

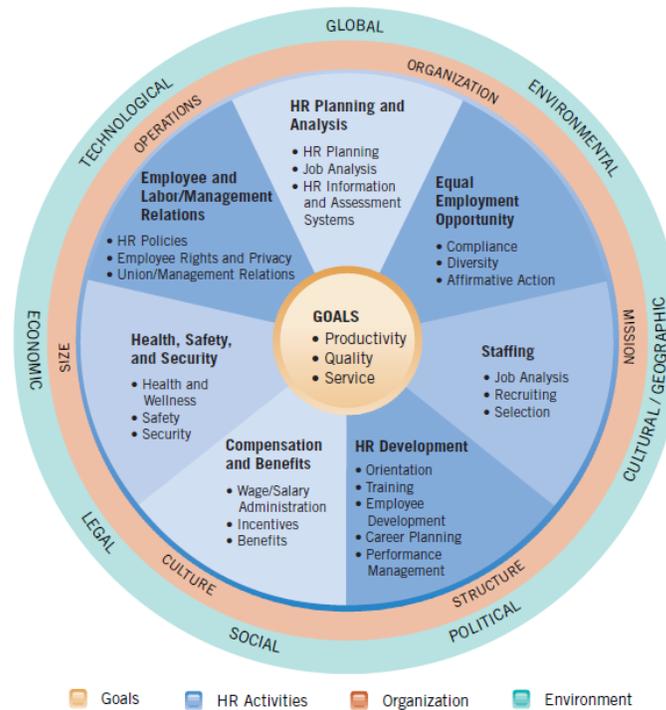
The following items illustrate the major aims of human resource management:

- a. The overall purpose of human resource management is to ensure that the organization is able to achieve success through people (Armstrong, 2006, p.8).
- b. The central focus for HR management must be on contributing to organizational success by ensuring that human resources activities support organizational efforts and by enhancing organizational performance (Mathis and Jackson, 2004, p.10).
- c. HRM systems can be the source of organizational capabilities that allow firms to learn and capitalize on new opportunities (Ulrich and Lake, 1991, p.91).
- d. HRM strategies aim to support programmes for improving organizational effectiveness by developing policies in such areas as knowledge management, talent management and generally creating a great place to work (Armstrong, 2006, p.8).
- e. HRM aims to support the development of firm-specific knowledge and skills that are the result of organizational learning processes (Armstrong, 2006, p.9).
- f. HRM aims to enhance motivation, job engagement and commitment by introducing policies and processes that ensure that people are valued and rewarded for what they do and achieve and for the levels of skill and competence they reach (Armstrong, 2006, p.9).
- g. HRM aim is to create a climate in which productive and harmonious relationships can be maintained through partnerships between management and employees and their trade unions (Armstrong, 2006, p.9).
- h. HRM aims to develop and implement policies that balance and adapt to the needs of its stakeholders and provide for the management of a diverse workforce, taking into account individual and group differences in employment, personal needs, work style and aspirations and the provision of equal opportunities for all (Armstrong, 2006, p.10).

2.1.3 Functions of Human Resource Management

People who are engaged in the management of human resources development describe five functions areas associated with effective HRM: staffing, human resource development, compensation, safety and health, employee and labor relations as figure (2.1.1) shows. (Mondy, 2005, p.5)

Figure (2.1.1)
HRM Functions and HRM Activities



Source: Mathis, L.R., & Jackson, J. (2004). Human Resource Management (9th ed).p 11.

All human resource management functional areas are highly interrelated. Management must recognize that decisions in one area will affect other areas. The central focus for HR management must be on contributing to organizational success. The HR functions are the following:

2.1.3.1 Staffing

An organization must have qualified individuals, in specific jobs at specific places and times, in order to accomplish its goals. Staffing is the process through which an organization ensures that it always has the proper number of employees with the appropriate skills in the right jobs, at the right time. Staffing involves: (Mondy, 2008, p.5)

- a. Job analysis: is the systematic process of determining the skills, duties, and knowledge required for performing jobs in an organization. It impacts virtually every aspect of HRM including planning, recruitment and selection.

- b. Human resource planning: is the systematic process of matching the internal and external supply of people with job openings anticipated in the organization over a specified period of time.
- c. Recruitment: It is the process of attracting individuals on timely basis, in sufficient numbers, and with appropriate qualifications, to apply for jobs within an organization.
- d. Selection: It is the process of choosing from a group of the individual applicants best suited for a particular position in the organization.

2.1.3.2 Human Resource Development

A major HRM functions that contains not only training and development but also individual career planning, development activities and performance appraisal. Human resource development helps individuals, groups, and the entire organization become more effective. It is essential because people, technology, jobs, and organizations are always changing. Human resource development involves: (Mondy, 2008, p.5)

- a. Training: It is a process whereby people acquire capabilities to aid in the achievement of organizational goals (Mathis and Jackson, 2004, p.10). Training is designed to provide learners with the knowledge and skills needed for their present jobs (Mondy, 2005, p.5).
- b. Career planning and development: It is an ongoing process whereby an individual sets career goals and identifies the means to achieve them; organizations use this process to ensure that people with the proper qualifications and experiences are available when needed.
- c. Organizational development: It is the planned process of improving an organization by developing its structures, systems, and processes to improve effectiveness and achieving desired goals.
- e. Performance appraisal: It is a formal system of review and evaluation of individual or team task performance.

2.1.3.3 Compensation and Benefits

The term compensation includes all rewards that individuals receive as a result of their employment. The reward may be one or a combination of the following: (Mondy, 2005, p.6)

- a. Pay: The money that a person receives for performing a job.
- b. Benefits: Additional financial rewards other than base pay that include paid vacations, sick leave, holidays, and medical insurance.
- c. Nonfinancial rewards: Nonmonetary rewards, such as enjoyment of the work performed or a pleasant working environment.

Compensation is an important factor affecting how and why people choose to work at one organization over others. Employers must be reasonably competitive with several types of compensation in order to hire, keep, and reward performance of individuals in the organization (Mathis and Jackson, 2004, p.416).

2.1.3.4 Safety and Health

Close and continuous attention to health and safety is important because ill-health and injuries inflicted by the system of work or working conditions cause suffering and loss to individuals and their dependants. In addition, accidents and absences through ill-health or injuries result in losses and damage for the organization. That, managing health and safety at work is a matter of: (Armstrong, 2006, p.831)

- a. Developing health and safety policies
- b. Conducting risk assessments which identify hazards and assess the risks attached
- c. Carrying out health and safety audits and inspections
- d. Implementing occupational health programs
- e. Managing stress
- f. Preventing accidents
- g. Measuring health and safety performance
- h. Communicating the need for good health and safety practices

Safety involves protecting employees from injuries caused by work-related accidents. Health refers to the employees' freedom from illness and their general physical and mental well-being. These aspects of the job are important because employees who work in a safe environment and enjoy good health are more likely to be productive and yield long-term benefits to the organization (Mondy, 2008, p.6).

2.1.3.5 Employee and Labor Relations

Most firms today would like to have a union-free environment. When a labor union represents firm's employee, the human resource activity is often referred to as industrial relations, which handle the job of collective bargaining (Mondy, 2008, p.7).

HR practitioners are likely to have a measure of responsibility for maintaining participation and involvement processes and for managing employee communications. They can and should play a major part in developing employee relation strategies and policies that aim to: (Armstrong, 2006, p.771)

- a. Achieve satisfactory employment relationships, taking particular account of the importance of psychological contracts.
- b. Build stable and cooperative relationships with employees who recognize that they are stakeholders in the organization and minimize conflict
- c. Achieve commitment through employee involvement and communication processes
- d. Develop mutuality – a common interest in achieving the organization's goals through the development of organizational cultures based on shared values between management and employees
- e. Clarify industrial relation processes with trade unions and build harmonious relationships with them on a partnership basis.

Section Two Training for Development

2.2.1 Introduction

Organizations are facing a very competitive environment both domestically and internationally, through our lives learning experiences are a potent source of stimulation, one of the human resource functions is training, thus training is defined as the systematic acquisition of skills, rules, concepts or attitudes that result in improving performance in another environment. Thus training programs are planned to produce for example a more considerate supervisor, a more competent technician in the workplace or leaders of complex organizations. In some cases, such as on-the-job training, the instructional environment is almost identical to the actual job environment.

Workplace training is a systematic approach to learning and development to improve individual, team or organizational effectiveness. A systematic approach refers to the idea that the training is intentional; it's being conducted to meet a perceived need (Goldstein, 2002, p.22).

Training provides learners with the knowledge and skills needed for their present jobs ,on the other hand development involves learning that goes beyond today's job and has a more long term focus .it prepares employee to keep pace with the organization as it changes and grows (Mondy, 2008, p.201).

Training and development do not occur in an organizational vacuum– they should be linked to the overall goals and strategies of the organization and to the life goals and strategies of the individual (Cartwright, 2003, p.2).

Training and development must be a nonstop process; firms must provide training initiatives that address several critical requirements (Mondy, 2008, p.208).

- a. To guide individual employee in planning and managing their careers
- b. To help managers coach and mentor employees
- c. To help managers and employees deal with changes.

So training and development is the means by which an organization invests in its employees change requires new skills and attitudes; and thus organizations that do not invest in training and development cannot hope to benefit from change – indeed they may well not survive change (Cartwright, 2003, p.9).

2.2.2 Factors Influencing Training and Development

Mondy classified these factors as follows: (Mondy, 2008, p.206).

- a. Top management support: The most effective way to achieve success is for executives to take an active part in training and provide the needed resources.

- b. Commitment of specialists and generalists: In addition to top management, all managers, whether they are specialist or generalists, should be committed to and involved in the T&D process.
- c. Technological advances: Technology has played a huge role in changing the way knowledge is delivered to employees, and this change is constantly being extended.
- d. Organizational complexity: Many organizations have changed dramatically resulting from downsizing, technological innovation and customer demands for new and better products and services .The result is often that fewer people must accomplish more work at a more complex level all these changes translate into a greater need for T&D.
- e. Learning styles: Active modes of teaching and learning appear to be more effective than the passive modes of learning most familiar to many instructors and students. Active learning situation provide students with the opportunity not only to apply and practice what they have learned but also to see the results of their practices, determine if they really understood what they did and gain insight for subsequent application.
- f. Other human resource functions: recruitment and selection, firm compensation efforts, competitive pay systems, progressive health and safety programs.

2.2.3 Training Process

Training and learning will take place, especially through informal work groups, whether an organization has a coordinated effort or not—because employees learn from other employees. But without a well designed, systematic process to training, what is learned may not be what is best for the organization (**Mathis and Jackson, 2004, p.330**).

The major relevant five components of a systematic training process can be listed as follows: (**Goldstein, 2002, p.23**)

- a. Determining Training and Development needs
- b. Establishing Training and Development Objectives
- c. Establishing and Development Methods
- d. Implementing Training and Development Programs
- e. Evaluating Training and Development Programs

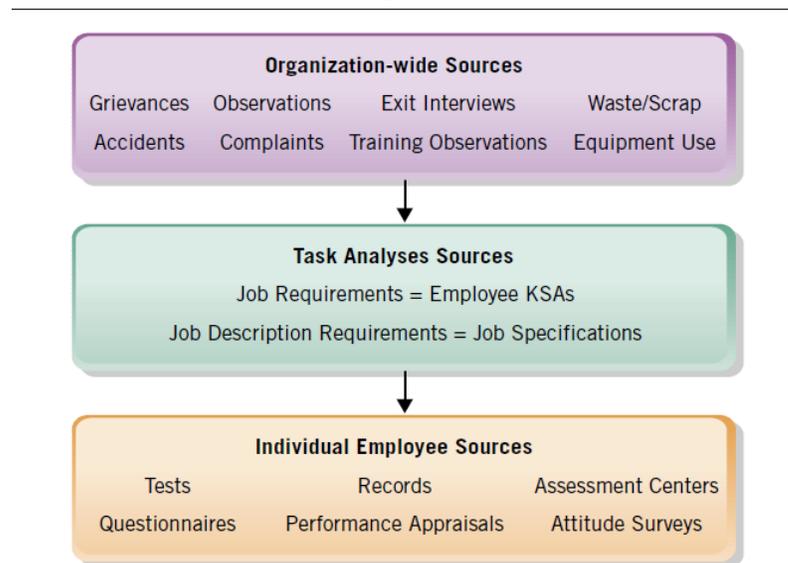
2.2.3.1 Determine Training and Development needs

In order to compete effectively, firms must keep their employees well trained. The first step in the T&D process is to determine training and/or development needs. Three types of analysis are required in order to determine an organization’s T&D needs (**Mondy, 2005, p.209**).

- a. Organization analysis
- b. Task analysis
- c. Person analysis

The needs assessment phase consists of organizational support and analysis systems (examination of the short-and long term goals of the organization), including requirements analysis that helps the analyst determine what data needs to be collected and from whom, needs assessment also includes the development of task and Knowledge, skills and ability analysis and a person analysis, which is used to determine what gaps actually exist in the workforce concerning needed knowledge, skills and attitudes (Goldstein, 2002, p.25).

Figure (2.2.1)
Levels of a Training Needs Assessment



Source: Mathis, L.R., & Jackson, J. (2004). *Human Resource Management*, p.331

2.2.3.2 Establishing Training and Development Objectives

Objectives are desired end results. In human resource development, clear and concise objectives must be formulated (Mondy, 2005, p.209).

Well-written instructional objectives, which are based on tasks and knowledge, skills, attitude, specify what the trainee can accomplish when successfully completing the instructional program, they also indicate the conditions under which the performance must be maintained and the standards by which the trainee will be evaluated. These objectives provide the input for the design of the training program as well as for the measure of success (criteria) that will be used to judge the programs adequacy (Goldstein, 2002, p.26).

Training objectives and priorities must be established, once training needs have been identified. All of the gathered data are used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are set to close the gap (Mondy, 2008, p.207).

2.2.3.3 Establishing and Development Methods

Regardless of whether programs are presented in-house or by an outside source, a number of methods and variety of approaches exist from the use of traditional classroom (lecture-discussion-case studies-role playing) to self directed learning to work simulations to coach and mentoring are utilized in imparting knowledge and skills to managers and operative employees (Goldstein, 2002, p.33).

Once objectives have been determined, the actual training can begin. Regardless of whether the training is job specific or broader in nature, the appropriate training and development methods must be chosen where each categorized into on the job training and off the job training as follows: (Mondy, 2008, p.207)

a. On the Job Training

- Coaching: Two people engaged together in raising the awareness of one of them (Pemberton, 2006, p.2). Coaching are primarily on-the-job development approaches emphasizing learning on a one-to-one basis. Coaching is often considered a responsibility of the immediate boss who has a greater experience or expertise and is in the position to offer sage advice (Mondy, 2005, p.211). Manager's coach for skills development to support formal training or on-the job training, the coaching objective is to increase employee confidence and success in the current role or to prepare the employee for greater responsibility in other roles (Charney and Conway, 2005, p.187). Coaching relates to “performance improvement (often over the short term) in specific skills area. The goals, or at least the inter-mediate or sub-goals are typically set with or at the suggestion of the coach, while the learner has primary ownership of the process in most cases (Megginson, 2005, p.4).
- Mentoring: It's the idea of transferring learning from a more experienced individual to a less experienced person, to mentor support individual understanding, learning and achievements. Mentoring is often a long term relationship (Pemberton, 2006, p.45). Mentoring relates primarily to the identification and nature of potential for the whole person, it can be long-term relationship, where the goals may change but are always set by the learner. The learner owns both the goals and the process. Feedback comes from within the mentee –the mentor helps them to develop in-sight and understanding through intrinsic observation, becoming more aware of their own experience (Megginson and Clutterbuck, 2005, p.4). A relationship in which managers at midpoints in their careers aid individuals in the earlier stages of their careers (Mathis and Jackson, 2004, p.365).
- Job Rotation: Involves moving employees from one job to another for the purpose of providing them with broader experience (Mondy, 2005, p.216). Also it's the process of shifting an employee from job to job. In some organizations,

job rotation is unplanned; other organizations have elaborate charts and schedules, precisely planning the program for each employee (**Mathis and Jackson, 2004, p.359**).

b. Off the Job Training

- Classroom Program: It's often referred to as talking to or talking at the group; it's simply addressing a passive audience. To be effective, classroom need to be interesting or amusing to the audience, the presenter needs to be aware of the student at all times (**Kroehnert, 2000, p.10**). The advantage of classroom training is that it is widely accepted because most people are familiar with it. But a disadvantage of classroom instruction is the lecture systems, which encourages passive listening and reduce learner participation. Sometimes trainees have little opportunity to question, clarify, and discuss the lecture material. The effectiveness of classroom instruction depends on the group size, ability, instructor, and subject matter (**Mathis and Jackson, 2004, p.337**).
- Case Study: A classroom-oriented development technique that has been widely used. Cases provide a medium through which trainees can study the application of management or behavioral concepts. The emphasis is on application and analysis, not more memorization of concepts. One common complaint is that cases sometimes are not sufficiently realistic to be useful. Also, cases may contain information inappropriate to the kinds of decisions that trainees would make in a real situation (**Mathis and Jackson, 2004, p.337**).
- Apprenticeship Training: A method that combines classroom instruction with on-the-job training, such training is common with craft jobs (**Mondy, 2005, p.212**).
- Role Playing: In this method, trainee acts out characters assigned to them for a particular type of scenario or setting. Role playing is used primarily for analyses of interpersonal problems and attitude change and development of human relations skills (**Goldstein, 2002, p.229**). Participants are required to actually respond to specific problems they may encounter in their jobs. Rather than hearing about how a problem might be handled, or even discussing it, participants learn by doing (**Mondy, 2005, p.212**).
- Behavior modeling: Training method that utilizes video tapes to illustrate effective interpersonal skills and the ways manager's function in various situations (**Mondy, 2005, p.212**).
- Vestibule Training: Takes place away from the production area on equipment that closely resembles the actual equipment used on the job (**Mondy, 2005, p.212**).
- Simulations: Designed to duplicate the essential characteristics of the real world that are necessary to produce learning and transfer (**Goldstein, 2002, p.236**). Training devices of varying degrees of complexity duplicate the real world (**Mondy, 2005, p.213**).The use of simulation allows the participants to try new

behaviors without endangering the real product or suffering terrible consequences if something goes wrong (Kroehnert,2000,p.97).

- **Business Games:** Simulations that attempt to duplicate selected factors in a particular business situation, which are then manipulated by the participants (Mondy, 2005, p.213). A game is an activity illustration or exercise that can support the point the trainer is trying to get across to the trainee (Kroehnert, 2000, p.96).
- **In Basket Training:** A simulation in which the participant is given a number of business papers such as memorandums, reports, and telephone messages that would typically cross a manager's desk (Mondy, 2005, p.213).
- **Distance Learning and Video Conferencing:** For a number of years, many firms have used videoconferencing and satellite classrooms for training. This approach to training is now going interactive and appears to offer the flexibility and spontaneity of a traditional classroom (Mondy, 2005, p.213).
- **Computer-Based Training:** CBT refers to learning that is conducted through the medium of a computer. The applications of this mode of instruction are growing daily in terms of quantity and quality. The primary methods of CBT include: interactive video desk instruction, CD-ROM, Web-based distance online learning, web-based training on demand (Charney, 2005, p.99). CBT Takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction (Mondy, 2005, p.214).
- **Internship:** An internship program is a training approach whereby university students divide their time between attending classes and working for an organization (Mondy, 2005, p.216).
- **Web-Based Training (internet-intranet-just in time training):** An overwhelming advantage of using Web-based training is that it can be provided when needed and to any location on earth (Mondy, 2005, p.214).

2.2.3.4 Implement Training and Development Programs

The implementations of T&D programs are often difficult. One reason is that many managers are action oriented and frequently feel they are too busy to engage in T&D efforts. Another difficulty is that qualified trainers must be available. In addition to possessing communication skills, the trainers must know the company's philosophy, its objectives, its formal and informal organization, and the training program's goals. Human resource development requires a higher degree of creativity than perhaps any other human resource specialty (Mondy, 2005, p.223).

2.2.3.5 Evaluate Training and Development Programs

Evaluation of training should be done, by comparing the post-training results to the objectives expected by managers, trainers, and trainees, because training is both time-

consuming and costly. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked (Mathis and Jackson, 2004, p.340).

Mathis and Jackson mentioned two approaches for training evaluation: (Mathis and Jackson, 2004, p.340)

- a. Kirkpatrick's four levels: One way to evaluate training is to conduct Kirkpatrick's four levels—reaction, learning, behavior, and results. The four levels are all important, and they should be understood well by all professionals in the fields of education, training, and development.
- b. Benchmark: By which some organizations are using benchmark measures of training that are compared from one organization to others. To do benchmarking, HR professionals in an organization gather data on training and compare them to data on training at other organizations in the industry and of their size.

But Mondy mentioned that the credibility of T&D is greatly enhanced when it can be shown that the organization has benefited tangibly from such programs. Organizations have taken several approaches in attempting to determine the worth of specific programs (Mondy, 2005, p.224).

- a. Participant's opinion: Evaluating a T&D program by asking the participants' opinions of it is an inexpensive approach that provides immediate responses and suggestions for improvements. The basic problem with this type of evaluation is that it is based on opinion rather than fact. In reality, the trainee may have learned nothing, but perceived that a learning experience occurred.
- b. Extent of learning: Some organizations administer tests to determine what the participants in T&D program have learned. The pretest, posttest, control group design is one evaluation procedure that may be used.
- c. Behavioral change: Tests may indicate fairly accurately what has been learned, but they give little insight into desired behavioral changes.
- d. Accomplishment of T&D objectives: Involves determining the extent to which stated objectives have been achieved.
- e. Benchmarking: Benchmarking utilizes exemplary practices of other organizations to evaluate and improve T&D programs.

Section Three Coaching for Development

2.3.1 Introduction

The demands of today's competitive business environment, coupled with customers' increasing service expectations, compel managers to achieve greater levels of productivity and service despite diminishing capital and human resources. In response to this challenge, the manager-employee dynamic has been altered radically. Managers now empower their employees to enable them to work in more self-directed environments that ultimately lead to higher levels of production. As managers have shifted from controlling to empowering their employees, coaching as a part of training methods has become an essential managerial tool.

There are a number of different factors that have played a certain role in the increased popularity of coaching in today's organizations. Many organizations work under time pressure and dealing with change is nowadays an everyday challenge. The ability to learn and adapt is becoming important skills for employees. Thus, coaching has started to help individuals to regulate the major changes in the workplace. Further, the organizations are more flat, there are broader management roles and lower job security which also have been contributing factors to the growth of coaching. This in turn means that newly skilled individuals want more responsibilities, so coaching can hence support these individuals in achieving these changes. It is also a focus on lifelong learning, and learning throughout one's life time is becoming increasingly vital in today's society. Coaching has the ability to support different learning styles which could support more employees than traditional training methods. The development needs of individuals can be diverse, and in small organizations there are often not so many individuals with specific skills and development needs. Coaching can in this case offer a good approach for development, which can be focused on the individualized, just-in-time development (Jarvis, 2004, p.39).

Coaching impacts on both the individual and organizational performances as illustrated in the table below:

**Table (2.3.1)
Coaching Impact on Business Performance**

<i>Effectively managed coaching</i> <i>(improves) →</i>	<i>Employee performance:</i> ☺ Ability ☺ Motivation ☺ Opportunity <i>(drives) →</i>	<i>Organizational performance:</i> ☺ Cost-effective HR investment ☺ Labor productivity ☺ Service quality ☺ Innovation <i>(delivers) →</i>	<i>Business performance outcomes</i>
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Source: Jarvis, J. (2004), Coaching and buying coaching services, a CIPD guide, p. 39.

Coaching is a far-reaching practice described as a “process of equipping people with the tools, knowledge, and opportunities they need to develop them and become more effective” (Peterson and Hicks, 2006, P.14). Also, coaching is a directive process conducted by a manager to train and orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance (Minor, 2004, p.3). Moreover coaching is a form of directive teaching based on demonstration, explanation, feedback and encouragements (Farmer, 2007, p.144). In addition, coaching is a way to discover and encourage the potential of employees. It involves a continuous flow of instructions, demonstration, dialog, practice, support and feedback. It requires creating a partnership based on mutual respect. It requires that managers continually build their skills and polish their tools (Minor, M.S.W, 2004, p.65). Furthermore, coaching is not a part-time process. Rather, it is an ongoing function as managers continually look for opportunities to coach their employees through feedback on performance problems or praise on successful completion of a responsibility (Krazmien and Berger, 1997, P.6).

Coaching utilizes a systematic methodology of inquiry that encourages executives or teams to answer questions candidly. The coach then seeks a solution through a rigorous process of self-discovery and awareness, goal setting and accountability, action learning and execution, and evaluation and revision (Gladis, 2007, P.59). Also, coaching is developing a person’s skills and knowledge so that their job performance improves, hopefully, leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual’s private life. It usually lasts for a short period and focuses on specific skills and goals (Jarvis, 2004, p.19). In conclusion, coaching for development is a process of building a working environment and relationship that enhance the development of skills and the performance of one or both parties. Coaching must be supported and reinforced by the performance management system and the business culture (Minor, M.S.W. 2004, p.15).

2.3.2 The Objective of Coaching

Coaching objectives can be illustrated as follows: (Minor, 2004, p.4)

- a. To make job easier because employees have the right skills for the job.
- b. To enable managers to delegate responsibilities and empower employee's
- c. To build reputation as a manager who drives for results and develops people.
- d. To increase employees commitment to results because they know that the performance expectation are and how to achieve them.
- e. To develop collaboration between team members because they have to coach each other.
- f. To increase employee motivation and initiatives because positive recognition and feedback are given.
- g. To help improve the quality of employees work.

- h. To help avoid surprises and defensiveness during performance appraisal.
- i. To help increase creativity and innovation.
- j. To increase team cohesion due to clarified goals and roles.

But Homan and Miller describe that coaching contributes to four key results in an organization: **(Homan & Miller .2006, p.11)**

- a. Maintaining top-performing employees.
- b. Creating a positive work environment.
- c. Increasing revenue.
- d. Decreasing erosion in customer revenue and satisfaction by keeping the personnel for a longer time.

Also, Bartlett believes that coaching is needed for many reasons, however, three evident reasons are: **(Bartlett.2007, P.91)**

- a. Business and industry: constantly has both change and innovation.
- b. Organizations frequently: makes changes that impact employee relationships such as reengineering and downsizing.
- c. Globalization: has changed the business environment and is creating a multicultural work environment.

Furthermore, the top three coaching objectives are: **(Wood.2008, P.2)**

- a. Life development: balancing personal and professional roles more effectively.
- b. Leadership: developing interpersonal and team leadership skills.
- c. Self-awareness: becoming more aware of my shortcomings and growth opportunities as a leader, and understanding the origins and history of my behavior in work and its impact on others

2.3.3 Relation between Coaching and Training

Since coaching can be utilized to teach employees new skills or tasks and should be utilized to improve an employee's current performance, it is not surprising that the line between coaching and training is blurred. In fact, coaching and training, while separate and distinct, are complementary. Virtually, every contact with the employee provides an opportunity for coaching. The employees may not be involved in the decision to train or in the selection of training topics and the timing of the training may not be suitable. As a result, basics may be learned but finesse usually is not developed. In contrast with training, coaching is less formal and is often provided on an individual needs basis. Managers determine when coaching is appropriate through observation and feedback. Coaching does not replace formal training; rather, it supplements and supports more formal efforts. It is important that you deliberately select coaching as the appropriate method of intervention rather than simply respond by coaching whenever a performance problem arises **(Krazmien and Berger, 1997, P.6)**.

2.3.4 Similarities and Differences between Coaching and Mentoring

Mentoring has been used for many years, and there are several similarities between coaching and mentoring. Both involve a one-to-one relationship that provides an opportunity for the individuals to develop, reflect and learn. The term mentoring has its origin from Greek mythology, when Odysseus told his friend, Mentor, to take care of the education of his son. Odysseus told Mentor to “tell his son all he knows about everything” (Jarvis, 2004, p.19).

A mentor occupies a close interpersonal role and helps guide a protégé’s corporate career choices. A mentor can be a formally designated role or an informally acquired one. Formal mentors help their protégé understand the organization and support their journey within it, with the assumption of a long-term career in the company. An informal mentor does the same, but is more focused on addressing more personal and career developmental needs—if necessary outside the organization (Wood, 2008, P.3).

Much of confusion arises because the skills of a mentor and coach overlap to some extent-coaches in stimulator style are behavior like a mentor, using their own experience to ask questions that lead learners to their own insights and conclusions, helping them to develop their own wisdom and experience. But mentors also have a number of other roles to play which are typically outside the coach's remit. They help the learners to build wider networks, from which to learn and influence. They act as sounding board and counselor, responding to the individual's needs for emotional support; and they act as advisor and frequently role model (Megginson, 2005, p.5).

**Figure (2.3.1)
Differences between Coaching and Mentoring**

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professionally	Coaching revolves more around specific development areas/issues

Source: Jarvis, J. (2004), Coaching and buying coaching services, a CIPD guide p.19.

2.3.5 Similarities and Differences between Coaching and Counseling

Counseling is a supportive process conducted by a manager to help an employee define and work through personal problems or organizational change that affects job performance (Minor, 2004, p.3).

Counseling is a form of non-directive communication, based upon the principle of asking questions to lead people to solutions to their problems, as opposed giving advice or telling people what you think they should do (Farmer, 2007, p.70).

Coaching and counseling share many of the same skills, such as listening, showing empathy ,asking questions, providing information and creating action plans .at times, they may seem to overlap (Minor, 2004, p.3).

When it comes to similarities and differences between coaching and counseling, one of the most important things is that many of coaching's models and techniques are inspired from psychology and associated therapies. Counseling needs people with high skills because the focus is on helping individuals to solve and support underlying psychological problems. In this case, counseling can be used if the employees are unable to resolve problems in their behavior during the coaching sessions (Jarvis.2004, p.20).

Figure (2.3.2)
Differences between Coaching and Counseling

Counselling	Coaching
Broader focus and greater depth	Narrower focus
Goal is to help people understand the root causes of long-standing performance problems/issues at work	The goal is to improve an individual's performance at work
A short-term intervention, but can last for longer time periods due to the breadth of issues to be addressed	Tends for be a short-term intervention
Counselling can be used to address psycho-social as well as performance issues	Coaching does not seek to resolve any underlying psychological problems. It assumes a person does not require a psycho-social intervention
The agenda is generally agreed by the individuals and the counsellor	The agenda is typically set by the individual, but in agreement/consultation with the organisation
Other stakeholders are rarely involved	Other stakeholders (eg manager) are involved

Source: Jarvis, J. (2004), Coaching and buying coaching services, a CIPD guide p.21.

2.3.6 Similarities and Differences between Coaching and Managing

One to one coaching is the most effective way to develop and support individuals in their roles, managers need to develop their coaching skills and learn how to help staff to be

their best managers and consistently reflecting the professional standards, attitude and commitments wanted in the work place.

Coaching for both transportation and professional practice variety, shares something in common –good coaches move people forward in comfort, speed style (Duan. 2002, p.46).

An important aspect of a manager role is to coach others, but not every manager is equipped to do so. Coach does require a particular focus and approach, as well as particular skills. Some of the differences between managing and management coaching are mentioned in table (2.3.2).

Table (2.3.2)
Difference between Coaching and Managing

managing	management coaching
Overall control, instruct, direct, allocates.	Encouragement to find own answers, advices, request, challenges.
Manager's actions, takes corrective actions.	Develops an individual skills, strength ,capacity : Aim to bring out their best to enhance performance.
Big picture, multiple projects, tasks, Outcomes (what by when). Number of staff.	Focus is on an individual, their role responsibilities, specific work-the what by when, the who they are and how they are personally and professionally.
Able to provide rewards or sanctions.	Control over the outcome-it's up to the individual.
'Is there' for numbers of people	Is there' for the individual, wants them to achieve, be whole and balanced.

Source: Duan, S. (2002). Memo to Managers: Could you or should you Coach Your Staff. N.Z Business, p.46

A manager occupies a formal role within an organization and is responsible for ensuring that the primary tasks of the team/department/business unit/corporation are met.

A manager can use coaching skills to informally coach a subordinate, but this “coaching” is in the service of the subordinate’s organizational task. Asking a manager to formally coach a subordinate is structurally incongruent – it pits the roles of manager (for whom the organizational task is primary) and coach (for whom the individual well-being is primary) against each other (Wood, 2008, P.2).

2.3.7 Coaching Fields

The most common types of coaching in use are performance and skills coaching. Coaching types aimed at the personal needs/concerns of employees, such as life and career coaching were among the least common forms of coaching used (Jarvis, 2004, p.24).

- a. Performance coaching: Coaching activities here are aimed at enhancing an individual's performance in their current role at work. The specific issues covered by the coaching will vary, but the aim will always be to increase their effectiveness and

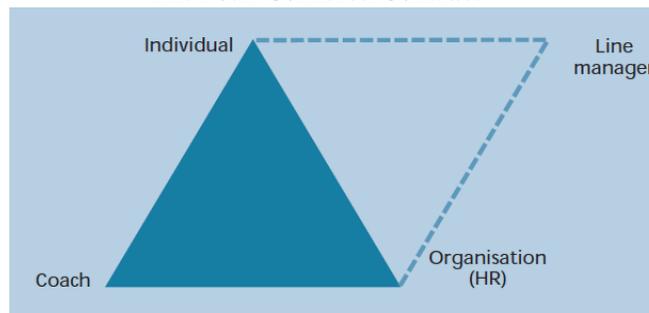
productivity at work. Generally, performance coaching derives its theoretical underpinnings and models from business and sports psychology as well as general psychological theory.

- b. Skills coaching: This form of coaching focuses on the core skills an employee needs to perform in their role. Skills coaching provide a flexible, adaptive, 'just-in-time' approach to skills development. Coaching programmes are tailored specifically to the individual and are generally focused on achieving a number of skill development objectives that are linked to the needs of the organization.
- c. Career coaching: Coaching activities focus on the individual's career concerns, with the coach eliciting and using feedback on the individual's capabilities as part of a discussion of career options. The process should lead to increased clarity, personal change and forward action.
- d. Personal or life coaching: This form of coaching provides support to individuals wishing to make some form of significant changes happen within their lives. Coaches help individuals to explore what they want in life and how they might achieve their aspirations and fulfill their needs. Personal/life coaching generally takes the individual's agenda as its start point.
- e. Business coaching: Business coaching is always conducted within the constraints placed on the individual or group by the organizational context. The term is used to refer to any coaching activity that takes place in a business setting, so by definition overlaps with other terms.
- f. Executive coaching: Organizations are now generally more willing to invest in coaching for their senior managers and executives. By improving the performance of the most influential people within the organization, the theory goes that business results should improve. Executive coaching is often delivered by coaches operating from outside the organization whose services are requested for an agreed duration or number of coaching sessions.

2.3.8 The Key Players in the Coaching Process

The primary relationship in any coaching activity involves the coach and the individual. However, it is not the only important relationship. Other key stakeholders include the person representing the organization's interests – most frequently an HR practitioner and the individual's manager. Both parties are interested in improving the individual's performance and therefore their contribution to the organization. Figure (2.3.3) depicts these different relationships (Jarvis, 2004, p.27).

Figure (2.3.3)
The Four-Cornered Contract



Source: Jarvis, J. (2004), *Coaching and buying coaching services, a CIPD guide* p.27.

- a. The individual and coach: This is the most visible relationship, and requires good matching for it to work effectively.
- b. The coach and HR: These parties agree to the contractual relationship, with the HR practitioner representing the organization's interests. HR should thoroughly brief the coach so they understand the organizational context in which the coaching will take place.
- c. The individual and HR: HR must explain why the individual is being coached, and allay any concerns they have about it. They must also assess that there is a genuine need for coaching and that the individual is ready for it.
- d. The individual and line manager: The line manager must understand and be supportive of the individual during the coaching intervention, and for ongoing development plans. They can also be involved in helping the individual decide the development objectives for the coaching programme.
- e. HR and the line manager: HR must manage the line manager's expectations and explain his or her role in supporting the coaching relationship.

2.3.9 Coaching Approaches

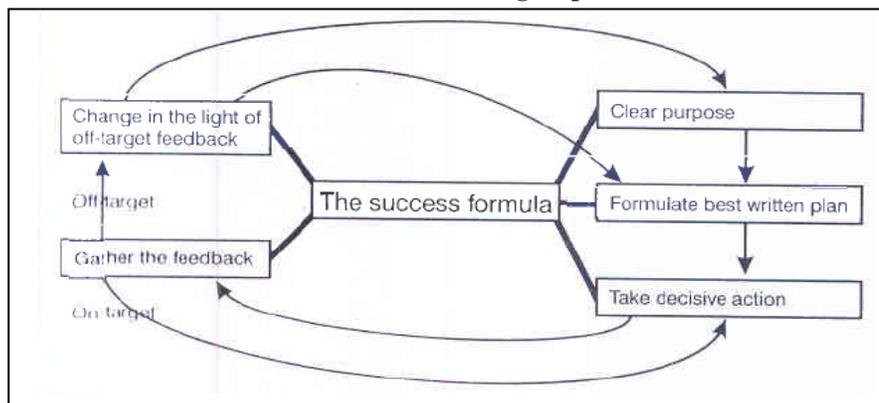
- a. Engineering Approach: Most corporate coaching initiatives take an engineering approach to human behavior using a conscious, rational and concrete approach. This approach identifies areas for improvement and then applies tools, processes and procedures to increase performance. This approach can be helpful for some aspects of professional development. If the employees are suffering in their jobs and in their lives, providing engineering solutions to this suffering misses the point entirely (Wood, 2008, P.3).
- b. Clinical Approach: Some organizations work with a clinical approach to coaching. Coaches who are clinically trained have the capacity and skill to explore the unconscious and emotional domains where real work and family life happens. Most coaches, even professional ones, have limited experience and a limited capacity to

work clinically. Clinical coach's look at the whole human social system in which their client lives—family and work—and recognize that an individual's behavior is a complex result of influences derived from varied social and psychological elements. Clinical coaching helps employees integrate the different components of their lives to achieve social harmony and psychological integration (Wood, 2008, P.3).

2.3.10 Coaching Steps

Coaching is based on the application of simple five-part "success formula" that has been known for centuries and has assumed many names. Some people call it "the learning loops"; others call it the "feedback cycle". Coaching method is based on the concepts of demonstration, practice and feedback. The emphasis is on "feedback" both "on target" and "off target" (positive and negative feedback) as the follows: (Farmer, 2007, p.144)

**Figure (2.3.4)
The Coaching Steps**



Source: Farmer, C. (2007), Business Coaching (1st ed.).UK: Management Books, p.144.

- a. Name a clear purpose: before you can do anything, you must decide exactly what you want; when you are clear on your purpose you have achieved the first step.
- b. Formulate the best, written plan: you need to have a plan to guide your action (A recipe) which is a written plan of action telling you three things: what resources you will need / what actions to take / what order to take them.
- c. Take decisive action: this is the practical application of the plan, the hands-on practice and the work.
- d. Gather the feedback: both on target and off target: results of current actions should be checked. Are they in line with achieving the goals or not? Not looking for or not noticing the "feedback results" will cause the "final result" to be different to what you intend. Feedback comes with two varieties:
 - On-target feedback: occurs when your current actions result in consequences that are equal to or better than those you anticipated. Most people like on-target feedback .it make them feel good.

- Off-target feedback: occurs when your current actions result in consequences that are not what you intended or worse than you want.
- e. Change the light of off-target feedback: off-target feedback tells you that your current actions are not working, that your actions are not taking you to your goal. You must be prepared to return to step I.

2.3.11 Coaching Implementation Requirements

There are some key factors that need to be addressed in order to implement successful coaching program:

2.3.11.1 Organizational Culture

For coaching to be successful, the organizational culture and climate should be supportive of learning and development. However, there are some particular organizational situations where coaching may be particularly appropriate as a development intervention. Some examples of these are: (Jarvis.2004, p.33).

- a. Talent shortages: When organizations are suffering from significant skills shortages, money may be better spent in developing the skills of current employees through interventions like coaching, rather than spending a great deal of money recruiting external candidates.
- b. Small or fast-growing businesses: People who initially set up small businesses don't necessarily have the skills to manage larger businesses and the growing number of people they need to employ. It's also unlikely that they can be away from work for extended periods of time for development activities. In this situation, coaching can offer targeted, timely development on identified issues/areas that can be fitted into the individual's busy schedule.
- c. Belief that coaching can deliver long-term performance improvement: Organizations should only invest in coaching when they think it will deliver significant and long-term improvements in individuals' performance – i.e. that future performance will greatly exceed current performance, which can be translated into business benefits.
- d. The organization expects that behavior can be changed in a short period of time: Organizations should only invest in coaching if they think that the issues that need to be addressed can be achieved in a relatively short period of time.
- e. During times of organizational change: Periods of major organizational change can require significant shifts in the behavior and attitudes of some employees in order to fit in with new structures or cultures. Coaching can help individuals make these necessary changes.
- f. Changes in job role: Coaching can help individuals who are moving to a new job that requires different skills and abilities. Coaching can be a valuable short-term intervention to help people adapt and cope with their role change.

- g. Supporting expatriates: Coaching can offer support for expatriates who have to adjust to a new culture and country. These people often have very specific requirements and they need immediate support as issues arise.
- h. Developing the skills of 'valuable' technical experts: Where certain employees have high levels of specific skills and experience (or critical relationships with contractors/suppliers etc), the organization might have difficulty replacing its human capital. In this situation, it may be more appropriate to provide coaching to these managers to improve or develop some of their other skills (interpersonal/managerial) so that their careers can progress within the organization.
- i. Support for future leaders or senior executives: Senior managers or executives bring groomed for leadership roles may be hesitant to attend training courses, as they may feel that they should already have the skills, expertise etc. In this situation, coaching can be a suitable intervention as it is confidential, personal and 'safe' development option where the individual is using an objective, external person to help them with their development.

One of the organization culture components is a coaching culture which generally involves implementing a long-term, strategic organizational development programme in an organization. It is therefore not a light undertaking for HR practitioners.

If a coaching culture doesn't already exist within an organization, coaching can still be an effective intervention, but there may be challenges for HR in gaining support and buy-in to the initiative, as well as getting it effectively embedded (Jarvis,2004, p.32).

A coaching culture is one that supports individual learning and development that encourages employees at all levels to try new things, to be creative and innovative in approach. There is an inherent personal and organizational risk in this and the individual therefore needs to understand the boundaries and feel supported both at a team and company level. Feedback is crucial and usually lacking in the majority of organizations. People, generally, are uncomfortable offering constructive, detailed feedback even when it is requested (Britnor, 2002, P.1).

Clutterbuck describes coaching culture as the following: (Clutterbuck.2003, P.30)

- a. Personal growth, team development and organizational learning are integrated and the links clearly understood.
- b. People are able to engage in constructive and positive challenging.
- c. People welcome feedback (even at the top) and actively seek it.
- d. Coaching is seen as a responsibility of managers and their direct reports.
- e. There is good understanding at all levels about what effective developers and developers do.
- f. Coaching is seen primarily as an opportunity rather than as a remedial intervention.

- g. People are recognized and rewarded for their activity in sharing knowledge.
- h. Time for reflection is valued.
- i. There are effective mechanisms for identifying and addressing barriers to learning.
- j. People look first inside the organization for their next job.
- k. There are strong role models of good coaching practice.

There are options which can help to establish a coaching culture: (Wood,2008, P.4)

- a. External personal coaching: Companies intuitively recognize that it is desirable for senior managers to have an external coach—in fact most senior managers insist on it—but companies don't extend this consideration to mid- and junior-level managers, and that is a mistake. Managers at all levels benefit in exactly the same way from discrete, private and confidential coaching that allows the exploration of sensitive personal and professional material. This is an expensive proposition, so how can clinical coaching at all levels be initiated?
- b. Team leadership coaching: “Team leadership” coaching is less expensive than private coaching but can be equally powerful. This involves a group of managers—for example, a designated group of high-potentials or a project team or executive committee—who work collectively with one coach or a limited team of coaches for a combination of group and individual sessions. The use of clinically trained team leadership coaches allows subsequent coaching to become part of a longer-term personal and professional development that is integrated into the larger organizational system and strategic direction. Familiarity with this complexity – understanding how to think psychologically in an organizational context – can lay the foundations of lifelong learning for groups of executives that can be applied in virtually any collective situation, and represents a significant organizational development and change initiative.
- c. Peer coaching: Coaching of, and being coached by, others at the same organizational level is easily integrated into the team leadership design mentioned above. Peer coaching is often initiated within programs at management institutes and is a very effective and inexpensive alternative to simple individual coaching when it is continued after the program within the company. Peer coaching helps form a group of associates who develop fundamental trust, are used to confiding in each other, and who work interdependently and collaboratively to address and resolve personal and professional problems as they arise. Peer coaching, properly done, can provide a person with a life-long group of trustworthy friends and colleagues.

But Clutterbuck (2003) describes options for establishing a coaching culture as follows:

- a. By ensuring that managers have at least the basic skills of coaching.
- b. By equipping all employees with the skills to be coached effectively.

- c. By providing an advanced coaching skills programme for senior managers and HR staff.
- d. By providing opportunities to review well coaching practice.
- e. By recognizing and rewarding managers who demonstrate good coaching behavior and commitment to coaching.
- f. By measuring and providing feedback on the quality, relevance and accessibility of coaching.
- g. By ensuring that top management provides strong, positive role models.
- h. By identifying cultural and systems barriers to developmental behaviors.

2.3.11.2 Manager Coaching Skills and Tools

There are five different coaching skills appropriate to implementing coaching process.

They are represented by the acronym SMART: (Minor, M.S.W. 2004, p.42)

- a. Sponsor: A sponsor gives the high performing employee exposure to important information, decision makers and other people in organization, the sponsor assists employees in determining assignments that will help them grow and meet their career goals. This role should be used when an employee has demonstrated outstanding skills and contribution and is looking for new challenge to grow. Managers need to have the organizational framework for understanding the role of sponsor, but they also need to have a structure for conducting a sponsoring sessions. they must know, plan and practice the following steps:
 - Put the employee at the ease and agree on the purpose of the meeting
 - Ask the employee to discuss his or her thoughts about short and long term carrier goals.
 - Probe for skills, values, interests and accomplishments, using the preceding questions as guidelines. Show interest through effective listening.
 - Provide information to the employee about what opportunities exist in current or possible future jobs within the company that relate to his/ her carrier goals.
 - Explore what assignment, projects or training classes might be appreciate to work towards the fulfillment of career goals.
 - Get agreement on the next steps each of you will take and set a follow up date.
 - Find ways to offer a large number of on-job developmental opportunities, rather than relying on traditional training.
 - Carefully analyze the training programs available and be sure they provide practical information that will enhance job performance.
 - Discuss with employees ahead of time what learning goals they have in relationship to the training and conduct coaching sessions afterward to help them apply what they have learned.
 - Help employees take responsibility for their career planning by holding them accountability for their part in the process.

- b. **Mentor:** A mentor is one who is involved in a lifelong process of self development, stays current in his or her respective fields and understands how net works operate. A mentor can help an employee understand how change occurs, as well as how to plan for and implement stage. A mentor can assist the employees in breaking down barriers to performance and learning how to work within the bureaucracy, mentors must plan for their sessions and have a structure following the next steps: **(Minor, M.S.W. 2004, p.49)**
- Show interest in employees by asking questions such as the preceding ones.
 - Ask employees about barriers to the performance or development of their desired competencies.
 - Listen to employee responses.
 - Explore options for removing barriers and enhancing performance and job satisfaction.
 - Discuss realities of the corporate culture, politics, personalities or norms that may be applicable.
 - Encourage employees to choose the best option for themselves in relationships to their carrier goals.
 - Ask how you can provide support, and end on an encouraging note.
 - Set a date for follow-up session.
- c. **Appraiser:** An appraisal helps employees assess their strength as well as their development needs, blind spots, interests and career goals. The appraiser contract with the employee to observe his or her performance under certain conditions and provide appreciate feedback and support **(Minor, M.S.W. 2004, p.50)**
- d. **Role model:** Serving as a role model is crucial to coaching, as you have to be seen as trust-worthy, competent and credible in order to coach other role models and demonstrate the a appropriate leadership style in their corporate culture. Behaviors for role models can be as follows: **(Minor, M.S.W. 2004, p.53)**
- Demonstrating enthusiasm for the vision and values of the company.
 - Pursuing opportunities for personal and professional growth.
 - Staying current on one's field of expertise by reading, attending conferences and net working.
 - Showing strong interpersonal skills in dealing with employees at all levels.
 - Building team up-down and across through collaborative behavior.
 - Admitting mistakes and grows from them-models continue improvement philosophy.
- e. **Teacher:** The role of the teacher is important in providing information about a business strategy, vision, values, services and products, and customer so employees can perform effectively in their jobs. Employees sometimes need a view of the big

pictures as well as specific job skills. The teacher provide this, frequently when the business strategy services or product change or to orient new employees to the business or introduce a team to a new manager approach and vision. Teachers assist employees in learning new job skills such as budgeting and giving sales presentations (Minor, M.S.W. 2004, p.54).

And there are six key tools for effective coaching: (Minor, M.S.W. 2004, p.65).

- a. Listening: A coach must physically attend to the employee by minimizing distractions, using eye contact, and demonstrating an open body posture. One way to demonstrate listening is to paraphrase what employees say and show empathy for what they might be feeling. Another way is to ask open ended questions to show interest and probe for important information.
- b. Observing: Coaches must be skilled in looking and listening, watching and waiting for cues that their employee need help or can take more responsibility and autonomy. They must watch for changes in performance, they should observe employees in a wide variety of situations and see how they react to stress. They must look for opportunities to expand competencies, reinforce effective performance and remove barriers
- c. Analyzing: Coaches must know how to determine the root cause if there is a downward trend or change in performance .also must be able to assess what causes upward trends so they can be aware of the employees learning style and what types of reinforcement tend to motivate each person.
- d. Interviewing: A coach must be able to formulate useful questions to probe for the employee's skills, values, interests and accomplishments. Coaches must know how to get important information in a way that doesn't make the employees feel interrogated of defensive.
- e. Contracting: coaching involves creating a partnership and encouraging employees to take responsibility for their careers. As a result, both parties must build a contract around the expectations and commitments of who will do what /when/how.
- f. Giving feedback: Coach's must tailor the feedback to the skill and knowledge level of employees receiving it and must be careful not to overload them with too much negative feedback. It is important to preserve self-esteem by concentrating on only two or three areas for change even if there are numerous areas for improvement.

Minor describes many of effective coach's practices which may help to implement a successful coaching program as follows: (Minor. 2004, p.8)

- a. Give assignments that capitalize on employee's strength.
- b. Give employees visibility with higher-level managers and customers.
- c. Provide freedom for employees to do their jobs.
- d. Set standards of excellence.

- e. Orient the employee to company values and business strategies.
- f. Hold the employees accountability.
- g. Protect the employee from undue stress.
- h. Encourage the employee when they discouraged or about to undertake new or difficult assignment.
- i. Provide information about the companies' vision, product, goals, and the employees' role in the attainment of company goals.
- j. Make performance expectation and priorities clear.
- k. Take time to build trust.
- l. Provide appreciate training and support when needed.
- m. Solicit and listen to the employees ideas even when coach disagree.
- n. View the employees as partners and critical to success of the company.
- o. Serve as a good role model.
- p. Won't lead the employee to give up.
- q. Don't divulge confidences.
- r. Explain reasons for decisions and procedures and give advance notice of changes whenever possible.
- s. Provide employees feedback about their job performance.
- t. Give employees recognition when they deserve it.

2.3.11.3 Coach's Development Programs

No matter how competent an individual may be as a line manager or communicator, coaching skills are not always intuitive. It is, therefore, essential that coaches' skills are effectively assessed. External coach's should be able to demonstrate high levels of competence but internal coach's or line managers may need training to either develop the core skills or to orientate them in the application of existing skills. A two-day bespoke induction course may be sufficient to get most managers started in coaching their teams but ongoing support and training will be required.

There are a number of coaching training schools offering more in-depth training and this is recommended where budgets allow. Ongoing support may take the form of regular workshops, on-line or face-to-face discussion forums, development centers, one-to-one supervision / mentoring by a lead or senior coach (**Britnor, 2002, P.5**).

For senior or executive level coaching, where the focus is more on insight and reflection than on skills and action, a higher degree of coaching skill may be required and it is not usually practical to train someone 'from scratch' for this purpose but to use coaches who already have experience working at this level. It is also good practice, though not widespread, to offer some form of orientation training (usually ½ to 1 day) for coachees to set their expectations accordingly. This can double-up with an opportunity to meet the coaches and to start the process of selecting a coach (**Britnor, 2002, P.5**).

2.3.11.4 Coaching Techniques

Managers have different aptitudes for coaching. One way to acquire coaching skills is to learn basic principles and suggestions and practice them. Another way is to participate in a training program for coaching. The following is number of suggestions for coaching techniques which could improve the performance: (Dubrin, 2005, p.7)

- a. Communicate clear expectations to group members: For employee to perform better and grow, it is necessary to have a clear view of what is expected from them.
- b. Build relationships: Effective coach builds good personal relationships with employees and works on improving their interpersonal skills.
- c. Provide regular feedback: on areas that require specific improvement. A coach should identify what behavior, attitude, or skills require improvement.
- d. Listen actively: An active listener tries to grasp both facts and feelings. It is also essential to encourage the coachee to talk about his performance.
- e. Help remove obstacles: and help employees to develop self-improvement.
- f. Determine if an employee has a “skill” or a “will” problem: Skill problems require much patience and training; will problems require motivation.
- g. Offer emotional support: An effective way of giving emotional support to those, whose performance is not at their best, is to use positive rather than negative motivators.
- h. Reflect content or meaning: An efficient way of that is to rephrase and sum up concisely what the group member is saying.
- i. Give some gentle advice and guidance: Part of that is to use the word ‘could’ instead of ‘should’.
- j. Allow for modeling of desired performance and behavior: An effective approach is to show the employee by example what composes the desired behavior.
- k. Gain commitment to change and maintain the big picture: Unless the leader receives a commitment from the team member to carry through with the solution to a problem, the team member may not attain higher performance. The best coach can see each situation as only one element of an individual’s overall performance.
- l. Observe performance on the job: and with clients (mentoring) and offer chances to the employees and expose them to strong leaders.
- m. Applaud good results: and recognize and reward excellent performance.

Section Four

General Background on Palestinian NGOs

2.4.1 Introduction

The historical role of Palestinian NGOs in providing services to the Palestinian population dates back to the early years of the Israeli occupation in the late 1960's when the Israeli Civil Administration was primarily responsible for the provision of social services. At the time, Palestinian NGOs largely operated within what was then commonly referred to as the 'national movement' and were largely linked to Palestinian political parties. Even in the mid 1970s, when developmental Palestinian NGOs started proliferating, these were also largely linked to the Palestinian political factions. The practices of Palestinian NGOs during this period, and until the early 1990s, were therefore, very much shaped by a combination of nationalist and development goals (World Bank, 2006, p.14).

The Palestinian NGOs sector was prolific during the First Intifada of 1987. However, drastic changes occurred following the establishment of the PA in the functioning of the NGOs both politically and sociologically. As such, the vision and mandate of the NGOs had to be accommodated to the new developments (Code of Conduct Coalition, 2008, p.7).

The definition used by the world bank for Palestinian NGOs is 'private organizations that pursue activities to relieve suffering, promote the interests of the poor, provide basic social services, or undertake community development' (World Bank, 2006, p.17).

Palestinian NGOs are an independent body established by no less than seven persons in order to achieve legitimate objectives for the public welfare on a non-profit basis. It should be characterized by independence, freedom, voluntarism and the accomplishment of public welfare. It must be legally registered at the Palestinian Ministry of Interior according to the Charitable Societies Law carrying No. 1 and issued in the year 2000. The objective is to promote community service on a nonprofit basis. It includes charitable societies, grassroots organizations, sports clubs and the Palestinian networks and unions representing Palestinian charitable societies and NGOs (Code of Conduct Coalition, 2008, p.2).

2.4.2 The Role of Palestinian NGOs

Palestinian Non-Governmental Organizations play a central role in the social and economic life of the Palestinian Territories. One of the primary reasons for this is, undoubtedly, the prolonged period of occupation experienced by the Palestinian population. Of equal significance was the absence of central governing institutions capable of providing basic services to the population. However, even after the establishment of the Palestinian National Authority (PNA) and the emergence of an infant form of central administration, the role of Palestinian NGOs did not diminish. Indeed, the number of PNGOs has actually increased from approximately 930 in the year

2000 to about 1,500 in 2007. It is clear, therefore, that the development of a centralized Palestinian administrative structure has not negated or even reduced the need for the services supplied by civil associations (**Devoir and Tartir, 2009, p.i**).

In addition to the essential role of NGOs in socioeconomic development, it was instrumental in relief activities with the unfolding events. It proved to be capable of operating under a complex environment and adapt remarkably with a distinctive performance in providing basic services.

Under such exceptional circumstances, the NGOs were keen to upgrade and broaden the range of services with a greater impact on Palestinian development. This is revealed through self-awareness of its community role. Although there is a disparity within the outlook of various NGOs, there is a consensus as to the centrality of its role in the process of development and liberation. The true challenge is the ability to proceed with the mission and effectively contribute to the formation of the Palestinian society (**Code of Conduct Coalition, 2008, p.12**).

The main role of Palestinian NGOs is empowering the Palestinian individual; reviving the social fabric of the community; continuation with the provision of quality services; participation in planning for and implementation of reconstruction projects, coordination with other actors, i.e., Palestinian Authority, related Palestinian ministries, UN agencies and international NGOs, etc.; developing immediate and long-term plans collectively; and Human rights including advocacy and lobbying initiatives (pressuring and influencing policy-makers) (**NDC, 2009, p.1**).

Palestinian NGOs cover a wide range of social services including health and specialized health, education, agriculture, environment, rehabilitation services to people with special needs, care for the elderly, among a number of other services and activities. In the fields of human rights, good governance and democracy, NGOs are leaders in empowering and defending the rights of women and children, enhancing youth participation in public life and protecting and promotion human rights principles (**Devoir and Tartir, 2009, p.ii**).

The expected roles of Palestinian NGOs entail that the stakeholders look up to NGOs to perform a vast range of responsibilities. They are expected to assert and advance national sovereignty while continuing to deliver basic services. They are expected to strengthen civil society and promote dialogue and interaction to preserve the social fabric of Palestinian society. NGOs are also expected to champion people empowerment in the face of weak governance (**NDC, 2006, p.3**).

2.4.3 Palestinian NGOs Challenges

The overarching challenges were: the unstable political situation – fear in what the future brings; the inability to reach ‘target groups’ to provide the needed services; shifting

organizational plans from development to relief; increased demand and dependency on the NGO sector; preparedness and capacity of organizations to respond to new and emerging challenges and needs; increase in demand and shortage of supplies; and the lack of funding available (NDC, 2009, p.1).

2.4.4 Palestinian NGOs Weaknesses

Weaknesses of Palestinian NGOs, pointed to the growing negative impact of aid which has apparently made Palestinian NGOs an extension of donors. Palestinian NGOs also have become inefficient because the funds they receive are not commensurate to the services they provide and that they duplicate government services. There is also concern about competition among Palestinian NGOs, lack of transparency and accountability and a lack of inability to articulate strategic vision. Numerous concerns about Palestinian NGOs are being disconnected from the community and becoming too political (engaging in electoral politics). More strategically, the leadership in bigger Palestinian NGOs is becoming personality oriented and that there is no deliberate leadership succession program. There are fears that there are hardly any efforts to address the issue of sustainability of Palestinian NGOs work even as donor funds continue to dwindle and as the demands for greater Palestinian NGOs role in development intensifies (NDC, 2006, p.2).

The Palestinian NGOs sector suffers financial deficits, reaching an estimated USD 22 million in 2006, as compared to USD 9 million in 1999. This indicates the existence of great dependency on external funding, in general, and the inability of the local community to mobilize the needed funds in particular. The issue of funding Palestinian NGOs is of great importance to ensure the sustainability of these organizations and to enhance and sustain their vital societal role (Devoir, 2009, p.ii).

Palestinian economic policy research institute "MAS" indicates a list of obstacles and weaknesses that face Palestinian NGOs and prevent them for achieving their goals (MAS, 2007, p.87):

- a. The interference of foreign donors in the organization
- b. The lack of cooperation from the beneficiaries
- c. Shortage of time available for the active members of the organizations
- d. Shortage in qualified manpower
- e. Lack of funding
- f. The interference of the local donors
- g. Disputes among the directors of the organization
- h. Lack of commitment from the directors

2.4.5 Estimated Number of Palestinian NGOs

Palestinian Ministry of interior had conducted a file shown the number of Palestinian NGOs in the Gaza Strip. The file calculated the number to be 815 organizations working in different fields, as shown in table (2.4.1).

Table (2.4.1)
Distribution of Palestinian NGOs
Based on the Population by District in the Gaza Strip

District	Number of NGOs	Percentage %
North	127	15.65%
Middle	108	13.25%
Gaza	380	46.6%
Khanyounis	111	13.6%
Rafah	89	10.9%
Total	815	100%

Source: Ministry of Interior (2011), the numbers in the table are integrated by the researcher

Chapter Three Previous Studies

3.1 Introduction

3.2 Previous Studies

3.3 General Commentary on Reviewed Studies

Chapter Three: Previous Studies

3.1 Introduction

The objective of this chapter is to present different studies that support and expand the knowledge of coaching in the practical world. Twenty previous studies in certified journals were reviewed and presented. The research depends on previous studies that support research objectives and highlights research variables.

3.2 Previous Studies

1- Peng (1997): “Comparison of Preferred Coaching Leadership Behaviors of Basket Ball Players at NCAA division III Level.”

The purpose of this study was to determine if there were significant differences of proffered coaching leadership behavior between male and female basketball students athletes in the Wisconsin state University Conference (WSUC) and Wisconsin Women Intercollegiate Athletic Conference (WWIAC) in the USA at the NCAA division III (5 members from WSUC and 6 members of WWIAC participate in the study), which could provide information for coaches when coaching different genders? The preference version of the 'modification and revision of leadership scale for sport (MRLSS) developed by Zhang in 1993 was used to collect data for this study. The SPSS 6.1 statistical package was used to perform analysis of this study.

Related Conclusions:

- a. There were no significant differences between preferences of male and female basket ball players for coaching leadership behavior.
- b. Female players preferred more democratic behavior and closed skills from their coaches than male players. That is there were differences between male and female subjects for specific coaching behaviors.
- c. Female players preferred more democratic behavior from their coaches than did male players.
- d. Female athletes preferred to have their coaches ask for input from players on important coaching matters, such as involving them in decision making when conducting practices, setting up group goals or individual goals, and when developing strategies for competition. They would like to be encouraged by their coach for making suggestion and be respected when they have made them.

Related Recommendations:

- a. Gender should be considered as one of those situational characteristics which may influence the preferences of athletes for specific coaching behavior.
- b. Coaches in WSUC and the WWIAC should adapt their coaching behavior according to the gender composition of the team.

2- Harvey (1999): “The Impact of Coaching in South African Primary Science”

This study presented evidence from an evaluation conducted by the Primary Science Programme (PSP) in South Africa, concerning the impact of classroom-based coaching on the teaching methods used by primary science teachers. The researcher employed an observational study with a quasi-experimental design, cross-referenced with a battery of ethnographic instruments, including interviews and diaries, 200 observations were conducted. The study aims to explore the role of classroom-based coaching, to compare teaching methods employed by primary science teachers who were provided with coaching with those who received only centre-based workshops, to assess the ‘value added’ by coaching in terms of observable changes in teachers’ classroom practice.

Related Conclusions:

- a. Interviews with Madadeni teachers revealed that effective coaching depends on an open and trusting relationship between teachers and the implementer.
- b. Teachers with little experience of activity-based pedagogy may be especially dependent on clear models of new practice; Peer coaching under such circumstance is surely only possible where at least one participant has a thorough conceptualization of the innovation.
- c. The search for cheaper means of providing coaching is of vital importance to developing effective InSET strategies in developing countries

Related Recommendations:

- a. Coaching may be a prerequisite for change is alarming
- b. There is a need to find cost-effective alternative ways of delivering support for coaching, while remembering that it cannot be provided by just anyone.

3- Smither and London (2003): “Can Working With an Executive Coach Improve Multisource Feedback Ratings Over Time? A quasi-Experimental Field Study.”

This study examined the effects of executive coaching on multisource feedback over time for two large companies located in New York City. Participants were 1,361 senior managers who received multisource feedback; 404 of these senior managers worked with an executive coach (EC) to review their feedback and set goals. The current study used a quasi-experimental pre-post control group - executive coaching vs. no executive coaching design. The key dependent variable was improvement in multisource ratings over an 1-year period.

Related Conclusions:

- a. Senior managers generally had favorable reactions to their executive coach and the coaching process.
- b. Coaching effectiveness was positively related to whether senior managers shared their feedback and solicited ideas for improvement from peers.
- c. Managers who worked with an EC were more likely than other managers to set specific goals, solicit ideas for improvement from their supervisors, and receive improved ratings from direct reports and supervisors.

Related Recommendations:

- a. The generalizability of the results described here might be limited because multisource feedback was shared with the feedback recipient's supervisor, who could use the information to influence compensation, promotion, and so on.
- b. The impact of executive coaches in an environment where accountability is relatively low. (e.g., where multisource feedback is confidential).
- c. Examine the impact of longer term executive coaching relationships, and focus on individual differences in readiness for changes are priorities.

4- Sue-Chan and Latham (2004): "The Relative Effectiveness of External, Peer, and Self-Coaches."

Two studies in two different continents using two different dependent variables examined the relative effectiveness of external, peer, and self-coach on the performance of participants in two MBA programs. The first study involved first semester MBA students in Canadian university (n=30). Those who were coached by an external coach exhibited higher team playing behavior than did those who were coached by peers. The second study involved second year EMBA for managers course in Australia (n=23) those who were either coached by an external coach.

Related Conclusions:

- a. The responses of the external coaches and peers to the reaction, learning, and self-efficacy measures indicate that they were satisfied with the training on how to conduct a coaching session (Study one).
- b. Coaching from an external agent resulted in higher performance than coaching from a peer (Study one).
- c. An external coach is superior to peers in increasing the team playing effectiveness of first-year MBA students (Study one).
- d. Managers who had been coached by an external coach earned a higher grade than those who were coached by a peer (Study two).
- e. Managers who coached themselves also earned a higher grade than managers who were coached by a peer (Study two).
- f. There was a significant difference in perceived source credibility across coaching (Study two).
- g. Managers perceived the external coach to be more credible than the peer coach (Study two).
- h. Self-coaches were rated significantly higher in credibility than the peer coach (Study two).
- i. The external coach was not rated more credible than the self as coach (Study two).
- j. There was a significant difference in satisfaction with the coaching process (Study two).
- k. Self-coaching led to higher performance than coaching from a peer (Study two).

Related Recommendations:

- a. The external coaches should be more effective than the peers or self-coach (Study one).
- b. For the two studies, a strong empirical support for the use of an external coach will be added value.
- c. External coaches are perceived as highly credible sources by Australians as well as by Canadians, cultures could increase confidence in the data when they are convergent.
- d. The effect of peers serving as coaches in work contexts is important, where the peer has much more expertise than the person who is being coached.

5- Mulec and Roth (2005): “Action, Reflection, and Learning –Coaching in order to enhance the Performance of Drug Development Project Management Teams.”

This study described the use of team coaching in supporting team reflection and learning in global R&D project teams. A collaborative research approach was used during the 8 months of coaching, with several inquiry methods being employed. This paper presents an study of two global, cross-functional drug development management teams in the R&D organization of one of the worlds’ leading pharmaceutical companies, AstraZeneca. AstraZeneca, with almost 60,000 employees, operates in seven therapeutic areas: cancer, cardiovascular, central nervous system, gastrointestinal, infection, pain control, and respiratory system. R&D activities are primarily conducted at five sites in Sweden, the UK, and the US. 16 interviews, questionnaire and observation were held. The study aims to describing the use of internal and external coaches and evaluate the effects of the coaching and to provide the coaches with information about the teams at the start of coaching.

Related Conclusions:

- a. The 8 months of coaching had resulted in a stronger and more supportive team environment.
- b. There was an increase in the knowledge creative interaction in terms of a climate of support, more constructive criticism, and more open dialogues such as the frequent sharing of knowledge and experience between team members.
- c. The coaching interventions dealt with the project management team’s interface with other teams/functions, i.e. its context in the organization, and in doing so created a system perspective on project work and a better awareness of how the team functioned within the R&D organization.
- d. The coaches’ interventions enhanced the team’s understanding of interaction patterns and its impact on project teamwork.
- e. The interaction pattern hindering learning, creativity, change, and innovation decreased during the coaching period, while the interaction pattern supporting learning, creativity, change, and innovation increased, which gave way to an increased capacity for change and capability to learn.

- f. The respondents pointed to increased efficiency in the teams in terms of better structured and focused project team meetings, a more frequent sharing of knowledge and experience between team members, as well as an increased shared understanding of information, more open discussions, and better decision-making processes during team meetings.

Related Recommendations:

- a. Coaching could be effective in both the behavioral and structural areas
- b. Coaching affects the role of the team and the individuals, the goal of the team (both business goal and team goal) and the context in which the team is acting.
- c. Individuals could bring their newly learnt skills to their individual teams and thus influenced a wider system than just the teams that were subjected to coaching.
- d. Coaching teams as they work – studying, supporting, and correcting their normal practices – gives more immediate feedback about behavior and procedural work in the team, which could make the effects stick better than in more traditional individual coaching or team-building activities.
- e. A better project focused on individuals will produce a more effective team, and less functional silos will be created.
- f. Coaching as an effective way of increasing project team effectiveness, which in the long run should have positive effects on drug development lead times and costs.

6 – McLean, G, et al (2005): "Development and Initial Validation of an Instrument Measuring Managerial Coaching Skill."

The two studies used three different samples (N= 644) to construct and validate a multidimensional measure of managerial coaching skill in Latin America and Taiwan organizations. The two studies assessed the context adequacy, dimensionality, reliability, factor structure, and construct validity of the scale. Preliminary reliability and validity evidence of the scale was determined. Consequently, the coaching scale provides future researchers with a valuable tool to measure coaching skill in organizational studies, and it offers human resource development professionals a valid instrument to develop effective managers. The study aims to construct and validate an instrument measuring managers' coaching skill in organizations through answering the following questions: What are the underlying dimensions of effective coaching skill revealed in the literature? Can a reliable measure of managers' coaching skill be developed to reflect adequate content of effective coaching skill identified in the literature? What is the preliminary validity evidence that can be identified for a newly developed coaching instrument?

Related Conclusions:

- a. A reliable measurement instrument can be developed to assess managerial coaching skill in business.
- b. Coaching in organizations has four distinguishable factors that are reflected in the dynamic relationships among manager as coach, team members, task, and the working environment.

Related Recommendations:

- a. The instrument measures four dimensions of coaching skill using only twenty items and thus provides an excellent opportunity for other researchers to incorporate this instrument with other scales in their research.
- b. Examine the relationships between coaching skill and leadership style and other managerial variables to establish concurrent validity for the coaching instrument are needed.

7- Bolwes and Picano (2006): “Dimensions of Coaching Related to Productivity and Quality of Life.”

This study described the impact of coaching in U.S. Army Recruiter sales district managers (Company First Sergeants) over six month. Nineteen district sales managers (U.S. Army Recruiting First Sergeants) participated in the study. Participants were all males with an average age of 35.9 years. The majority (84%) were married. (58%) of the participants were White, 32% were African American, and 5% were Hispanic. The participants had an average of 14.4 years of education. the study aims to discuss the impact of coaching on quality of life and sales staff (U.S. Army Recruiters) productivity, to explores the role of coaching in enhancing leader effectiveness and mission achievement in Army recruiting, to examine the relationships between coaching dimensions (intensity of coaching and involvement in coaching) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity.

Related Conclusions:

- a. Managers who more frequently applied coaching advice reported more work satisfaction and a tendency toward more life satisfaction.
- b. Coaching can be an effective way of improving business results while contributing to executive development.
- c. Coaching is a significant way of ensuring that knowledge acquired during training actually emerges as skills that are applied at work.
- d. Education did not significantly relate to any of the coaching variables, quality of life measures, or productivity indices.
- e. Achievement of coaching goals overall marginally related to family life satisfaction. In other findings regarding coaching goals, the number of team goals set was marginally associated with lower work and community life satisfaction.

Related Recommendations:

- a. Discovering a connection between goal achievement, productivity, and quality of life are important aspect.
- b. It is possible that the effects of coaching on productivity measures are weak and difficult to detect with a small number of subjects, or early on in the coaching process.
- c. More attention should be paid to explain the effects of coach and participant demographics on coaching outcomes, as well as goal achievement, and adherence.

- d. In order to impact productivity, coaching may need to be much longer in duration than the period studied (6 months).

8- Noer, Leupold and Valle (2007): “An Analysis of Saudi Arabian and U.S. Managerial Coaching Behaviors.”

In this study, the researchers described and test a model of managerial coaching with a sample of Saudi Arabian and U.S. managers and examined cultural influences on coaching behaviors. The sample consisted of 151 (71U.S, 80 Saudi Arabian) managers who held upper-middle management positions, similarity of levels and functions. The Saudi sample was comprised exclusively of males from the petro chemical industry, whereas the U.S. sample included males and females from a variety of industries. The study aims to examine cultural influences on coaching behaviors and to describe and test a model of managerial coaching with a sample of Saudi Arabian and U.S managers. The study conducted in US

Related Conclusions:

- a. Saudi leaders, due to their strong past, collectivist and hierarchical orientations, are more homogeneous compared to U.S. leaders who, due to their individualistic culture, are more varied in their coaching styles.
- b. Saudi managers consistently demonstrate more frequent behaviors across the broad general supporting dimension.
- c. Saudi managers reported using more supportive coaching styles and behaviors than did the U.S. managers.
- d. Saudi and U.S. managers seeking to establish more authentic and productive coaching and overall interpersonal relationships.
- e. The fundamental Islamic values of participation, equality, and respect for others are compatible with the values underlying U.S. coaching approaches.

Related Recommendations:

- a. It is important that managers in both cultures understand the relationship of culture and coaching behaviors.
- b. For U.S. managers attempting to engage in authentic coaching relationships with their Saudi colleagues, understanding the need to ground their efforts in personal relationships and collective, rather than individual, outcomes can facilitate more productive coaching processes.
- c. Authentically engaging in a helping relationship with someone who exhibits different cultural values, and to some extent polar, can be an against-the-grain experience.
- d. Awareness by managers in both cultures of the significant differences in supporting and challenging behavioral preferences can help ameliorate cross-cultural coaching shock.
- e. Saudi managers should be aware that their greater preferences for challenging and supporting behaviors, and the ease with which they switch between the two sets of behaviors, might confuse their U.S. colleagues.

- f. The supporting behaviors of attending, inquiring, reflecting, and affirming are foundations of basic interpersonal communication, and U.S. managers could stand to benefit from practice and behavioral rehearsal of these skills prior to attempting to communicate with their Saudi counterparts.

9- Stener (2007): “The Relevance of Coaching for Front Line Receptionists in the Hotel Industry -A Study of Scandic Rubinen.”

The study examined the relevance of coaching for front line receptionists in the hotel industry, by collecting empirical data from managers and employees at Scandic Rubinen hotel in Sweden. Primary and secondary data have been collected such as hotel information, and theoretical documents in the fields of HRM in the front line industry, motivation, leadership, and coaching. Further, personal interviews were made with the managers and front line receptionists at Scandic Rubinen, but also expert interviews with people working out on the field with coaching in the service industry. The study aims to examine the relevance of coaching for front line receptionists in the hotel industry, by collecting empirical data from managers and employees at Scandic Rubinen Bring up the concept of coaching as a leadership style, to make a comparison of the employees versus the managements’ point of view in the field of coaching.

Related Conclusions:

- a. Theoretical results indicate that employee empowerment, employee motivation, and leadership are important for employees as well as a clear coaching leadership strategy in the hotel organizations.
- b. Coaching is something that can increase the confidence of the employees, which makes it easier to build up a good team in the front office of a hotel.
- c. The perception of coaching differs between managers and employees, but both parts lift up the importance of supporting and motivating the employees.
- d. There is a high demand of small coaching sessions with the front desk manager on an ongoing basis for the front line receptionists.

Related Recommendations:

- a. Coaching leadership strategies should be implemented for front line receptionists at the hotels.
- b. Continuous feedback and support are important for front line receptionists in the hotel. However, it is important to think that leadership through coaching is useful to implement in the hotel industry.

10- Tross and Maurer (2008): “The Effect of Coaching Interviewees on Subsequent Interview Performance in Structured Experience Based Interviews.”

This study investigated the effect of coaching interviewees on subsequent interview performance and examined potential mediators of those effects within a structured experience-based interview format. Using a post-test only experimental design, 144 undergraduate students from two psychology courses of a large public university located

in Atlanta, Georgia, USA. Of the total sample, 136 individuals were in their first year of study with the remainder, being in their second year of study, were assigned to one of three coaching conditions of increasing comprehensiveness: low (introduction-only training), medium (introduction plus awareness training), and high (introduction plus awareness plus skill training).

Related Conclusions:

- a. Individuals who participated in introduction/awareness coaching received higher scores than individuals who participated in awareness-only coaching.
- b. The research identified interviewee knowledge as a partial mediator of the relationship between coaching comprehensiveness and subsequent interview performance.
- c. Individuals who participated in introduction/awareness/skill coaching received higher scores than individuals who participated in introduction/awareness coaching.
- d. Coaching comprehensiveness was found to significantly impact interviewee knowledge and efficacy but not anxiety.
- e. Coaching comprehensiveness was not predictive of interviewee motivation.
- f. Coaching comprehensiveness groups did not vary in interviewee motivation and motivation level was elevated across groups.

Related Recommendations:

- a. It would be beneficial to assist individuals in getting this coaching in a proper and timely manner.
- b. This study does not address if or how coaching may impact the validity of the interview results and this topic is ripe for further investigation.
- c. Interview performance and validity are likely the two most important outcomes of coaching and should be addressed in consideration.

11- Kushnir, T, et al (2008): “The Effects of a Coaching Project in Nursing on the Coaches’ Training Motivation, Training Outcomes, and Job Performance: An Experimental Study.”

Over the past 10 years, a coaching program for 10 month has been carried out at the Sheba Academic School of Nursing in Tel-Aviv University during this period; each coach was responsible for four students. Each meeting lasted about 90 min. A group of nursing graduates, who currently work as nurses in various hospital departments, serve for 1 academic year as coaches for junior students were selected. The present research focuses on the professional gains for the nurses who serve as coaches in this project and to determine the effects of participation in a coaching project in nursing, on the coaches’ training motivation, skills acquisition, self-efficacy, professional attitudes, transfer of training and professional performance. All graduates of one class were randomly assigned to either the experimental (22 coaches) or control group (30 similar graduates who would not be coaches).

Related Conclusions:

- a. Participation in the project improved self-efficacy among the coaches (as opposed to the decline among the control group).
- b. The faculty teachers supported the nurses' efforts in being coaches, and communicated their belief in the coaches' ability to perform the tasks, and positive expectations regarding professional performance.
- c. The impact of participation in coaching on skills acquisition was positive in the sense that it may have prevented deterioration.
- d. The coaching project provided nurses with a challenging environment, under strict supervision of the school faculty, who expected them to exhibit knowledge and proficiency in training the student nurses.
- e. Coaches were supplied with theoretical material, steady support from the teaching staff and accumulated practical experiences, with opportunities to apply this material.
- f. Coaching facilitates the coaches' passage from school of nursing to the professional work field.
- g. The coaches serve as role models for their trainees who might view them as accessible means of assistance in achieving their academic goals.

Related Recommendations:

- a. Coaching could enhance training motivation of the coaches and improves their training outcomes, including professional performance.
- b. Incentives may have some impact on coaches
- c. Coaching may enhance the professional development of the coaches in terms of training motivation, self efficacy, transfer of training, and performance of professional nursing skills.
- d. The coaches are likely to develop a heightened, awareness of their need to improve their own skills and professional performance. A natural outcome of this awareness may be enhanced learning motivation.

12- Baron and Morin (2009): "The Coach–Coachee Relationship in Executive Coaching: A Field Study."

This study empirically investigated the links between the coach–coachee relationship and the success of a coaching intervention in an organizational setting. This study was conducted in a large North American manufacturing company. Data were collected from two samples: 73 managers who received executive coaching (63 men and 10 women) for a period of eight months and 24 coaches addressing various topics such as leadership, interpersonal communication, power and delegation, employee development, and mobilization. Results from 31 coach–coachee dyads were analyzed. The researcher chooses to focus on the ability of managers to promote development of their subordinates.

Related Conclusions:

- a. Executive coaching was significantly related to working alliance.

- b. Self-efficacy with regard to facilitating learning and results showed a positive correlation with the working alliance, as did all of the correlates related to the coachee.
- c. The association between the number of sessions of executive coaching and development of self-efficacy is mediated by the working alliance.
- d. The association between executive coaching and self-efficacy becomes non significant when working alliance is added.
- e. There is a non significant interactive effect of working alliance and the number of coaching sessions received.
- f. Working alliance plays a mediating role rather than a moderating role in the relationship between executive coaching and its outcomes.
- g. Motivation to transfer, supervisor support, and the number of coaching sessions is all significant correlates of working alliance.

Related Recommendations:

- a. The amount of coaching received influences the development of the coachee. The coach–coachee relationship thus constitutes a prerequisite for coaching effectiveness.
- b. The executive coaching process can allow enough time for a real working relationship to be established between the coach and the coachee.
- c. Investigate the coaching process. The interpersonal fit between the coach and the coachee is of particular interest. Indeed, very little is known about the personal characteristics that should be taken into account when pairing a coach with a coachee.
- d. It would be interesting to examine the relationship between the characteristics of the organizational culture and the coaching skills associated with working alliance.
- e. The more a manager is motivated to apply newly developed skills in his work and the higher is his perception of supervisory support, the better the working alliance with the coach during the coaching process.
- f. The support of the supervisor might reinforce the perceived value of the process and encourage the coachee’s efforts to develop.

13- Kadhem (2009): “Developing Motivational and Coaching Skills in Telecom Companies: A comparative Study between Batelco and Zain, Bahrain.”

This study examined selected issues-motivational and coaching- which are fundamentally related to management in general and to leadership in particular. For two major leading companies in telecommunication, mobile services and internet market in Bahrain. The researcher used the empirical analysis process, the population of the study was 100 participants from different levels of career status in the two companies, the sample compromised of two different and interrelated groups of participants. They were selected according to their positions and experiences, i.e. either being a staff member or a team leader. the study aims to explore the domain of motivational and coaching skills within telecom business sector, to explore how leaders make effective use of motivational and

coaching skills to improve employees' performance in both Batelco and Zain and to investigate the impact of leaders' motivation and coaching techniques on employees.

Related Conclusions:

- a. Both companies suffered from low level of motivation among employees due to: poor incentive system, absent of encouragement, unfairness or obvious discrimination in key positions, inadequate training policy, limited benefits, and unfair distribution of promotions specifically in key managerial chairs at Batelco basically and in Zain to less extent.
- b. The study invites managers to overcome bureaucracy and self-centered thinking and move to a wider vision of achieving organizational objectives by raising performance level.
- c. The leaders in two companies must be prepared to extend their knowledge and experiences and adjust their styles to meet the demands and needs of the employees at work.

Related Recommendations:

- a. There should be a clear and well-established plan of motivation and coaching based on a culture of cooperation and goal achieving between employees and leaders. This plan is the top management's job.
- b. Successful, fresh, and well-paid incentive system that generates satisfaction among employees should be guaranteed.
- c. Diffusion of team culture instead of employee and manager culture should be considered.
- d. Efficient and clear appraisal system that the employee participates effectively in evaluating his/her performance should be considered.
- e. Training and career development should be reinforced to all employees on equal chances to enhance their skills and loyalty to the organization.
- f. Exposing leaders to intensive coaching skills and practices training sessions, and new leadership styles that fit adequately the environment and culture of employees within the organization.

14- Liu and Batt (2010): "How Supervisors Influence Performance: A Multilevel Study of Coaching and Group Management in Technology-Mediated Services."

The research setting is the telephone operator services division of a unionized telecommunications company operating in a multistate region in USA, Using a cross-level, longitudinal approach and hierarchical linear modeling. The final sample included 9,918 observations from 2,327 telephone operators in 42 work groups in 31 centers (327 worker surveys and 58 supervisor surveys). The study sample was primarily White (78%) and female (86%), with an average age of 40 and company tenure of 10 years. The average group size was 55. the study aims to discuss the role of supervisors in influencing employee performance among incumbent workers in routine service jobs, to develop and test a multilevel model of how supervisors influence individual performance over time by

integrating individual coaching and work group management activities and incentives and to address the broad phenomenon how supervisors manage employees who work individually or in loosely organized groups.

Related Conclusions:

- a. Coaching, group management practices, and technical processes are significantly related to call handling time.
- b. Coaching also remains significant when we add the main effects for group management practices and technical processes.
- c. Group level characteristics would have a cross-level moderating effect on the relationship between coaching and job performance.
- d. The relationship between coaching and call handling time is lower when frequency of information updates is high.

Related Recommendations:

- a. The research confirmed the economic benefits of coaching, which had a strong and significant impact on improving individual performance over time.
- b. Coaching is more effective where automation is lower and group management practices are more frequent; therefore, coaching should be more effective in the many other types of occupations and organizations where processes are less standardized and opportunities for group interaction are higher.
- c. Effective use of coaching and group management practices is a cost efficient way to improve service quality and productivity.
- d. This study suggests that business practitioners should capitalize on the benefits of supervisory coaching and incorporate it as a valuable component in the learning system of organizations.
- e. A practical implication of this research is for employers to equip supervisors with sufficient resources, as well as coaching and guidance skills, and encourage them to share work-related knowledge through group management practices.

15- Cuadra (2010): “Coaching and Leadership at Volvo 3P”

This is a case study of coaching's effectiveness and the use of different coaching approaches in the same international company, Volvo, in two different countries, Gothenburg in Sweden and Lyon in France, based on the perception of the participants the participants of this investigation are managers of Volvo 3P, in both Lyon and Volvo 3P in Gothenburg. The study aimed to evaluate and assess the impacts of the use of coaching, to carry out a comparison between both coaching frameworks, to provide an overall picture of coaching activities at Volvo 3P, to provide a comparison between coaching activities in both countries in terms of coaching practices as well as coach's perception.

Related Conclusions:

- a. Both coaching approaches in the two locations have valuable things that can be learned from them.

- b. The use of coaching to develop coaching leadership style within the company is being effective in both Lyon and Gothenburg; in consequence, the concept of leadership within the company is being standardized by coaching practices.
- c. Coaching is a very good tool for development, and well used in Gothenburg and Lyon.
- d. It was revealed that the coaching effect is being influenced by the intrinsic cultural context.
- e. Coaching is a very useful developmental tool for the organization and can positively affect the company.

Related Recommendations:

- a. Standardization of the terminology used in the communication process of the top management team (HR representative and directors in charge of competences development) is required in order to have a more effective decision- making process regarding coaching issues and a shared vision of the coaching activity.
- b. A more integrative culture-coaching approach is needed. Note that the cultural issue is analyzed from an abstract level and intrinsic generalizations should not be interpreted as stereotypes.
- c. The lack of consensus regarding what coaching is and how it is applied in the real business environment calls for a deeper investigation of the subject about coaching.
- d. Companies aim to achieve more benefits with the use of coaching and thus providing coaching to employees. In consequence a business focus is necessary to have a meaningful use of coaching.

16-Stenling (2010):“Is Coaches’ Behavior Patterns Reflected in their Team’s Motivational Climate?”

This study examined one proposed objective situational cue, namely the behavior of coaches. It was expected that differences between coaches’ behavior patterns would be reflected in differences in the motivational climates between their teams. Four junior soccer team coaches and 56 players from these four teams participated in the study live in Oslo. Coaches were observed during four practices and behaviors were recorded using the Coaching Behavior Assessment System. The study aims to understand how individuals interpret achievement and competence, to evaluate how they perceive the environment in which they operate. In order to understand the influence coaches have on the psychological climate and to understand individual views on achievement and different meanings attached to achievement striving.

Related Conclusions:

- a. Coaches’ behavior patterns were reflected in their team’s perceived motivational climate.
- b. Lack of encouraging and/or instructional behaviors from the coach was reflected by a lower perceived mastery climate.

- c. A passive coach not engaged in punitive behaviors may have negative influences on the coach-created motivational climate.
- d. General communication from coaches unequally distributed towards the players may very well lead to a perception of an unequal recognition
- e. The amount of feedback coaches need to provide for a particular effect is unknown. Results reveal an interesting link between coaches' behaviors and the perceived motivational climate.
- f. Teams with coaches displaying similar behavioral patterns also displays similar perceived motivational climate. From that perspective the low percentage of correct classifications may be a positive indication of the theoretical predictive ability of the achievement goal theory.
- g. A passive coach may have negative impact on the perception of a mastery-oriented climate and as a consequence increase the perception of a performance-oriented climate
- h. Coach that is very active and highly engaged in encouraging and instructional behaviors can increase players' perception of the climate as rewarding for effort and improvement.

Related Recommendations:

- a. Examining differences between age groups, sports and gender for a broader understanding of the influence of coaches' behaviors on the motivational climate is important.
- b. Understanding how sport psychologists can assist coaches in creating a mastery-oriented climate is needed.

17- Day (2010):“Coaching at Relational Depth: a case study.”

This study described how organization coaches can work at relational depth with their clients by exploring the unconscious relational dynamics of the coaching relationship and their links to unconscious dynamics in the client's organization. The study provided a rich description of professional practice rather than a scientific test of the validity of the proposition. The client was a middle-aged finance director who worked in a rapidly growing international business in Sweden. the study aims to disguised both the client's and the organization's identity to protect their anonymity, to analyze the key themes that emerged from across our sessions looking for evidence of relational dynamics that were described by the client, to exploring how client difficulties in his role reflected how he was caught up in unconscious dynamics between different levels of the leadership hierarchy and professional groups in the organization, to develop a common understanding of how the dynamics in the organization stemmed from feelings of powerlessness and anger and to explore how managers disowned their anxieties around risk to defend themselves against their anxiety.

Related Conclusions:

- a. Not all coaching assignments will require the coach to work at relational depth.

- b. The dynamics of the coaching relationship can be understood as a repetition of unconscious processes that the client participated in the organization because of his relational past.
- c. The coach requires having an understanding of unconscious dynamics in organizations, relational dynamics in the coaching relationship and how to work with these dynamics in their practice.
- d. Coaches need to be able to work with their self-experience in the work, This requires not only self-awareness, but also the emotional maturity and confidence to work with difficult emotional material.
- e. The client's emotional experience of their organization will enter and shape the coaching relationship.
- f. The coach's physical and embodied responses, emotional reactions, thoughts about their client and the organization, are a reflection of how they organize their experience.
- g. In working at relational depth, the coach's role is to help the client understand how they participate in the relational dynamics within the organization.

Related Recommendations:

- a. The experience of being manipulated, or bodily sensations can be used by the coach to help the client become aware of unconscious material
- b. The coach's disclosure of what is going on for them in the relationship may help to surface unconscious emotions in the work
- c. Coaches need to be judicious in their use of disclosure, only using it when they are confident it is in the client's interests.

18- Briggs and Nieuwerburgh (2010):“The Development of Peer Coaching Skills in Primary School Children in Years 5 and 6.”

The focus of this study is to report on research work carried out in 6 classes within 5 primary schools in the county of Warwickshire in the UK in the academic year 2009-10. The researchers worked with primary school aged children in years 5 and 6 (9-11 year olds). The choice of developing peer coaching skills was as a direct result of this approach linking to the theoretical perspectives in solution-focused, person-centered and cognitive behavioral coaching. Research methodological approach includes class, teacher and researcher observations, and recording children's responses both as a result of the tasks and during their peer coaching feedback sessions. The study aims to examine whether the development of peer coaching skills in 'non academic' tasks have an impact on 'academic' attitudes and achievement.

Related Conclusions:

- a. If the feedback is not specific then the children might be more likely to choose to ignore it as unhelpful.
- b. Children may have looked at the feedback and thought that they were not able to do what was asked of them. This raises the issue of capability to deal with feedback.

- c. People decide rationally only in a limited number of situations. They make choices according to their interpretation of the situation which is often a simplification of a complex one, Rationality is 'bounded'; individuals seldom have access to all relevant information and must rely on a 'strategy of satisfying', that is to make the best decision on limited information.
- d. The relationships within the classroom and the social construction of the rules in the class may certainly seem complex for the children.

Related Recommendations:

- a. Attitudes towards receiving feedback may have more of a correlation to the acceptance of feedback rather than the quality of the feedback itself.
- b. Planning a series of workshops to offer schools covering all the different skills of coaching. This will allow exploring what motivates children to take on board and work with the skills and feedback they obtain. In turn this will enable to offer teachers insights into the necessary conditions to encourage children to develop their peer coaching skills and transfer these skills to academic studies.

19- Teemant, Wink and Tyra (2011): “Effects of Coaching on Teacher Use of Socio-cultural Instructional Practices”.

This study evaluated a performance-based instructional coaching model intended to improve teacher pedagogy and classroom organization for educating diverse student populations in United States. 21 Elementary teachers participated in a 30-h workshop and seven individual coaching sessions across an academic year. This study is descriptive, quantitative, and longitudinal. The study aims to examine the value of performance-based instructional coaching when the Five Standards Instructional Model defines performance

Related Conclusions:

- a. The Instructional Conversation showed the greatest variation among teachers across all coaching cycles.
- b. Performance-based instructional coaching accomplished teacher use of three standards simultaneously but not more.
- c. From the first to last cycle of coaching, teachers used Joint Productivity and Language/Literacy at higher levels than the other standards.
- d. There was significant growth by teachers in the use of Challenging Activities and Instructional Conversations in later cycles of coaching.
- e. Teachers did not experience significant growth in use of Language/Literacy and Instructional Conversation between coaching cycles one and two although significant growth occurred for each subsequent coaching cycle.
- f. Instructional coaching led to significant transfer of new teaching skills from a workshop to the classroom similar to studies on peer coaching.
- g. Teacher growth also patterned across coaching cycles.

- h. Target-based instructional coaching, when tailored to teachers' needs, is able to statistically close the pedagogical gap between teachers in the high and low groups over time.

Related Recommendations:

- a. Instructional coaching leads to significant teacher change, which is valuable in an international era demanding evidence of greater teacher effectiveness.
- b. Coaching created opportunities for ongoing cycles of assessment and assistance to inform teacher improvement. This model not only requires coaches themselves to possess requisite, deep, and nuanced understandings of coaching targets but also requires dispositional attributes that respect teacher readiness to incorporate performance targets into their practice. While teacher performance led development, the coaching process accelerated growth.
- c. Instructional coaching would be best part of a comprehensive professional development program, simultaneously exploring teacher knowledge, dispositions, and practices for teaching diverse learners.
- d. Coaching outcomes could be improved by offering the Instructional Conversation day at a separate time and as a single day, later in the coaching process, to match teacher implementation patterns.
- e. Performance-based instructional coaching, defined from a socio cultural perspective, like the five standards instructional model itself, is an important development.

20- Brinkert. (2011): “Conflict Coaching Training for Nurse Managers: A Case Study of a Two-hospital Health System.”

The study involved gathering qualitative information on the application of the comprehensive conflict coaching model (CCCM) within a nursing management environment at a US Magnet status hospital. Different professional perspectives were combined with the inclusion of senior leaders, nurse managers and frontline nurses. Senior leaders and nurse managers were able to provide study data at different points in time and do so in both face-to-face interviews and in a confidential questionnaire format. Twenty nurse managers trained as conflict coaches and each coached a supervisee.

Related Conclusions:

- a. Nurse Managers were most committed to starting conflict coaching training in order to develop a greater sense of accountability in frontline professionals, develop frontline professionals' confrontation skills and simply improve their own abilities to effectively intervene with others.
- b. The training process was shaped by the general learning principles of providing a comfortable and rewarding learning environment, offering many practice opportunities and relating material to the workplace.
- c. The training programme emphasized developing nurse manager training participants as conflict coaches to supervisees.

- d. There is applicability of all of the major content areas covered in the model and coach training.
- e. Coaches appreciated the model for emphasizing the perspective of the client/supervisee and for placing best story conception and implementation with the client.
- f. Conflict coaching was an attractive, useful and effective means of developing nurse managers, conflict competencies and supporting nurse managers-conflict interventions with supervisees.

Related Recommendations:

- a. It would have been helpful for the nurse managers to compress the schedule using whole training days but maintain an interval between days.
- b. The nurse manager could assist the supervisee without needing to take direct control.
- c. The role of a conflict coach can enhance the work of nurse managers. It can also generate role tensions.
- d. Develop a positive conflict culture throughout the nursing arena and integrate various conflict intervention processes is recommended

3.3 General Commentary on Previous Studies

The attention to applying coaching into practices has become more popular among business companies, medical and educational services. Many firms and organizations have implemented coaching practices with different methods on the purpose of achieving their objectives and benefits.

After reviewing the above previous studies, it has been noticed that most of them tried to present the relation between coaching and employee performance or organization goal achievement. Some studies like Peng (1997), Harvey (1999), Smither and London (2003), Sue-Chan and Latham (2004), Bolwes and Picano (2006), Kushnir, T, et al. (2008) presented the affects of coaching on some specific areas related to team performance, job satisfaction, leadership behavior, productivity and quality of life. Some other studies like McLean, G, et al. (2005) presented the effectiveness of coaching process and tries to validate an instrument to measure managerial coaching skills. Moreover, some other studies like Day (2010), Kadhem (2009) dealt with the key factors that contribute to successful coaching practices. In addition, all the presented studies deals with existing approaches of coaching and try to develop it.

None of the studies examined the requirements of implementing coaching approaches in the Gaza Strip, especially for Palestinian NGOs. Some studies examined the critical factors needs to be considered in order to develop an existing coaching systems.

The researcher investigated the previous studies and identified the related coaching fields in each as mentioned in the following table:

Table (3.1)
Investigation of the previous studies and related fields

No.	Author	Related Coaching Fields
1.	Peng (1997)	Gender
2.	Harvey (1999)	Coaching techniques
3.	Smither and London (2003)	Manager skills
4.	Sue-Chan and Latham (2004)	Coach training sessions, coaching process
5.	Mulec and Roth (2005)	Team coaching techniques
6.	Mc Lean, G, et al. (2005)	Managerial coaching skills
7.	Bolwes and Picano (2006)	coaching techniques and leader effectiveness
8.	Noer, Leupold and Valle (2007)	Managerial coaching skills and behavior, coaching/organization culture
9.	Stener (2007)	Coaching techniques, manager coaching skills
10.	Tross and Maurer (2008)	Coaching training programs
11.	Kushnir, G, et al. (2008)	Coaching training programs
12.	Baron and Morin (2009)	Coaching techniques
13.	Kadhem (2009)	Manager coaching skills
14.	Liu and Batt (2010)	Coach skills and techniques
15.	Cuadra (2010)	Different coaching approaches and techniques.
16.	Stenling (2010)	Different coaches approach and skills
17.	Day (2010)	Organization coaching practices and techniques
18.	Briggs and Nieuwerburgh (2010)	Coaching skills
19.	Teemant, Wink and Tyra (2011)	Evaluation of coaching practices
20.	Brinkert (2011)	Coaching training programs

Source: data integrated by the researcher

The previous studies present the most common fields related to implement coaching techniques as follows: organization/coaching culture, manager coaching skills, coach's development programs which have been considered by the researcher as the main requirements of implement coaching techniques.

Based on the previous studies, this study highlighted the following important points:

- a. The study examines the relation between the main requirements of implementing coaching and the applicability of coaching techniques in Palestinian NGOs.
- b. The study has confirmed the importance of coaching programs in Palestinian NGOs
- c. The study has shown the importance of coaching as part of training program, and its role in human resource development.
- d. The study has shown the importance of coaching, and presents the main requirements of implementing coaching techniques.
- e. The study agreed with the previous studies in the importance of coaching in reaching job satisfaction and achieves organizational objectives.
- f. This study could apply a framework to examine the requirements and the applicability of coaching practices on Palestinian NGOs. The results may be explained as a tool of maximizing the organizations chances to understand coaching practices and their weaknesses.

Chapter Four

Research Design and Methodology

Section one: Methodology and Procedures

Section Two: Testing Research Tool

Section one Methodology and Procedures

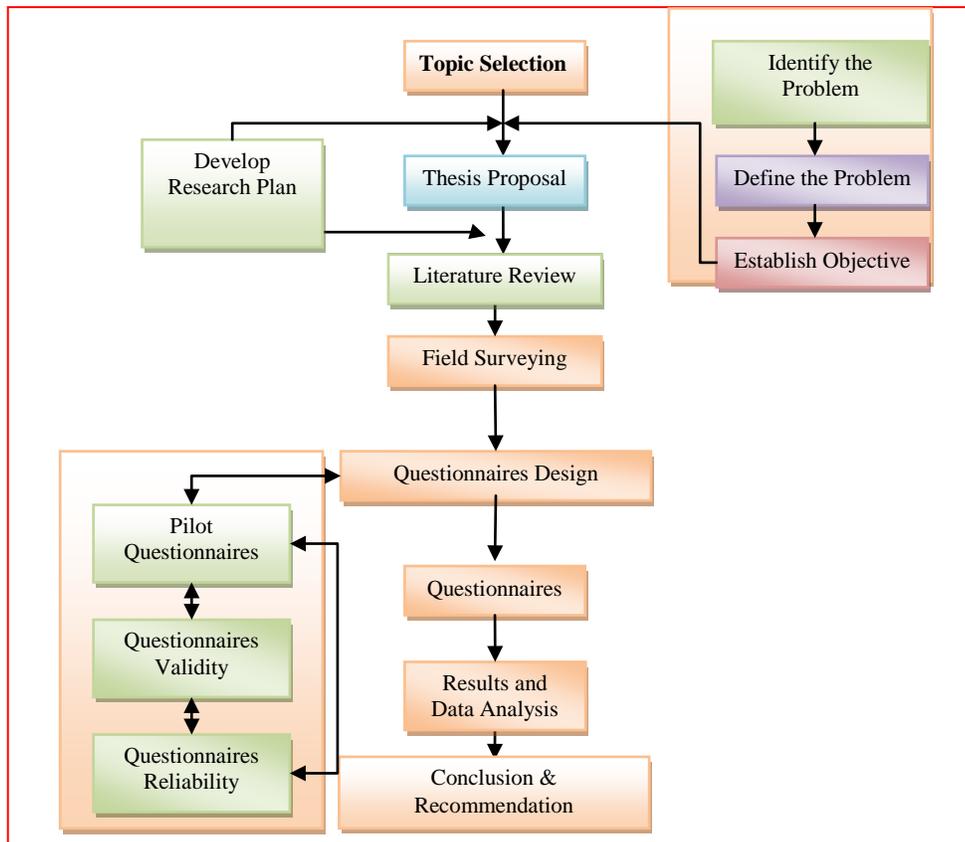
4.1.1 Introduction

The research tries to explore the main requirements of implementing coaching techniques in Palestinian NGOs. The adopted methodology and procedures used to achieve the research goals include the study of the characteristics of the research sample, the types and sources of data, statistical analysis tool as well as procedures for the application study.

4.1.2 Research Methodology

The research follows the descriptive methodology approach to describe the basic features of the data in a research. Descriptive methodology is the best methodology to be used because it is non-experimental in that it deals with the relationships existed between non-manipulated variables in a natural, rather than artificial setting. Since the events or conditions of the research interest have already existed and practiced, the researcher focuses and selects the relevant variables to analyze the hypotheses. Research methodology is illustrated in figure (4.1.1):

Figure (4.1.1)
The Methodology Flow Chart



Source: figure (4.1.1) illustrated by the researcher

- a. The first phase of the research is thesis proposal which included identifying and defining the problems and establishment objective of the research and development research plan.
- b. The second phase of the research included a summary of the comprehensive literature review. Literatures on human resource management, training for development, coaching for development, Palestinian NGOs background and previous studies were reviewed.
- c. The third phase of the research focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study. The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that help to achieve the target of the study. The questionnaire was modified based on the results of the pilot study.
- d. The fourth phase of the research included a field survey which was conducted with the 45 Palestinian NGOs.
- e. The fifth phase of the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective, 129 questionnaires were distributed to the research population, and 119 questionnaires are received.
- f. The sixth phase of the research was data analysis and discussion. Statistical Package for the Social Sciences (SPSS) was used to perform the required analysis. The final phase includes the conclusions and recommendations.

4.1.3 Research Population

The research population includes all registered Palestinian NGOs working in the Gaza Strip; there are (815) Palestinian NGOs, based on information delivered by ministry of interior for the year 2010-2011.

4.1.4 Research Sample

A simple random sample was conducted. A simple random sample is a technique by which a sampling procedure assures that each element in the population has an equal chance of being selected in the sample in order to increase the efficiency. Upon selecting the criteria found a sample of 5.52 % of research population to be surveyed. The samples were 45 Palestinians NGOs from 815 calculated samples to be surveyed as shown in table number (4.1.1)

For each surveyed Palestinian NGOs, questionnaires from 2 to 4 were distributed based on the existence of the research target respondents (target group), the target respondents were managers, deputy managers, project manager, project coordinator. Most of them are considered as management unit and opinions from them sound to be reliable because they believably tend to more understand and know Palestinian NGOs situation in terms of management, policies, operational condition of training and development, financial

situation and the employee performance rather than other employees. A total of 129 questionnaires have been distributed by proportional allocation in different Palestinian NGOs specialist according to sampling size as table (4.1.2) shows. A total of 119 answered questionnaires were received for an answered response rate of 92.24%.

Table (4.1.1)
Sample size

No.	location	Number of Actual org.	Number of organization represented in the sample (5.52 %)
1.	North Gaza	127	4
2.	Gaza	380	26
3.	Middle Gaza	108	7
4.	Khanyounis	111	4
5.	Rafah	89	4
Total		815	45

Source: Ministry of Internal (2011), the numbers in the table are integrated by the researcher

Table (4.1.2)
Name of organizations and distributed questionnaire

No.	Organization Name	Number of Distributed Questionnaires	Number of Returned Questionnaires
1.	Contractor Unions	2	1
2.	Lovers of Palestinian Children	3	3
3.	Mercy on Human	2	1
4.	The Patients Friends	2	2
5.	Rehabilitation of the Visual Impaired	2	1
6.	Deaf Children	2	2
7.	Prospects for Charity	5	5
8.	Education Guidance	3	3
9.	Agricultural Relief	3	3
10.	Hope for Orphans	2	1
11.	Central Blood Bank	2	2
12.	Rehabilitation of Disabled Persons	3	3
13.	Rights to Live	5	5
14.	Public Service	2	2
15.	Women Palestinian Graduates	2	2
16.	Young Muslim Women	2	2
17.	Mental Health	4	4
18.	Salah Islamic	2	2
19.	Charitable Giving	4	4
20.	Al-fackary for Development and Culture	3	3
21.	Quran and Sunnah	2	2
22.	Islamic Center	2	1
23.	Accountants	2	1
24.	Al-Musader Rural	4	4
25.	Physically Disabled	3	3
26.	Al-Maghazi for Community Development	3	3
27.	Al-Nagda	4	4
28.	Women Activity	2	1

29.	Red Crescent	6	6
30.	Al wedad for Community Development	3	3
31.	Wafa Charity	2	1
32.	Beit Lahia Development	3	3
33.	Rehabilitation and Development of Palestinian Home	2	2
34.	Ibn Baz Charity	4	4
35.	Al-Amal for Deaf	2	2
36.	Al Huda for Development	3	3
37.	Yabous Charity	6	6
38.	Welfare of Disabled Families	5	5
39.	Business Men	2	2
40.	Women Affairs	2	2
41.	Mercy Charity	2	2
42.	Al-Dameer	2	2
43.	Engineers	2	1
44.	Namaa	2	1
45.	Light of Knowledge	4	4
Total		129	119

Source: The names and numbers in the table are integrated by the researcher

4.1.5 Inclusion and Exclusion Criteria

Based on the deep discussion with the supervisors, this research stated some criteria to be followed during survey. These criteria represent the guideline to be followed in order to ensure logic and the best measure of research variables which all depend on the requirements of implement coaching in Palestinian NGOs field.

4.1.5.1 Criteria Related to Organization

a. Inclusion Criteria

- Must be from Palestinian nongovernmental organization; other industries are considered as invalid and abandoned.
- Must be registered in the Ministry of interior as a main office in the Gaza Strip; other organizations have registered as branches in the Gaza Strip are considered as invalid and abandoned.
- Palestinian NGOs with more than ten years experience are included in the research analysis
- Palestinian NGOs with more than twenty employees are included in the analysis of this research

b. Exclusion Criteria

- Palestinian NGOs with less than ten years experience are not included in the research analysis.
- Palestinian NGOs with less than twenty employees are not included in the analysis of this research.
- Other Palestinian NGOs have registered in the Ministry of interior as branches are considered as invalid and abandoned.

- Incomplete questionnaire responses are not included in the research.
- Other industries rather than Palestinian NGOs are considered as invalid and abandoned.

4.1.5.2 Criteria Related to Respondents

a. Inclusion Criteria

- Respondents who manage Palestinian NGOs belonging directly to any type of services.
- Presidents, vice presidents, project managers, and supervisors/coordinators of Palestinian NGOs are targeted.
- Respondents who got at least a diploma educational degree in any field of study.
- Respondents who have more than ten years of working experience

b. Exclusion Criteria

- Respondents who are not from the middle and top management level.
- Respondents who have less than diploma educational degree in any field of study.
- Respondents who have less than ten years of working experience.

4.1.6 Sources of Data

The respondents were asked to fill the questionnaire forms which were distributed to them in their working place and during their working hours. There was no duplication because distribution was performed according to list of names for the organization in the year 2010-2011 which was delivered to the researcher from Ministry of Interior (MOI).

The data were completely collected by the researcher, and some parts were collected by the help of the researcher friends. There were two sources of data:

- Secondary Data:** Secondary data were obtained from journals on coaching practices. They were retrieved through databases such as Emerald, Science Direct and Wiley Inter Science. Also, many thesis and dissertations were accessed through universities electronic theses and dissertations (ETD) and through Swedish essays web site. Some textbooks were available. Also, some publications related to Palestinian NGOs.
- Primary Data:** These data were collected from the field by questionnaire. Questionnaire was designed and distributed to get responses from target group of the research. Respondents were asked to provide opinions on the variables of this research, such as manager's skills, organization culture and availability of coach's development programs.

4.1.7 Questionnaire Design

A survey questionnaire was designed to collect the research's primary data. The questionnaire included close-ended questions to facilitate the data collection process. The design of questionnaire will affect the response rate and the reliability and validity of the

data collected. Response rates, validity and reliability are maximized by careful design of individual questions, clear layout of the questionnaire form, lucid explanation of the purpose of the questionnaire and pilot testing. The questionnaire composed of six sections to accomplish the aim of the research, as follows:

- a. Section one: It was concerned with personal information about the respondents (gender, age, educational level, occupation and years of service).
- b. Section two: It was concerned with organization information (years of operation, number of employees, field of work, location).
- c. Section three: It focused on the correlation between organization's culture and the ability of implementing coaching techniques. According to Jarvis (2004), Britnor (2002) and Clutterbuck (2003), the section was divided into 16 cases to cover most these practices dimensions.
- d. Section four: It focused on the correlation between the manager's skills as a coach and the ability of implementing coaching techniques according to Minor (2004), the section was divided into 17 skills to cover most these practices dimensions.
- e. Section five: It focused on the correlation between the coach's development programs and ability of implementing coaching techniques according to Britnor (2002), the section was divided into 12 cases to cover most these issue dimensions.
- f. Section six: It focused on the application and requirements of implementing coaching techniques according to DuBrin (2005) and Minor (2004), the section was divided into 14 techniques to cover most these issue dimensions.

The Questionnaire was drawn in Arabic version to be understood by the entire sample when was surveyed in the Gaza Strip. The questions were arranged in a logical order and a proper sequencing.

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method /s that can be applied and not others. In this research, numerical scale 1-10 is used, where "1" indicates a weak answer while "10" indicates a strong answer.

4.1.8 Questionnaire Statistical Analysis Tools

The researcher used qualitative data analysis methods. The Data analysis conducted utilizing (SPSS 19). The researcher utilized the following statistical tools:

- a. Kolmogorov-Smirnov test of normality.
- b. Cronbach's Alpha and split half method for Reliability Statistics.
- c. Pearson correlation coefficient for Validity.
- d. Regression analysis is used to analyze the effects between a single dependent variable and several independent variables.
- e. Frequency and Descriptive analysis.
- f. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance). *T-test*: is used to determine if the mean of a statement is significantly different from a hypothesized value μ_0 (Approximately the middle value of numerical

scale 1-10). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a statement is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a statement is insignificantly different from a hypothesized value 6. The Independent Samples T-test: is used to examine if there is a statistical significant difference between two means among the respondents toward the (application of coaching by managers in Palestinian NGOs sectors, Gaza, Palestine) due to Gender. The One-Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the (application of coaching by managers in Palestinian NGOs sectors, Gaza, Palestine) due to age, education, occupation, experience, years of operation, number of employees and location.

4.1.9 Questionnaire Procedures

The researcher utilizes the following questionnaire procedures:

- a. Upon designing the questionnaire, it was reviewed and modified by research supervisor.
- b. The modified copy was given to a number of 11 referees, including academics and civil society who have excellent knowledge and expertise in the area of the research topic.
- c. The questionnaire was modified based on the referee's comments and a pilot sample of 30 questionnaires was distributed to help test the validity and reliability of the questionnaire.
- d. Based on the pilot phase findings, some questions were paraphrased for clarity and a final copy was ready for distribution.
- e. A number of 129 questionnaires were distributed to the research sample. A number of 119 questionnaires (92.24% of the total) were accordingly collected for analysis.

Section two Testing Research Tool

4.2.1 Introduction

This section addresses the examination of validity and reliability of the tool in terms of the sincerity of the questionnaire by (Pre-Pilot validity) referees' comments and the results of internal consistency of the structural identification. Then the stability of the questionnaire includes the coefficient Cronbach's coefficient alpha and split half method to exit questionnaire in its final form. Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. External (Pre-Pilot) validity is used to identify potential problems and statistical validity is used to evaluate instrument validity, which include internal validity and structure validity. (Pilot and Hungler, 1985)

4.2.2 External (Pre-Pilot) Validity of the Questionnaire

It is essential to pre-pilot the questionnaire to identify any ambiguities in the questions and to identify the potential problems for each question. Revision for the tool is needed to ensure its relevance and stability. In order to assure high level of reliability and validity for the developed tool, the researcher had taken the approval of the supervisor to review the tool on Academic and Professional levels. Review of questionnaire with academic and business people who have had long-time experiences in business practice environment, were conducted in order to ensure logic: ten of academic staff from local and American Universities and one of professionals from Palestinian NGOs field reviewed the tool; see Appendix (A). The reason for including professional was to assure that the statement truly addressed the critical areas from the professional perspective.

4.2.3 Statistical Validity of Questionnaire

Statistical validity is used to evaluate instrument validity, which includes criterion-related validity and construct validity. To insure the validity of the questionnaire, two statistical tests were applied. The first test is internal validity test (Pearson test), which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Pearson test) that was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

4.2.3.1 Internal Validity of Questionnaire

Internal validity of the questionnaire is the first statistical test that was used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each statement in one field and the whole field as follows:

a. measuring the correlation coefficients between organization culture and the total of this field:

Table (4.2.1)
Correlation coefficient of each statement of "organization's culture" and the total of this field

No	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The top management beliefs that coaching programs are of great importance and they should be continuously developed.	.727	0.000*
2.	There is a clear written system to develop the employees inside the organization through coaching.	.858	0.000*
3.	The organization always informs the employees with the rules and work systems that are related to the coaching programs.	.892	0.000*
4.	The policies and procedures of the organization provide the appropriate environment to implement coaching programs.	.765	0.000*
5.	The organization encourages that coaching should be the managers' responsibility and under their direct supervision.	.846	0.000*
6.	The organization appreciates, acknowledges and rewards the managers who show good and committed behavior with coaching.	.839	0.000*
7.	The organization helps the employees to adjust with the organizational changes through coaching.	.877	0.000*
8.	The organization helps the employees to adjust with the changes resulted from changing the job duties through coaching.	.869	0.000*
9.	The organization helps the new employees to adjust with the working systems through coaching.	.947	0.000*
10.	The organization provides the chances to revise the new practices of coaching.	.939	0.000*
11.	The organization focuses on the employees' personal development through the applying of coaching program.	.865	0.000*
12.	The organization makes the employees able to be a part of the work in an organized way through coaching.	.917	0.000*
13.	The organization encourages the employees to participate in the information exchange activities through coaching.	.870	0.000*
14.	The employees know the goals of the coaching programs well.	.882	0.000*
15.	There is a common belief among the employees in the importance of the coaching process.	.885	0.000*
16.	The employees are moving towards developing their abilities and skills through the coaching program.	.652	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.1) clarifies the correlation coefficient for each statement of the organization's culture and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

b. measuring the correlation coefficients between manager's skills as a coach and the total of this field :

Table (4.2.2)
Correlation coefficient of each statement of "manager's skills as a coach " and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The tasks given by the supervising manager are consistent and benefits from the ability of the employees.	.868	0.000*
2.	The supervising manager gives freedom to the employees while doing their work.	.845	0.000*
3.	The supervising manager designs the criteria of success and evaluation effectively.	.880	0.000*
4.	The supervising manager motivates the employees when they feel discouraged or when they start working on a new or difficult task.	.878	0.000*
5.	The supervising manager provides feedback on the performance of the employees and he acknowledges their achievements when they deserve it.	.906	0.000*
6.	The supervising manager asks the employees to exchange ideas about the short and long term goals.	.930	0.000*
7.	The supervising manager focuses on the skills and achievements of the employees and shows interest through effective listening.	.883	0.000*
8.	The supervising manager shows strong personal skills while dealing with the employees of all levels.	.900	0.000*
9.	The supervising manager is able to build a work team within a clear and balanced hierarchy through cooperative behavior with the employees	.959	0.000*
10.	The supervising manager monitors the reaction of the employees carefully and deals with it wisely.	.937	0.000*
11.	The supervising manager is capable of making a strong, professional and clear relationship with the employees.	.896	0.000*
12.	The supervising manager is capable of attracting any available chance of personal or professional development for the employees.	.860	0.000*
13.	The supervising manager is capable of making the employees gain new skills related to work.	.932	0.000*
14.	The supervising manager is capable of using variety of supervising tools in the process of the supervising to supervise and develop the work.	.953	0.000*
15.	The supervising manager is capable of knowing the work problems of the employees easily.	.890	0.000*
16.	The supervising manager plays a leading and effective role among the employees and workers.	.910	0.000*
17.	The supervising manager is capable of connecting between the employees' experiences and the needs of the organization.	.873	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.2) clarifies the correlation coefficient for each statement of the manager's skills as a coach and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

c. measuring the correlation coefficients between coach's development programs and the total of this field :

Table (4.2.3)
Correlation coefficient of each statement of "coach's development programs" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The top management of the organization provides the financial support to implement programs that specialize in coaching to train the managers.	.850	0.000*
2.	The programs of training coaching trainers special for managers are included among the future plans of the organization.	.887	0.000*
3.	The organization cooperates with the counseling centers that provide training services for coaching.	.806	0.000*
4.	The goals of the training programs of the coaching trainers are set according to the future plans of the organization and the level of performance required developing it.	.926	0.000*
5.	The organization develops the managers' skills in coaching periodically.	.927	0.000*
6.	The organization works on encouraging and activating the participation of the managers in coaching sessions.	.922	0.000*
7.	The organization works of implementing coaching programs by using the help of qualified trainers from inside or outside the organization.	.865	0.000*
8.	The organization provides an effective guiding training about coaching for the new managers in it.	.842	0.000*
9.	The organization trains the managers of the followed procedures of work that are related to coaching like the guide of the professional safety and the guide of the human resources.	.838	0.000*
10	The organization trains the managers on using the skills and supervisory techniques in the supervisory process during work.	.936	0.000*
11	The organization assesses the training needs for coaching through the participation of the managers.	.963	0.000*
12	The organization focuses on the quality of the coaching programs provided for the managers through following up and the evaluations.	.931	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.3) clarifies the correlation coefficient for each statement of coaches' development programs and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

d. measuring the correlation coefficients between application of coaching techniques and the total of this field :

Table (4.2.4)
Correlation coefficient of each statement of "Implementing coaching techniques" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The organization provides the tools, knowledge and the opportunities that the employees need to develop themselves and to lean more towards the creative thinking.	.897	0.000*
2.	The organization provides technological systems to help the supervising managers to manage the level of performance of the employees.	.860	0.000*
3.	The organization provides limited period individual training systems.	.910	0.000*
4.	The organization provides an individual training program that mainly focuses on the employees' individual needs.	.929	0.000*
5.	The organization determines the methodology of coaching through the monitoring and the feedback of the supervising manager.	.913	0.000*
6.	The organization implements coaching programs in the form of workshops.	.863	0.000*
7.	The organization evaluates the results of coaching through an evaluation form or other forms.	.853	0.000*
8.	The supervising manager trains, directs and make the employees aware of the work's environment and helps them to get rid of the obstacles they face.	.911	0.000*
9.	The supervising manager uses the employees' teaching style through explanation, motivation, strengthening of beliefs and behavior managing through his understanding.	.939	0.000*
10.	The supervising manager focuses on the skills and the specific goals of the employees and works on carefully developing them with full support of the top management.	.937	0.000*
11.	The supervising manager provides the employees with support and practical training when they need them.	.855	0.000*
12.	The supervising manager provides the employees with the available opportunities of current, future and possible positions in the organization.	.900	0.000*
13.	The supervising manager participates with the employees in the steps of the tasks required from each one of them along with monitoring and evaluation.	.882	0.000*
14.	The supervising manager helps the employees to handle the responsibility of planning for their works through giving them the responsibility of the tasks given to them.	.891	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.4) clarifies the correlation coefficient for each statement of the application of the coaching techniques and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the statements of this field are consistent and valid to measure what it was set for.

4.2.3.1 Structural Validity of Questionnaire

Structure validity is the second statistical test that was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire.

(Table 4.2.5)
Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Organization's culture	.963	0.000*
2.	Manager's skills as a coach	.957	0.000*
3.	Coach's development programs	.969	0.000*
4.	Application of coaching techniques	.968	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.5) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to measure what it was set for to achieve the main aim of the study.

4.2.3 Reliability of Questionnaire

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Pilot and Hungler, 1985). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient Cronbach's coefficient alpha and split half method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire.

4.2.3.1 Cronbach's Coefficient Alpha

The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.2.6)
Cronbach's Alpha for each field of the questionnaire and the entire questionnaire

No.	Field	Cronbach's Alpha
1.	Organization's culture	0.974
2.	Manager's skills as a coach	0.985
3.	Coach's development programs	0.975
4.	Application of coaching techniques	0.979
	All statements of the questionnaire	0.993

As shown in Table (4.2.6), the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire were in the range from 0.974 and 0.985. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.993 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

4.2.3.2 Split Half Method

This method depends on finding correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then, correcting the correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation: Consistency coefficient = $2r/(r+1)$, where (r) is the correlation coefficient.

The normal range of corrected correlation coefficient ($2r/ r+1$) is between 0.0 and + 1.0

Table (4.2.7)
Split Half Method for each field of the questionnaire
and the entire questionnaire

No.	Field	Correlation Coefficient	Spearman-Brown Correlation Coefficient
1.	Organization's culture	0.935	0.966
2.	Manager's skills as a coach	0.973	0.986
3.	Coach's development programs	0.956	0.977
4.	Applicability of coaching techniques	0.952	0.975
	All statement of the questionnaire	0.984	0.992

As shown in Table (4.2.7), all the corrected correlation coefficients values are between 0.966 and 0.986, this range is considered high; so it can be said that according to the Split Half method, the dispute causes groups are reliable. Spearman-Brown Correlation Coefficient equals 0.992 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable and ready for distribution for the population sample

Chapter Five

Data Analysis and Hypothesis Testing

5.1 Introduction

5.2 Test of Normality

5.3 Descriptive Analysis of the Sample Statistics

5.4 Data Analysis

5.5 Hypotheses Testing

5.1 Introduction

The aim of this chapter is to analyze the empirical data which was collected through the questionnaire in order to provide a real picture about applicability of coaching techniques in the Palestinian NGOs. This chapter includes 4 main sections. The first is test of normality. The second is about descriptive analysis (the Personal and organizational characteristics) which will be presented and discussed. The third is about Data analysis (Means and Test values for each field). The fourth section is hypothesis testing. The findings that respond to these questions and objectives will be discussed and compared to previous findings in other studies.

5.2 Test of Normality

Kolmogorov- Smirnov test is used to identify if the data follow normal distribution or not, this test is considered necessary in case testing hypotheses as most parametric Test stipulate data to be normality distributed.

Table (5.1)
Test of Normality

No	Field	Kolmogorov-Smirnov	
		Statistic	P-value
1.	Organization's culture	1.140	0.149
2.	Manager's skills as a coach	1.304	0.067
3.	Coach's development programs	1.131	0.154
4.	Application of coaching techniques	1.123	0.160
	All statements	1.058	0.213

As shown in table (5.1), the results for Kolmogorov-Smirnov test of normality. P-value for each field is greater than or equal (0.05) level of significance, then the distribution for each field is normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

5.3 Descriptive Analysis of the Sample Statistics

5.3.1 The Characteristics of the Respondents

5.3.1.1 Gender

Table (5.2): Gender
Male and female Percent of the sample

Gender	Frequency	Percentage
Male	64	53.8
Female	55	46.2
Total	119	100.0

Table (5.2) shows that 53.8% of the respondents in our sample are male and 46.2% of the respondents are female, which reflects a state of almost balance between the respondents

in number. This is expected due to the fact that women are continuously given opportunities to work in Palestinian NGOs, which might be due to different reasons including changes of management perspectives, donor demands and high educational level.

5.3.1.2 Age

**Table (5.3): Age
Age distribution of respondents**

Age	Frequency	Percentage
Less than 30 years	41	34.5
30 – less than 40 years	40	33.6
40 – Less than 50 years	32	26.9
50 years and Older	6	5.0
Total	119	100.0

Table (5.3) shows that the percentage of age less than 30 years is (34.5%) followed by the age group from 30 and less than 40 years which is equal to (33.6%) . The age group from 40 and less than 50 years is (26.9%). The age group of more than 50 years is (5%). It's noted that the majority of the sample respondents are in their thirties, which can be seen in the light of the nature of Palestinian NGOs that attracts young professionals. It is also noted that the age group of more than 30 years represents the majority (65.5%). The results indicate that respondents are experienced enough to perform their duties and responsibilities at the top level management, by which they tend to look at a wider picture and take a broader perspective on the situation for problem.

5.3.1.3 Education Level

**Table (5.4): Education Level
Education level of respondents**

Education level	Frequency	Percentage
Diploma	11	9.2
Bachelor	85	71.4
Master degree	21	17.6
PHD degree	2	1.7
Total	119	100.0

Table (5.4) shows that 9.2% of the sample are "Diploma degree" holders, 71.4% of the sample are "Bachelor degree" holders, 17.6% of the sample are "Master degree" holders and 1.7% of the sample are "PHD degree". 71.4% of the research population has a bachelor degree. This reflects the good level of education that top level management of the Palestinian NGOs have and which reflects their skills and abilities. 19.3 % of the research population has master and a PHD degree which reflects low level of higher education that top management has and needs to be promoted.

5.3.1.4 Position

**Table (5.5): Position
Position distribution of respondents**

Position	Frequency	Percentage
Manager	33	30.0
Deputy manager	17	15.5
Project Manager	23	20.9
Project Coordinator	37	33.6
Total	110*	100.0

* Nine answers were missing from the target groups.

Table (5.5) shows that (30%) of the respondents are managers; (15.5%) were deputy manager, which reflects that 45.5 % of population sample are from senior management level, and (54.50%) were at the middle management level, which reflects a state of a most balance between the respondents belong to senior and middle management level, which is actually very important for this research because coaching practices is centered within senior and middle management level, the opinions of both groups are of major importance for accuracy of results.

5.3.1.5 Years of Service:

**Table (5.6): Years of Service
Years of service distribution of respondents**

Years of Service	Frequency	Percentage
10 – Less than 20 year	85	71.4
20 – Less than 30 year	26	21.8
30 – Less than 40 year	8	6.7
40 years and higher	-	-
Total	119	100.0

Table (5.6) shows that 71.4% of the sample has experience of "10 – Less than 20 year", 21.8% of the sample has experience of "20 – Less than 30 year" and 6.7% of the sample has experience "30 – Less than 40 year". It is noted that the majority of the respondents have more than 10 years service experience, which indicates that respondents possess the experience required to perform their duties and responsibilities at the senior and middle management level and that would be reflected in the research results.

5.3.2 Organizational Characteristics

5.3.2.1 Years of Operation

Table (5.7): Years of Operation

The Organization's age	Frequency	Percentage
Between 10 and less than 15	47	39.5
Between 15 and less than 20	29	24.4
20 or more	43	36.1
Total	119	100.0

Table (5.7) shows that 39.5% of the respondents say that their work place has been operating between 10 and less than 15 years, and 24.4% between 15 to less than 20 years, and 36.1 % from 20 years or more. This result shows that 60.5 % of the Palestinian NGOs have more than 15 year of existence which reflects their sustainability to pursue their business in spite of the hard situation especially in Gaza strip. They are more likely to have developed policies. Procedures and internal systems success reflects their capability to give researcher rich data.

5.3.2.2 Number of Employees

**Table (5.8): Number of Employees
Number of employees in organization (size)**

Number of employees	Frequency	Percentage
Between 20 to 25	58	48.7
Between 26 and 30 employees	9	7.6
Between 31 and 35 employees	10	8.4
36 or more	42	35.3
Total	119	100.0

Table (5.8) shows that (48.7%) of the respondents were working within firms size between 20 to 25 employees, (7.6%) of the respondents were working within firms size between 26 to 30 employees, (8.4%) of the respondents were working within firms size between 31 to 35 employees , (35.3%) of the respondents were working within firms size more than 36 employees . This result shows the majority of the firms are within the size more than 26 employees (51.3%). These results are consistent with medium and large Palestinian NGOs theme. Also the results match the selection criteria that were set up by the supervisor and researcher which reflects variety of reachable data.

5.3.2.3 Field of Work

Table (5.9): Field of Work

Field of work	Frequency	Percentage
Teaching and training	66	59.5
Economical Development	18	16.2
Culture and Sports	20	18.0
Social and Relief Services	69	62.2
Democracy and Human Rights	17	15.3
Agriculture and Environment	23	20.7
Health and Rehabilitation	49	44.1
Women and Children	54	48.6
Arts	15	13.5
Water and Sanitation	7	6.3
Reconstruction	9	8.1
Traditional works	13	11.7

Table (5.9) shows that (59.5%) of the respondents belong to teaching and training sector, (16.2%) of the respondents belong to economical development sector, (18%) of the respondents belong to culture and sports sector, (62.2%) of the respondents belong to social and relief services sector which were the highest, (15.3%) of the respondents belong to democracy and human rights sector, (20.7%) of the respondents belong to agriculture and environmental sector, (44.1%) of the respondents belong to health and rehabilitation sector, (48.6%) of the respondents belong to women and children sector, (13.5%) of the respondents belong to arts sector, (6.3%) of the respondents belong to water and sanitation sector which were the lowest, (8.1%) of the respondents belong to reconstruction sector, (11.7%) of the respondents belong to traditional works sector. This result reflects that the majority most of Palestinian NGOs work in fields of social and relief, these data are consistent with (Devoir, 2009) who stated that NGOs cover a wide range of social and relief services to people with special needs, care for the elderly, among a number of other services and activities. The results reflect high percentage of NGOs sector working in field of teaching and training (59.5%), women and children (48.6%), health and rehabilitation (44.1%) which is consistent with Palestinian NGOs role to perform a vast range of responsibilities to preserve the social fabric of Palestinian society and is expected to champion people empowerment in the face of weak governance as (NDC, 2006) study mentioned.

5.3.2.4 Location

Table (5.10): Location of the Organization

Location of organization	Frequency	Percentage
North Gaza	13	10.9
Gaza city	62	52.1
Middle area	15	12.6
South Gaza	29	24.4
Total	119	100.0

Table (5.10) shows that (10.9%) of the respondents work with organization located in north Gaza which were the lowest, (52.1%) of the respondents work with organization located in Gaza city which were the highest, (12.6%) of the respondents work with organization located in middle area , (24.4%) of the respondents work with organization located in south area. This result shows that the majority of the respondents work with organization located in Gaza city which is consistent with the (MOI, 2011) received data by the researcher.

5.4 Data Analysis

In the following tables, the research uses a one sample t- test to examine the direction of respondents' response on the questions of the questionnaire and to test if the opinion of the respondents in the content of the sentences are positive (proportional mean greater than "60%" and the p-value less than 0.05) or the opinion of the respondent in the content of the sentences are neutral (p- value is greater than 0.05) or the opinion of the respondent in the content of the sentences are negative (proportional mean less than "60%" and the p-value less than 0.05)

5.4.1 The First Field: Organization's Culture

Table (5.11)
Means and Test values for “organization's culture”

No	Statement	Mean	Proportional mean	Test value	P-value (Sig.)	Rank
1.	The top management believes that coaching programs are of great importance and they should be continuously developed.	8.48	84.79	12.94	0.000*	1
2.	There is a clear written system to develop the employees inside the organization through coaching.	6.79	67.90	3.07	0.001*	16
3.	The organization always informs the employees with the rules and work systems that are related to the coaching programs.	7.34	73.45	5.53	0.000*	8
4.	The policies and procedures of the organization provide the appropriate environment to implement coaching programs.	7.66	76.64	7.97	0.000*	2
5.	The organization encourages that coaching should be the managers' responsibility and under their direct supervision.	7.46	74.62	6.14	0.000*	3
6.	The organization appreciates, acknowledges and rewards the managers who show good and committed behavior with coaching.	7.41	74.12	5.91	0.000*	5
7.	The organization helps the employees to adjust with the organizational changes through coaching.	7.21	72.10	5.56	0.000*	9
8.	The organization helps the employees to adjust with the changes resulted from changing the job duties through coaching.	6.92	69.24	3.98	0.000*	15

9.	The organization helps the new employees to adjust with the working systems through coaching.	7.37	73.70	5.84	0.000*	7
10.	The organization provides the chances to revise the new practices of coaching.	6.99	69.92	3.95	0.000*	14
11.	The organization focuses on the employees' personal development through the applying of coaching program.	7.18	71.85	5.25	0.000*	11
12.	The organization makes the employees able to be a part of the work in an organized way through coaching.	7.20	72.02	5.30	0.000*	10
13.	The organization encourages the employees to participate in the information exchange activities through coaching.	7.44	74.41	6.36	0.000*	4
14.	The employees know the goals of the coaching programs well.	7.08	70.84	4.42	0.000*	13
15.	There is a common belief among the employees in the importance of the coaching process.	7.13	71.34	4.99	0.000*	12
16.	The employees are moving towards developing their abilities and skills through the coaching program.	7.38	73.78	6.49	0.000*	6
All statements of the field		7.32	73.18	7.36	0.000*	

* The mean is significantly different from 6

5.4.1.1 Data Analysis

The majority of the respondents indicated that " *top management beliefs that coaching programs are of great importance and they should be continuously developed* ", this practice got 84.79% proportional mean. "*The policies and procedures of the organization provides the appropriate environment to implement coaching programs* ", this practice got 76.64% proportional mean. "*The organization encourages that coaching should be the managers' responsibility and under their direct supervision*", this practice got 74.62% proportional mean. "*The organization encourages the employees to participate in the information exchange activities through coaching*", this practice got 74.41% proportional mean. "*The organization appreciates, acknowledges and rewards the managers who show good and committed behavior with coaching*", this practice got 74.12% proportional mean. "*The employees are moving towards developing their abilities and skills through the coaching program*", this practice got 73.78% proportional mean. "*The organization helps the employees to adjust with the organizational changes through coaching*", this practice got 73.70% proportional mean. "*The organization always informs the employees with the rules and work systems that are related to the coaching programs*", this practice got 73.45% proportional mean. "*The organization helps the employees to adjust with the organizational changes through coaching*", this practice got 72.10% proportional mean. "*The organization makes the employees able to be a part of the work in an organized way through coaching*", this practice got 72.02% proportional mean. "*The organization focuses on the employees' personal development through the applying of coaching program*", this practice got 71.85% proportional mean. "*There is a common belief among the employees in the importance of the coaching process*", this practice got 71.34 % proportional mean. "*The employees know the goals of the coaching programs well*", this

practice got 70.84% proportional mean." *The organization provides the chances to revise the new practices of coaching*", this practice got 69.92% proportional mean." *The organization helps the employees to adjust with the changes resulted from changing the job duties through coaching*", this practice got 69.24% proportional mean. "*There is a clear written system to develop the employees inside the organization through coaching*", this practice got 67.90% proportional mean. "*Field organization culture*", this practice got 73.18% proportional mean. P-value for all statements is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of these statements is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to all statements.

5.4.1.2 Commentary

- a. The respondents agree to high level (80-90% proportional mean) that senior and middle levels of management are interested, willing to understand coaching, and it should be enhanced. They believe in the importance of coaching culture, and this is accepted since Palestinian NGOs care about their staff empowerment to perform a vast range of responsibilities. That finding is similar to Noer, Leupold and Valle (2007) recommends that managers should understand culture and its relation to coaching, because culture is the main supportive of learning and development.
- b. The respondents also agree to low level (71-80% proportional mean) that Palestinian NGOs procedures are appropriate to implement coaching and developmental interventions. This result is consistent with Clutterbuck (2003) who believes that there are options to establish a coaching culture, one of them is by identifying good systems and procedures. Also the result is reliable since most Palestinian NGOs have the strongest procedures and policies in comparison with other institutions. Advanced developments of Palestinian NGOs procedures, especially in this area, could be added value to identify systems barriers to developments behavior.
- c. The respondents agree to low level (71-80% proportional mean) to the fact that organization encourages managers and employees to be part of coaching process. This finding is considered important and need to be improved since nowadays managers are encouraged to be facilitator who empower through a common vision and the team leader who motivates and leads employees. Also Jarvis (2004) stated that the primary relationship in any coaching activities involves the coach and the individual, because both parties are interested in improving the individual performance.
- d. The respondents agree to low level (71-80% proportional mean) to the fact that Palestinian NGOs support their senior and middle management level in their coaching behavior and encourage low management level or employees to develop their abilities and skills through coaching. This area needs to be improved and to be more systematic since that data analysis from table (5.11) shows that Palestinian

NGOs suffered from low level of motivation and encouragement among employees. This fact is due to lack of strategic vision of Palestinian NGOs, and the leaders become more personality oriented. This finding is also consistent with Kadhem (2009) who found that both Batelco and Zain companies in Bahrain suffered from low level of motivation among employees. This finding is because of lower strategic visions and discrimination in key positions of Batelco and Zain companies.

- e. Respondents agree to low level (71-80% proportional mean) to the fact that Palestinian NGOs provide the needed level of coaching awareness through working system. Despite that, this is an area that needs to be improved as an essential part for raising employee performance. This fact is due to shifting organization plans recently from development to relief and lack of funding due to deterioration in the political situation.
- f. Respondents agree to low level (71-80% proportional mean) about the role of Palestinian NGOs of using coaching for organizational change. These area need improvements since coaching processes were not implemented in a right way within systematic approach in these organizations. The reasons for this may be the unstable political situation and lack of organizational capacity to respond to new challenges. Also Jarvis (2004) believed that the major organizational change requires significant shifts in the behavior and attitude of employee in order to fit in with new culture and structure.
- g. Regarding employee personal development, the respondents consider the present implementation level of coaching in Palestinian NGOs is low (71-80% proportional mean). This indicates the significance of enhancement employee performance and the needs to be develop it since Palestinian NGOs are weak strategically, and there is no systematic coaching process for employee development plans. This findings is supported by Harvey (1999), Mulec and Roth (2005) and Stener (2007) studies who found that coaching can focus on the role of employees as individuals or within a team. They found also that coaching has been effective in both the behavioral and structural areas. This is because coaching can balance personal and professional roles more effectively, developing interpersonal and team leadership skills and understanding the history of employee and leader's behavior.

5.4.2 The Second Field: Manager Skills as a Coach

Table (5.12)
Means and Test values for “manager's skills as a coach”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The tasks given by the supervising manager are consistent and benefits from the ability of the employees.	8.03	80.25	11.33	0.000*	1
2.	The supervising manager gives freedom to the employees while doing their work.	7.82	78.15	9.72	0.000*	3
3.	The supervising manager designs the criteria of success and evaluation effectively.	7.57	75.68	7.83	0.000*	10
4.	The supervising manager motivates the employees when they feel discouraged or when they start working on a new or difficult task.	7.64	76.44	7.96	0.000*	9
5.	The supervising manager provides feedback on the performance of the employees and he acknowledges their achievements when they deserve it.	7.66	76.64	7.93	0.000*	8
6.	The supervising manager asks the employees to exchange ideas about the short and long term goals.	7.77	77.73	8.79	0.000*	6
7.	The supervising manager focuses on the skills and achievements of the employees and shows interest through effective listening.	7.87	78.74	9.75	0.000*	2
8.	The supervising manager shows strong personal skills while dealing with the employees of all levels.	7.79	77.90	9.22	0.000*	4
9.	The supervising manager is able to build a work team within a clear and balanced hierarchy through cooperative behavior with the employees	7.54	75.38	6.99	0.000*	11
10.	The supervising manager monitors the reaction of the employees carefully and deals with it wisely.	7.37	73.70	6.07	0.000*	17
11.	The supervising manager is capable of making a strong, professional and clear relationship with the employees.	7.66	76.64	7.78	0.000*	7
12.	The supervising manager is capable of attracting any available chance of personal or professional development for the employees.	7.53	75.29	6.97	0.000*	13
13.	The supervising manager is capable of making the employees gain new skills related to work.	7.53	75.34	7.22	0.000*	12
14.	The supervising manager is capable of using variety of supervising tools in the process of the supervising to supervise and develop the work.	7.51	75.13	7.17	0.000*	15
15.	The supervising manager is capable of knowing the work problems of the employees easily.	7.51	75.13	7.18	0.000*	14
16.	The supervising manager plays a leading and effective role among the employees and workers.	7.78	77.82	8.46	0.000*	5
17.	The supervising manager is capable of connecting between the employees' experiences and the needs	7.40	74.03	5.99	0.000*	16

	of the organization.					
All statements of the field		7.65	76.51	9.92	0.000*	

* The mean is significantly different from 6

5.4.2.1 Data Analysis

The majority of the respondents indicated that *"the tasks given by the supervising manager are consistent and benefited from the ability of the employees,"* this practice got 80.25 % proportional mean. *"The supervising manager focuses on the skills and achievements of the employees and shows interest through effective listening,"* this practice got 78.74% proportional mean. *"The supervising manager gives freedom to the employees while doing their work,"* this practice got 78.15 % proportional mean. *"The supervising manager shows strong personal skills while dealing with the employees of all levels,"* this practice got 77.90% proportional mean. *"The supervising manager provides feedback on the performance of the employees and he acknowledges their achievements when they deserve it,"* this practice got 77.82%," *The supervising manager asks the employees to exchange ideas about the short and long term goals,"* this practice got 77.73%," *The supervising manager is capable of making a strong, professional and clear relationship with the employees,"* this practice got 76.64%," *The supervising manager provides feedback on the performance of the employees and he acknowledges their achievements when they deserve it,* " this practice got 76.64%." *The supervising manager motivates the employees when they feel discouraged or when they start working on a new or difficult task,"* this practice got 76.44%." *The supervising manager designs the criteria of success and evaluation effectively,"* this practice got 75.68%." *The supervising manager is able to build a work team within a clear and balanced hierarchy through cooperative behavior with the employees,"* this practice got 75.38%." *The supervising manager is capable of making the employees gain new skills related to work,"* this practice got 75.34%." *The supervising manager is capable of attracting any available chance of personal or professional development for the employees,"* this practice got 75.29%." *The supervising manager is capable of knowing the work problems of the employees easily,"* this practice got 75.13% " *The supervising manager is capable of using variety of supervising tools in the process of the supervising to supervise and develop the work,"* this practice got 75.13%." *The supervising manager is capable of connecting between the employees' experiences and the needs of the organization,"* this practice got 74.03%." *The supervising manager monitors the reaction of the employees carefully and deals with it wisely,"* this practice got 73.70% proportional mean. *"Field manager skills as a coach,"* this practice got 76.51% proportional mean. P-value for all statements is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of these statements is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to all statements.

5.4.2.2 Commentary

- a. Respondents seem to be satisfied with coaching skills of senior and middle management. It is recommended to increase coaching effectiveness by improved coaching skills. Such improvement aims at enabling managers to demonstrate high levels of competences, such as sharing feedback and ideas with other employees, which are necessary for such organization. This result is consistent with the study of Smither and London (2003) which found that coaching effectiveness was related to whether senior managers shared their feedback and solicited ideas for improvement from peers. Also Harvey (1999) found that interviews with teachers revealed the dependence of an effective coaching on an open and trusting relationship between teachers and the implementer. Also Noer, Leupold and Valle (2007) found that the fundamentals Islamic values of participation such as equality, and respect for other are compatible with the values underlying U.S coaching approaches. All findings in those studies ensure that managers should have at least the basic skills of coaching and providing strong, positive role models.
- b. On the other hand the respondents agree to low level (71-80% proportional mean) that the senior and middle level of management is able to build a clear relationship with employees and provide the needed feedback and motivation. This area need to be improved more since it is essential to improve the quality of service provided by increasing motivation among employees. This result agrees with Kadhem (2009) who stated that all targeted companies suffered from low level of motivation among employees due to poor incentive system, absence of encouragement, unfairness or obvious discrimination of promotion specifically in key managerial chairs.
- c. There is low level of agreement between respondents (71-80% proportional mean) on the qualification of senior and middle management in designing the criteria of successes, their ability to build a work team, making the employees gain new skills related to work and using variety of tools in the process of coaching. This is due to the fact that Palestinian NGOs did not empower senior and middle level of management to know when and how to use coaching tools, when to demonstrate the appropriate leadership style, identify areas for improvements and then apply processes and procedure to increase performance. Therefore this area needs to be improved further since it is essential for employee empowerment. Minor (2004) believes that effective coaching requires knowing when and how to use coaching key tools that help coaches to demonstrate effective coaching process, explore options for removing barriers and enhance job satisfaction.
- d. Senior and middle level of management understands the dynamics of organization and how to utilize it to improve employee performance. From their response it became obvious that this area needs to be improved since Palestinian NGOs mostly suffer from unstable and continuing shifting in organizational plans due to bad political situation and changing priorities which force organization to take actions

like depending on temporary workers, re-engineering, restructuring, etc. So managers must be aware of these organizational dynamics and how to utilize them. These results agreed with Day (2010) study which stated that the coach requires an understanding of unconscious dynamics in organizations, relational dynamics in the coaching relationship and how to work with these dynamics in their practice. This could affect coach's physical and embodied responses and emotional reaction.

5.4.3 The Third Field: Coach's Development Programs

Table (5.13)
Means and Test values for “coach's' development programs”

No	Statement	Mean	Proportiona l mean (%)	Test value	P-value (Sig.)	Rank
1.	The top management of the organization provides the financial support to implement programs that specialize in coaching to train the managers.	6.76	67.63	2.99	0.002*	8
2.	The programs of training coaching trainers special for managers are included among the future plans of the organization.	7.00	70.00	4.32	0.000*	2
3.	The organization cooperates with the counseling centers that provide training services for coaching.	6.74	67.44	2.98	0.002*	9
4.	The goals of the training programs of the coaching trainers are set according to the future plans of the organization and the level of performance required developing it.	6.79	67.93	3.10	0.001*	7
5.	The organization develops the managers' skills in coaching periodically.	6.90	68.97	3.62	0.000*	5
6.	The organization works on encouraging and activating the participation of the managers in coaching sessions.	6.96	69.57	3.95	0.000*	3
7.	The organization works on implementing coaching programs by using the help of qualified trainers from inside or outside the organization.	7.04	70.43	4.26	0.000*	1
8.	The organization provides an effective guiding training about coaching for the new managers in it.	6.43	64.31	1.68	0.048*	12
9.	The organization trains the managers of the followed procedures of work that are related to coaching like the guide of the professional safety and the guide of the human resources.	6.53	65.26	2.04	0.022*	11
10.	The organization trains the managers on using the skills and supervisory techniques in the supervisory process during work.	6.58	65.81	2.34	0.011*	10
11.	The organization assesses the training needs for coaching through the participation of the managers.	6.91	69.14	3.67	0.000*	4
12.	The organization focuses on the quality of the coaching programs provided for the managers through following up and the evaluations.	6.86	68.63	3.38	0.000*	6
All statements of the field		6.81	68.12	3.86	0.000*	

*The mean is significantly different from 6

5.4.3.1 Data Analysis

The majority of the respondents indicated that *"The organization works on implementing coaching programs by using the help of qualified trainers from inside or outside the organization,"* this practice got 70.43 % proportional mean. *"The programs of training coaching trainers special for managers are included among the future plans of the organization,"* this practice got 70.0%. *"The organization works on encouraging and activating the participation of the managers in coaching sessions,"* this practice got 69.57%. *"The organization assesses the training needs for coaching through the participation of the managers,"* this practice got 69.14 % proportional mean. *"The organization develops the managers' skills in coaching periodically,"* this practice got 68.97%. *"The organization focuses on the quality of the coaching programs provided for the managers through following up and the evaluations,"* this practice got 68.63% proportional mean. *"The goals of the training programs of the coaching trainers are set according to the future plans of the organization and the level of performance required developing it,"* this practice got 67.93 % proportional mean. *"The top management of the organization provides the financial support to implement programs that specialize in coaching to train the managers,"* this practice got 67.63 %. *"The organization cooperates with the counseling centers that provide training services for coaching,"* this practice got 67.44 % proportional mean. *"The organization trains the managers on using the skills and supervisory techniques in the supervisory process during work,"* this practice got 65.81 %." *"The organization trains the managers of the followed procedures of work that are related to coaching like the guide of the professional safety and the guide of the human resources,"* this practice got 65.26 % proportional mean. *"The organization provides an effective guiding training about coaching for the new managers in It,"* this practice got 64.31% proportional mean. *"Field coach development programs,"* this practice got 68.12% proportional mean. P-value for all statements is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of these statements is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to all statements.

5.4.3.2 Commentary

- a. There is bad level agreement (60-70% proportional mean) of respondents who plan to implement coaching program in the future and are working to implement coaching sessions through the help of qualified trainers, focusing on the participation of managers as the most committed partner, and focusing more on insight to develop senior and middle management level using many tools. To be an effective developmental tool this area needs improvement since Palestinian NGOs work hard to develop their employee through providing many traditional training sessions which focus in most cases on employee rather than managers participation. Also Kushnir, Ehrenfeld and Shalish (2008) found that participation of managers in such

coaching sessions may prove to be an effective means of staff development. Furthermore Brinkert (2011) found that nurse managers were most committed to starting coaching training to improve their own abilities to effectively intervene with others. Managers may feel that they should already have the skills and expertise so coaching interventions could be as additional tools for developments.

- b. Respondents agree to bad level (60-70% proportional mean) that Palestinian NGOs have their own tools to monitor coaching programs provided to managers through follow up and evaluation. This issue needs to be improved since a reliable measurement instrument to assess the managers coaching skills in work of Palestinian NGOs is not available. Mclean, Yang, Kuo, Tolbert and Larkin (2005) found a valid instrument through investigate four dimensions related to communication, team approach, value people and accept ambiguity which can be used to measure managerial coaching skills. These findings could provide excellent opportunity for Palestinian NGOs to assess managerial skills.
- c. Almost respondents agree to bad level (60-70% proportional mean) that Palestinian NGOs cooperate with counseling centers and provide supervisory techniques, guidance procedure for existing and new managers during works. This area needs to be improved and developed since Palestinian NGOs did not provide more in-depth training and budgeting are not enough for ongoing support.
- d. In General, respondents agree to bad level (60-70% proportional mean) about the availability of coach's development program. Participation of senior and middle management level in professional training program needs to be improved by Palestinian NGOs. This result is consistent with Britnor (2002) who stated that "external coach should be able to demonstrate high levels of competence but internal coach's or line managers may need training to either develop the core skills or to orientate them in the application of existing skills." Also, this result is consistent with Kadhem (2009) who recommends exposing leaders to intensive coaching skills and practice training sessions that fit the environment and culture of employees.

5.4.4 The Fourth Field: Application of Coaching Techniques

Table (5.14)
Means and Test values for “Application of coaching techniques”

No	Statement	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The organization provides the tools, knowledge and the opportunities that the employees need to develop themselves and to lean more towards the creative thinking.	7.44	74.41	6.70	0.000*	6
2.	The organization provides technological systems to help the supervising managers to manage the level of performance of the employees.	7.21	72.12	5.23	0.000*	9
3.	The organization provides limited period individual training systems.	6.79	67.88	3.61	0.000*	11
4.	The organization provides an individual training program that mainly focuses on the employees' individual needs.	6.76	67.61	3.41	0.000*	12
5.	The organization determines the methodology of coaching through the monitoring and the feedback of the supervising manager.	6.53	65.30	2.23	0.014*	14
6.	The organization implements coaching programs in the form of workshops.	7.06	70.59	4.62	0.000*	10
7.	The organization evaluates the results of coaching through an evaluation form or other forms.	6.58	65.81	2.32	0.011*	13
8.	The supervising manager trains, directs and make the employees aware of the work's environment and helps them to get rid of the obstacles they face.	7.42	74.15	6.62	0.000*	7
9.	The supervising manager uses the employees' teaching style through explanation, motivation, strengthening of beliefs and behavior managing through his understanding.	7.48	74.79	7.01	0.000*	4
10.	The supervising manager focuses on the skills and the specific goals of the employees and works on carefully developing them with full support of the top management.	7.56	75.59	7.71	0.000*	3
11.	The supervising manager provides the employees with support and practical training when they need them.	7.47	74.66	6.59	0.000*	5
12.	The supervising manager provides the employees with the available opportunities of current, future and possible positions in the organization.	7.26	72.65	5.44	0.000*	8
13.	The supervising manager participates with the employees in the steps of the tasks required from each one of them along with monitoring and evaluation.	7.74	77.37	8.59	0.000*	2

14.	The supervising manager helps the employees to handle the responsibility of planning for their works through giving them the responsibility of the tasks given to them.	7.95	79.49	10.18	0.000*	1
All statements of the field		7.24	72.37	7.22	0.000*	

* The mean is significantly different from 6

5.4.4.1 Data Analysis

The majority of the respondents indicated that *"The supervising manager helps the employees to handle the responsibility of planning for their works through giving them the responsibility of the tasks given to them,"* this practice got 79.49% proportional mean. *"The supervising manager participates with the employees in the steps of the tasks required from each one of them along with monitoring and evaluation,"* this practice got 77.37 %." *"The supervising manager focuses on the skills and the specific goals of the employees and works on carefully developing them with full support of the top management,"* this practice got 75.59 % proportional mean. *"The supervising manager uses the employees' teaching style through explanation, motivation, strengthening of beliefs and behavior managing through his understanding,"* this practice got 74.79 %." *"The supervising manager provides the employees with support and practical training when they need them,"* this practice got 74.66% proportional mean. *"The organization provides the tools, knowledge and the opportunities that the employees need to develop themselves and to lean more towards the creative thinking,"* this practice got 74.41 % proportional mean. *"The organization provides technological systems to help the supervising managers to manage the level of performance of the employees,"* this practice got 72.12 %." *"The supervising manager trains, directs and make the employees aware of the work's environment and helps them to get rid of the obstacles they face,"* this practice got 74.15 % proportional mean. *"The supervising manager provides the employees with the available opportunities of current, future and possible positions in the organization,"* this practice got 72.65 %." *"The organization implements coaching programs in the form of workshops,"* this practice got 70.59 % proportional mean. *"The organization provides limited period individual training systems,"* this practice got 67.88 % proportional mean. *"The organization provides individual training programs that mainly focus on the employees' individual needs,"* this practice got 67.61%." *"The organization evaluates the results of coaching through an evaluation form or other forms,"* this practice got 65.81 % proportional mean. *"The organization determines the methodology of coaching through the monitoring and the feedback of the supervising manager,"* this practice got 65.30 %." *"Field implementing coaching techniques,"* this practice got 72.37% proportional mean. P-value for all statements is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of these statements is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to all statements.

5.4.4.2 Commentary

- a. Regarding using instructional coaching techniques respondents agree to low level (71-80% proportional mean) that senior and middle managers use some performance based ones. This area needs to be improved as it is important for any organizational developmental issues. This result is consistent with Teemant, Wink and Tyra (2011) study which found that performance-based instructional coaching is an important organizational development agent.
- b. The respondents agree to low level (71-80% proportional mean) that senior and middle managers work hard to develop employee skills through explanation, motivation and provide employee opportunities for training when it is needed. This issue needs to be enhanced in order to increase coaching effectiveness through improving Coach-Coachee relationship as a main key player in coaching process. DuBrin (2005) believe that Coachee coaching techniques could lead to higher performance. Also this result is consistent with Stener (2007) who found that employee empowerment, employee motivation, are important for employee as well as for implementing coaching strategies.
- c. The respondents agree to bad level (60-70% proportional mean) that Palestinian NGOs provide the needed individual training system based on individual needs. This area needs to be improved further, since training can provide comfortable learning environment and new opportunities to discover and improve skills. Palestinian NGOs understand these concepts well and they are working hard to develop it. Also Brinkert (2011) study found that hospitals were committed to provide coaching training to develop the learning environment and offering many practice opportunities.
- d. The respondents agree to low level (71-80% proportional mean) that Palestinian NGOs provide the basic coaching techniques .Without any doubt, this is a field that need further long term development, since delivering support for coaching cannot be provided by just any one as Harvey (1999) study stated. Looking for personal and collective relationship as coaching techniques could facilitate more productive coaching process than individual ones.

5.4.5 In General:

The mean and test values for each field and all fields calculated as follows:

(Table 5.15)
Means and Test values for all statements of the fields

Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Organization culture	7.32	73.18	7.36	0.000*	2
Manager skills as a coach	7.65	76.51	9.92	0.000*	1
Coach's development programs	6.81	68.12	3.86	0.000*	3
Application of coaching techniques	7.24	72.37	7.22	0.000*	
All fields	7.29	72.90	7.86	0.000*	

*The mean is significantly different from 6

The proportional mean of "organization culture, manager skills as a coach, coach's development programs and application of coaching techniques" are 73.18%, 76.51%, 68.12%, 72.37% respectively. P-value=0.000, which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of each field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to each field.

The mean of all fields equals 7.29 (72.90%), Test-value =7.86, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of all fields is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to all fields.

Finally, the majority of respondents indicated the availability of good environment and opportunity for application of the fields under study, especially the fields related to application of coaching techniques and organization culture. Those areas need to be developed and enhanced toward improving applicability of coaching process. The other areas related to manager skills as a coach and coach's development programs need more focus. Ability of Coach to provide continuous feedback and support are important for Coachee, professional training is likely to develop managers awareness of their needs to improve their own skills and performance, the interpersonal fit between the managers and coachee is essential, so it is important to consider coaching as an applicable and useful tool to be implemented in Palestinian NGOs sector.

5.5 Hypothesis Testing

5.5.1 First Main Hypothesis: "There is a significant relationship at level ($\alpha = .05$) between the (organization culture, manager skills, coach's development program) and the application of coaching techniques."

5.5.1.1 Testing of First Sub Main Hypothesis: " There is a significant relationship at level ($\alpha = .05$) between the organization culture and the application of coaching techniques."

Table (5.16)
Correlation coefficient between
"Organization culture and the application of coaching techniques"

Hypothesis	Pearson Correlation Coefficient	P-Value (Sig.)
"There is significant relationship at level ($\alpha = .05$) between the organization culture and the application of coaching techniques."	.822	0.000*

* Correlation is statistically significant at 0.05 levels

The correlation coefficient between organization culture and the application of coaching techniques equals .822 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude that there is a significant strong positive relationship between Organization culture and the application of coaching techniques.

In general, all the independent variables are very much correlated to the dependent variable. Hence, the independent variables that had been used in the questionnaire are statistically representing the aspect of good organizational culture. The more the relation is positive and active, the more good organizational coaching culture there.

So, it can be said that "there is a significant relationship between organization culture and the application of coaching techniques". Therefore the hypothesis is accepted.

It can be concluded that the organization culture is supportive for learning and the base for coaching developmental activities in Palestinian NGOs; it encourage employees at all levels to try new things and to be creative. Creating organizational coaching culture involves implementing a long term strategic organizational developmental programs.

5.5.1.2 Testing of Second Sub Main Hypothesis:" There is a significant relationship at level ($\alpha = .05$) between the manager skills as a coach and the application of coaching techniques."

(Table 5.17)
Correlation coefficient between
"Manager's skills as a coach and the application of coaching techniques

Hypothesis	Pearson Correlation Coefficient	P-Value (Sig.)
"There is significant relationship at level ($\alpha = .05$) between the manager skills as a coach and the application of coaching techniques."	.767	0.000*

* Correlation is statistically significant at 0.05 levels

The correlation coefficient between manager's skills as a coach and application of coaching techniques equals .767 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude that there is a significant strong positive relationship between manager's skills as a coach and application of coaching techniques.

All the independent variables are very much correlated to the dependent variable. Hence, the independent variables that had been used in the questionnaire are statistically representing the aspect of manager skills as a coach. The more the relation is positive and active, the more good manager skills as coach there.

So, it can be said that "there is a significant relationship between manager skills as a coach and the application of coaching techniques". Therefore the hypothesis is accepted.

It can be concluded that managers in Palestinian NGOs must coach using strong interpersonal skills to be able to provide the right advice, support, assignments and resources at the right time to a large number of individual and team. So, coaching requires focus on manager skills as a coach to be more effective.

5.5.1.3 Testing of Third Sub Main Hypothesis:"There is a significant relationship at level ($\alpha = .05$) between coach's development programs and the application of coaching techniques."

(Table 5.18)
Correlation coefficient between
"Coach's development programs and the application of coaching techniques"

Hypothesis	Pearson Correlation Coefficient	P-Value (Sig.)
"There is significant relationship at level ($\alpha = .05$) between the coach's development programs and the application of coaching techniques."	.860	0.000*

* Correlation is statistically significant at 0.05 levels

The correlation coefficient between coach's development programs and the application of coaching techniques equals .860 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant strong positive relationship between coach's development programs and the application of coaching techniques.

All the independent variables are very much correlated to the dependent variable. Hence, the independent variables that had been used in the questionnaire are statistically representing the aspect of coach's development programs.

So, it can be said that "there is a significant relationship between coach's development programs and the application of coaching techniques". Therefore the hypothesis is accepted.

It can be concluded that Palestinian NGOs coach's needs ongoing support and training to develop their core skills and support their employees in their roles. Exposing coach's to intensive developmental practices training sessions can contribute to meet the demands and needs of the employees at work, so it generates satisfaction among employees and increase coaching process effectiveness.

5.5.2 Testing of Second Main Hypothesis/Regression Analysis: (organization culture, manager skills and coach's development programs) statistically affect application of coaching techniques.

In order to explore the relationship between dependent variable and independent variables, multiple regression analysis was conducted to see the impacts. One of the objectives of this research is to find out the relationships and the impact between organization cultures, manager skills as a coach, coach's development programs and application of coaching techniques, so regression analysis is the best suitable tool for that purpose. The researcher use Stepwise regression and obtain the following results:

R Square = 0.821, this means 82.1% of the variation in "application of coaching techniques" is explained by "coach's development programs, organization's culture and manager's skills as a coach".

(Table 5.19)
ANOVA for Regression

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	338.536	3	112.845	174.805	.000
Residual	73.592	114	0.646		
Total	412.128	117			

Table (5.19) shows the Analysis of Variance for the regression model. Sig. = 0.000, so there is a significant relationship between the dependent variable "The application of coaching techniques" and independent variables "the organization culture, manager's skills as a coach and coach's development programs"

(Table 5.20)
The Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.918	0.323		2.842	0.005
Coach's development programs	0.430	0.050	0.523	8.587	0.000
Organization's culture	0.287	0.073	0.300	3.916	0.000
Manager's skills as a coach	0.167	0.072	0.162	2.307	0.023

The data analysis presented in Table (5.20) revealed that all of predictors have P-value for their coefficient (beta, β) are significant: organization culture, manager skills as a coach, coach's development program significantly contributed to the model. Based on T-test, the most significant variables are coach's development programs, followed by the organization culture.

The result of the regression analysis shows that the three in dependant practices affect the application of coaching techniques but the strongest affect related to the coach's development programs.

Based on the above results, a model can be derived to be:

$\text{Application of coaching techniques} = 0.918 + 0.430* (\text{coach's development programs}) + 0.287* (\text{organization's culture}) + 0.167* (\text{manager's skills as a coach}).$
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5.5.3 Testing of Third Main Hypothesis:" There are statistical significant differences in the answers of the respondents concerning the relation between (organization culture, coach skills and coach's development programs) and application of coaching techniques due to personal characteristics (gender, age, education, occupation, years of service) of the respondents."

5.5.3.1 Gender

Table (5.21)
Independent Samples T-Test of the fields and their p-values for gender

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	-0.570	0.570
2.	Manager's skills as a coach	0.903	0.368
3.	Coach's development programs	0.407	0.685
4.	Application of coaching techniques	0.253	0.801
	All fields together	0.270	0.787

Table (5.21) shows that: The p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, which means that there is insignificant difference in respondents' answers toward each field related to gender. We conclude that the gender characteristic of the respondents has no effect on each field. This result is consistent with Peng (1997) study who found that there were no significant differences between preferences of male and female for coaching leadership behavior.

The fact that Gender has no effect on respondents assessments may be due to those men and women who are both equally involved in works phases, and thus they view the case from the same angle.

5.5.3.2 Age

Table (5.22)
ANOVA test of the fields and their p-values for age

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	1.395	0.248
2.	Manager's skills as a coach	0.445	0.721
3.	Coach's development programs	0.372	0.773
4.	Application of coaching techniques	0.305	0.822
	All fields together	0.599	0.617

Table (5.22) shows that: the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, which means there is insignificant difference in respondents' answers toward each field due to age. We conclude that the age characteristic of the respondents has no effect on each field.

The fact that age has no effect on respondents assessments may be due to that the targeted respondents performs their management activities which generally are given by the organizational procedure and policies irrespective of manager's age. So, the respondents are not expected to have differences in opinions according to their age.

5.5.3.3 Education

Table (5.23)
ANOVA test of the fields and their p-values for education

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	0.409	0.746
2.	Manager's skills as a coach	0.514	0.673
3.	Coach's development programs	0.718	0.543
4.	Application of coaching techniques	0.896	0.446
	All fields together	0.371	0.774

Table (5.23) shows that: the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to education. We conclude that the educational characteristic of the respondents has no effect on each field.

Most manager who acquire knowledge of coaching and understand how it is integrated within the work of Palestinian NGOs, either gaining it from training courses or working experience, that's why the more or less educated the respondents are has no effect on the different fields of the study.

5.5.3.4 Occupation

Table (5.24)
ANOVA test of the fields and their p-values for occupation

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	1.632	0.186
2.	Manager's skills as a coach	0.337	0.799
3.	Coach's development programs	1.013	0.390
4.	Application of coaching techniques	0.735	0.534
	All fields together	0.955	0.417

Table 5.24 shows that: the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to occupation. We conclude that the occupational characteristic of the respondents has no effect on each field.

This might be due to the fact that most of the respondents occupy almost the same management levels. So, their understanding of the major requirements of implementing

coaching is almost similar and that's why the different occupation does not have significant effect on their responses.

5.5.3.5 Years of Service

Table (5.25)
ANOVA test of the fields and their p-values for years of service

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	1.664	0.194
2.	Manager's skills as a coach	1.340	0.266
3.	Coach's development programs	0.287	0.751
4.	Application of coaching techniques	0.607	0.547
	All fields together	0.998	0.372

Table (5.25) shows that: the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to years of service. We conclude that the years of service characteristic of the respondents has no effect on each field.

The respondent's years of service whether short or long do not give them always a better chance to change status quo in regard to coaching techniques. This means that senior managers are not given opportunity to advise or suggest corrective action to others to upgrade coaching techniques within organization.

5.5.4 Testing of Fourth Main Hypothesis:" There are statistical significant differences in the answers of the respondents concerning the relation between (organization culture, manager coaching skills and coach's development programs) and application of coaching techniques due to organization's characteristics (years of operation, number of employees, location)."

5.5.4.1 Years of Operation

Table (5.26)
ANOVA test of the fields and their p-values for years of operation

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	2.899	0.059
2.	Manager's skills as a coach	0.961	0.385
3.	Coach's development programs	2.927	0.058
4.	Application of coaching techniques	3.192	0.045*
	All fields together	2.744	0.068

* The mean difference is significant a 0.05 level

Table (5.26) shows that: the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field "application of coaching techniques", then there is a significant difference in respondents' answers toward this field regarding years of operation. We conclude that the years of operation of the organization has effect on this field.

Years of operation of the selected Palestinian NGOs have an effect on application of coaching techniques reflects the fact that coaching techniques by nature are accumulative and the older the organization are the more respondents will be dependent on their own professional experience.

Table (5.26) shows that: the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward the fields of organization culture, manager skills as a coach and coach's development programs due to years of operation. We conclude that years of operation of the organization has no effect on these fields.

It can be concluded that in the sampled Palestinian NGOs, organization culture, manager skills as a coach and coach's development programs are not affected by years of operation. Coaching as such is a new concept of organizational works in the Gaza strip and it is not expected to have an obvious impact.

Table (5.27)
Mean for each field of operation years

No	Field	Means		
		Between 10 and less than 15	Between 15 and less than 20	20 or more
1.	Organization's culture	7.66	7.61	6.75
2.	Manager's skills as a coach	7.88	7.71	7.36
3.	Coach's development programs	7.15	7.25	6.15
4.	Application of coaching techniques	7.54	7.59	6.67
	All fields together	7.59	7.56	6.79

* The mean difference is significant a 0.05 level

Table (5.27) shows the means for each field in relation to years of operation. It shows that regarding “The application of coaching techniques”, the mean for organization with years of operation between 15 and less than 20 seem to be higher than other groups.

It may indicate that such period of experience increase chances of management to be more ready and receptive to apply coaching techniques than other organizations with less experience.

5.5.4.2 No. of Employees

Table (5.28)
ANOVA test of the fields and their p-values for of number employees

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	1.978	0.121
2.	Manager's skills as a coach	3.406	0.020*
3.	Coach's development programs	3.706	0.014*

4.	Application of coaching techniques	2.109	0.103
	All fields together	3.096	0.030*

* The mean difference is significant a 0.05 level

Table (5.28) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “manager's skills as a coach and coach's development programs”, so there is a significant difference in respondents' answers toward these fields due to number of employees. We conclude that this characteristic of the organization has effect on these fields.

The fact that the number of employees has effect on the respondents "manager skills as a coach and coach's development programs" might be due to that the number of staff in large organization is a pool of professionals and the needs for organization towards coach's development programs will be more. So when employees are large in number, the overall level of skills and knowledge of coaching development programs will be higher.

Table (5.28) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the fields "organization culture and application of coaching techniques", then there is insignificant differences in respondents answers toward these fields due to number of employees. We conclude that this characteristic of the organization has no effect on these fields.

The fact that the number of employees has no effect on the respondents " organization culture and application of coaching techniques" might be due to that organization culture and knowledge of new concepts like coaching is usually associated with people's professional and personal experience. So it's not necessary if the number of staff members within an organization is large or not.

Table (5.29)
Mean for each field of number of employees

No.	Field	Means			
		Between 20 to 25	Between 26 and 30 employees	Between 31 and 35 employees	36 or more
1.	Organization's culture	7.64	8.01	6.76	6.86
2.	Manager's skills as a coach	7.92	8.45	6.24	7.45
3.	Coach's development programs	7.26	7.99	5.51	6.26
4.	Application of coaching techniques	7.49	8.13	6.60	6.85
	All fields together	7.60	8.16	6.32	6.90

Table (5.29) shows that the mean for all the fields together, with number of employees between 26 and 30 employees is higher than other groups.

Palestinian NGOs with more than 25 employees in number are considered middle size, and often they have various projects on the ground, where numbers between 26 and 30 of

employees maximize the affect and involvement of senior and middle management level professionals in the ground which could create good environment for coaching process. Furthermore, it is observed during direct talks with management in these organizations that donor sometimes stressed the needs for coaching techniques.

5.5.4.4 Location

Table (5.30)
ANOVA test of the fields and their p-values for location

No.	Field	Test value	P-value(Sig.)
1.	Organization's culture	0.262	0.852
2.	Manager's skills as a coach	0.205	0.893
3.	Coaches development programs	0.139	0.937
4.	Application of coaching techniques	0.564	0.640
	All fields together	0.160	0.923

Table (5.30) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondent's answers toward each field due to location. We conclude that this characteristic of organization has no effect on each field.

It can be concluded that Palestinian NGOs location does not constitute a lobbying factor in creating coaching, which even understood as a tool to give organization more service facilitation rather than something else.

Chapter Six

Conclusion and Recommendations

6.1 Introduction

6.2 Conclusion

6.3 Recommendations

6.4 Suggested Topics for Future Studies

6.1 Introduction

This chapter provides a summary of the most important findings of the research and discusses some recommendations based on these findings.

6.2 Conclusions

The objective of this research is to identify the requirements of implementing coaching techniques for Palestinian NGOs in the Gaza Strip. It is hoped that this research will provide a reference to management in Palestinian NGOs to implement effective coaching practices in order to enhance their employee performance.

As a result, the requirements of implementing coaching techniques were analyzed and discussed. Evidence was provided that there is a strong relation between organization cultures, manager skills as a coach and coach's development programs and the application of coaching techniques in those organizations.

The overall conclusion that can be drawn from this study is that the coaching techniques still a foreign technique to Palestinian NGOs working in the Gaza Strip. The reasons for this may be found in the lack of the essential requirements needed to implement good practice of coaching techniques. The overall mean for existing organization culture, manager skills as a coach, and coach's development programs as the main requirements of implementing coaching techniques were good but not enough. This conclusion might be disappointing and somehow not expected since the study dealt with large and active Palestinian NGOs (the ones that have at least twenty employees and the ones that have ten years experience or more in the Gaza Strip).

The following is a summary of the conclusions that can be drawn from this study list based on the research variables:

6.2.1 The Current Situation of Coaching Practices in Palestinian NGOs

a. Concerning organization culture

- The work environment (procedure and policy) of Palestinian NGOs is considered so far appropriate to implement coaching. Senior and middle management levels have little knowledge of coaching and they are willing to continuously developing it. So managers understand the importance of coaching and its affect on employee performance and they are tried to develop its culture within their workers.
- Palestinian NGOs encourage managers and employees to be part of coaching activities and motivate managers who show good coaching behavior. This lead to the fact that Palestinian NGOs believe in the role of manager as a coach and tried within limited resources to provide some encouragements, motivation or incentives to develop their manager's skills.

- In case of subjecting employees with new working systems or new job duties, Palestinian NGOs up to now do not use enough coaching to develop employee's skill. This fact is due to lack of awareness of coaching techniques and lack of experience in this field.
- Regarding employee awareness of coaching importance and its main goal, Palestinian NGOs seem to give more support and encouragement to managers and neglect employee personal development as the complementary partner in coaching process.
- A clear written system regarding employee development through coaching is rarely available. Palestinian NGOs in general seem to be not aware enough of the importance of such written system. In addition lack of internal experience and limited budgeting for external consultation.

b. Concerning manager skills as a coach

- Management working in Palestinian NGOs shows good personal skills while dealing with employees. This is reflected by the fact that tasks given to employee are consistent and tailored on their skills but not enough to meet coaching standards.
- Managers seem to perform well in areas regarding knowing the work problems of employees, how to benefit from any chance for development of employees, maintaining relationship with them, monitoring their reaction and dealing with it carefully, building work team and designing the criteria of success effectively. Palestinian NGOs try to upgrade manager's performance to meet donor's standards and demands. It may be also attributed to an overall change in the competition environment of Palestinian NGOs that procedures of recruitments and selection have changed and developed to attract skilled managers. Still Palestinian NGOs need to develop managers in away to be more efficient in using coaching tools, demonstrating the appropriate leadership style, to be aware of organizational dynamics and how to utilize it to increase employee performance. In general, managers need to develop their core skills to provide high degree of coaching.

c. Concerning coach's development programs

- Qualified trainers from inside or outside the organization are rarely consulted by Palestinian NGOs to train manager in field of coaching. Lack of budgeting for investment in such internal or external consultation and lack of experience in this field may be the reason for that.
- Because the lack of financial and technical resources, Palestinian NGOs neither assess enough the training needs for coaching though managers nor monitor enough the quality of coaching training provided to managers.

6.2.2 The Relation between Organization Culture, Manager Skills as a Coach, Coach's Development Programs and the Application of Coaching Techniques

- There is a significant relationship between organization culture and the application of coaching techniques in Palestinian NGOs. That means organization culture can contribute and support developmental activities related to implement coaching.
- There is a significant relationship between manager skills as a coach and the application of coaching techniques in Palestinian NGOs. That means the higher skills and competences of managers are, the more effective coaching can be provided.
- There is a significant relationship between coach's developmental programs and the application of coaching techniques in Palestinian NGOs. Palestinian NGOs need to put emphasis on practices like providing financial support to implement manager coaching training programs, cooperating with counseling centers to submit effective training sessions, preparing effective needs assessments systems, conducting evaluation to improve manager's performance to adopt professional developmental techniques. All stated items should be considered as priorities.

6.2.3 The Effect of Organization Culture, Manager Skills as a Coach and Coach's Developmental Programs on Application of Coaching Techniques.

- All research fields affect application of coaching techniques. These are the organization culture, manager skills as a coach and coach's developmental programs respectively. Therefore, combining these practices together will have significant impact on ability to implement coaching techniques.
- The research model explains that 82.1% of variance in applying coaching techniques is related to such practices. Manipulating these practices may increase the availability of implementing good practice of coaching techniques in Palestinian NGOs.
- The three independent fields affect requirements of implementing coaching techniques but the strongest affect related to the coach's development programs. Exposing coach's to practices training sessions can contribute to meet the demands and needs of implementing effective coaching process.

6.2.4 Concerning personal characteristics

- There is no statistical difference in respondents' answers toward research fields due to gender. The reasons include that men and women are both equally involved in organization managerial activities and thus they view the concepts from similar angles. Also Palestinian NGOs support efforts of involvement from men and women for exchange of experience to adapt similar views.

- There is no statistical difference in respondents' answers toward each research field due to age. Targeted respondents perform their activities under the influence of the same organization dynamics. So the respondents are not expected to have differences in their opinions according to their age.
- There is no statistical difference in respondents' answers toward each research fields due to education. The reason is that most managerial coaching concepts are gained from training courses or working experience, so education of the respondents will not affect research fields. This might be also due to the fact that most of the respondents belong to the same working environment with similar economical conditions. It was also noticed that respondents possess more or less similar educational qualifications.
- There is no statistical difference in respondents' answers toward each research fields due to occupation. Most of the respondents belong to senior and middle management levels, so their understanding of the coaching is similar regarding occupation of similar jobs. This might be also due to the fact that most of the respondents appear to have similar backgrounds.
- There is no statistical difference in respondents' answers toward each research fields due to years of service. The respondent's years of service, whether short or long, do not give them a better chance to change status quo in regard to coaching techniques, which means that General Directors are not given an opportunity to advise or suggest corrective action to senior management to upgrade coaching techniques with organizations. Also, we can conclude that respondents are officials working in organizations that belong to the nongovernmental sector of medium to large size and that their organization were found approximately in the same period of time.

6.2.5 Concerning Organizational Characteristics

- There is a statistical difference in respondent's answers toward the research field "Application of Coaching Techniques" due to years of operation. Years of operation of the selected Palestinian NGOs have an effect on application of coaching techniques reflects the fact that coaching techniques by nature are accumulative and the older the organization are the more respondents will be dependent on their own professional experience. Organization with years of operation between 15 and less than 20 show the largest statistical differences in response. This supports the point that this group is more experienced, apparently because they had the chance of working in various environments, which in turn explains the differences in their assessment of coaching practices.
- There is no statistical difference in respondents' answers toward the research fields "Organization Culture"," Managers Skills as a Coach" and "Coach's

Development Programs" due to years of operation. As such is a new concept to organizational works in the Gaza strip.

- There is a statistical difference in respondents' answers toward the research fields "Manager Skills as Coach" and "Coach's Development Programs" due to the number of employees. The number of employee in large organization is a pool of professionals and the needs for organization towards coach's development programs will be more. So when employees are large in number, the overall level of skills and knowledge of coaching development programs will be higher. Organizations between 26 and 30 employees show the largest statistical differences in response than other groups, where numbers between 26 and 30 of employees maximize the affect and involvement of senior and middle management level professionals in the ground which could create good environment for coaching process.
- There is no statistical difference in respondents' answers toward the research fields "Organization Culture" and "Application of Coaching Techniques" due to the number of employees. Organization culture and knowledge of new concepts like coaching are usually associated with employee professional and personal experience more than their numbers.
- There is no statistical difference in respondents' answers toward each research field due to location. Palestinian NGOs location does not constitute a lobbying factor in creating coaching, which even understood as a tool to give organization more service facilitation rather than something else.

6.3 Recommendations

In order to improve nongovernmental organization capability to implement coaching techniques, enhance their sustainable development and the impact of their services, Palestinian NGOs need to improve their performance in the following fields:

- a. Upgrading the existing organization culture into coaching culture within Palestinian NGOs, into institutionalized efforts that are adopted at level of senior management and into concrete measures, to be easy for all employees to understand and follow. This will help Palestinian NGOs to improve one of the requirements of implementing coaching techniques which will lead to improve overall organizational performance through well designed coaching process.
- b. Developing written policies and coaching manuals that are clear and easy to be understood by all employees. The manual will decrease confusion and will normalize the concept of coaching in systematic and organized manner.
- c. Adopting coaching techniques as a developmental strategy and start work on developing requirements of implementing coaching techniques through action plans step by step, which can help coaching to become a management approach that will not only support employee empowerment but also will improve the overall organization performance. HR should get involved in development system related to coaching inside organization to ensure coaching engagements.
- d. Changing the work environment into learning and coaching environment through encouraging employees and managers for knowledge and skills exchange at all levels to convince them to try new things and to be creative.
- e. Demonstrating written reward and motivation system that are clear and easy to be understood by all employees. The system will increase innovation and will support good practice of coaching in systematic and organized manner, this system is the top management's job.
- f. Diffusion of team culture instead of employee and manager culture should be considered.
- g. Employing a coaching specialist who is responsible for planning the different coaching programs and responsible for overall organization HR operations including involving managers with coaching expertise in different phases of work activities and support advices and guidance for managers through coaching process. Also engage seniors in coaching relationship with employees, explain the need to ground their efforts in personal relationship is essential to facilitate more productive coaching process.
- h. Increasing number of employees with good skills as a coach in the senior management positions. The seniors involvement help improve coaching techniques; their participation can support policy change which will be reflected positively on Palestinian NGOs performance.
- i. Building the capacity of managers in areas of using coaching tools, styles, approaches particularly coaching skills, considering managers, expertise in different

positions and exposing managers to intensive coaching skills and practices training sessions, and new leadership styles that fit adequately the environment and culture of employees within the organization. Capacity building in the area of coaching can support change and skills improvement over time furthermore organization should pay attention to equip and to be sure that managers have at least the basic skills of coaching techniques by providing an advance coaching skills program for senior managers.

- j. Involving the organizations employees in the process of developing coaching strategy. Employee involvement helps making them own the strategy and asserts the bottom-up approach to put the strategy into target place.

6.4 Suggested Topics for Future Studies

- a. Investigating the relation between implementing coaching techniques in Palestinian NGOs and the overall organization performance change.
- b. Investigating the relation between manager skills as a coach and performance of employees.
- c. The core idea of the above study, application of coaching techniques in Palestinian NGOs, can also be applied and investigated entirely in different areas of industry, rather than Palestinian NGOs, such government, International NGOs, educational and training centers...

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APPENDIX (A)
List of Referees Names and Place of Work

Referee	Place of Work
Dr. Maged Al Farra	Islamic University
Dr. Yousif Bahar	Islamic University
Dr. Samir Safi	Islamic University
Dr. Nihaya Telbani	Al-Azhar University
Dr. Wael Thabiet	Al-Azhar University
Dr. Mohammed Ajjour	Al-Azhar University
Dr. Abdallah Koraz	Al-Azhar University
Dr. Bassam Abu Hammed	Al-Quds University
Dr. Jalal Shabbat	Al-Quds Open University
Dr. Rons Smith	George Washington, DC University
Dr. Ayman Rabi	Palestinian Hydrology Group

APPENDIX (B)
ENGLISH QUESTIONNARE

Islamic University
College of Commerce
Business Administration
MBA



Questionnaire No:.....

Data:.....

By the name of Allah the most Gracious the most Merciful

Mr. \.....

This questionnaire aims to study the relation between organization culture, manager skills as a coach, coach's development programs and the application of coaching techniques in Palestinian NGOs that are registered and working in Gaza Strip. Coaching is defined as a special training for each member through the direct supervisor who plays the role of teacher, mentor and advisor through the work time.

We hope that you will answer this questionnaire carefully since the results of the research depend on your answers.

Note that the information will not be used for any reason other than the scientific research and this research is a requirement to get the Master Degree in Business Administration from the Islamic University – Gaza.

Thank you for your cooperation

Researcher
Samy Mohammed Ajjour

First Section: Personal Information

Note: Put (X) next to the answer related to your personal information

1. Gender Male Female
2. Age Less than 30 Between 30 and less 40 Between 40 and less 50
 More than 50
3. Education level Diploma Bachelor Master
 PhD.
4. Occupation Manager Deputy manager Project Manger
 Project Coordinator
5. Years of service Between 10 and less than 20 Between 20 and less than 30 Between 30 and less than 40
 More than 40

Second Section: Organization Information

Note: Put (X) next to the answer related to your organization's state.

1. The Organization's operation years Between 10 and less than 15 Between 15 and less than 20 20 or more
2. Number of employees Between 20 to 25 employees Between 26 and 30 employees Between 31 and 35 employees
 36 or more
3. Field of work (you can choose more than one item) Teaching and training Economical Development Culture and Sports
 Social and Relief Services Democracy and Human Rights Agriculture and Environment
 Health and Rehabilitation Women and Children Arts
 Water and Sanitation Reconstruction Traditional works
- Other fields of work "Please mention" :
4. Location of the organization North Gaza Gaza city Middle area
 South Gaza

Third Section: The Relation between Organization's Culture and the Application of Coaching Techniques.

Note: Please put a mark (1 – 10) where (10) means that you totally agree and (1) means that you totally disagree; these marks represent your point of view that I appreciate you express it frankly.

No.	Statement	(1-10)
1.	The top management believes that coaching programs are of great importance and they should be continuously developed.	
2.	There is a clear written system to develop the employees inside the organization through coaching.	
3.	The organization always informs the employees with the rules and work systems that are related to the coaching programs.	
4.	The policies and procedures of the organization provide the appropriate environment to implement coaching programs.	
5.	The organization encourages that coaching should be the managers' responsibility and under their direct supervision.	
6.	The organization appreciates, acknowledges and rewards the managers who show good and committed behavior with coaching.	
7.	The organization helps the employees to adjust with the organizational changes through coaching.	
8.	The organization helps the employees to adjust with the changes resulted from changing the job duties through coaching.	
9.	The organization helps the new employees to adjust with the working systems through coaching.	
10.	The organization provides the chances to revise the new practices of coaching.	
11.	The organization focuses on the employees' personal development through the applying of coaching program.	
12.	The organization makes the employees able to be a part of the work in an organized way through coaching.	
13.	The organization encourages the employees to participate in the information exchange activities through coaching.	
14.	The employees know the goals of the coaching programs well.	
15.	There is a common belief among the employees in the importance of the coaching process.	
16.	The employees are moving towards developing their abilities and skills through the coaching program.	

Forth Section: The Relation between the Manager's Skills as a Coach and Application of Coaching Techniques.

No.	Statement	(1-10)
1.	The tasks given by the supervising manager are consistent and benefits from the ability of the employees.	
2.	The supervising manager gives freedom to the employees while doing their work.	
3.	The supervising manager designs the criteria of success and evaluation effectively.	

4.	The supervising manager motivates the employees when they feel discouraged or when they start working on a new or difficult task.	
5.	The supervising manager provides feedback on the performance of the employees and he acknowledges their achievements when they deserve it.	
6.	The supervising manager asks the employees to exchange ideas about the short and long term goals.	
7.	The supervising manager focuses on the skills and achievements of the employees and shows interest through effective listening.	
8.	The supervising manager shows strong personal skills while dealing with the employees of all levels.	
9.	The supervising manager is able to build a work team within a clear and balanced hierarchy through cooperative behavior with the employees	
10.	The supervising manager monitors the reaction of the employees carefully and deals with it wisely.	
11.	The supervising manager is capable of making a strong, professional and clear relationship with the employees.	
12.	The supervising manager is capable of attracting any available chance of personal or professional development for the employees.	
13.	The supervising manager is capable of making the employees gain new skills related to work.	
14.	The supervising manager is capable of using variety of supervising tools in the process of the supervising to supervise and develop the work.	
15.	The supervising manager is capable of knowing the work problems of the employees easily.	
16.	The supervising manager plays a leading and effective role among the employees and workers.	
17.	The supervising manager is capable of connecting between the employees' experiences and the needs of the organization.	

Fifth Section: The Relation between Coach's Development Programs and the Application of Coaching Techniques.

No.	Statement	(1-10)
1.	The top management of the organization provides the financial support to implement programs that specialize in coaching to train the managers.	
2.	The programs of training coaching trainers special for managers are included among the future plans of the organization.	
3.	The organization cooperates with the counseling centers that provide training services for coaching.	
4.	The goals of the training programs of the coaching trainers are set according to the future plans of the organization and the level of performance required developing it.	
5.	The organization develops the managers' skills in coaching periodically.	
6.	The organization works on encouraging and activating the participation of the managers in coaching sessions.	

7.	The organization works of implementing coaching programs by using the help of qualified trainers from inside or outside the organization.	
8.	The organization provides an effective guiding training about coaching for the new managers in it.	
9.	The organization trains the managers of the followed procedures of work that are related to coaching like the guide of the professional safety and the guide of the human resources.	
10.	The organization trains the managers on using the skills and supervisory techniques in the supervisory process during work.	
11.	The organization assesses the training needs for coaching through the participation of the managers.	
12.	The organization focuses on the quality of the coaching programs provided for the managers through following up and the evaluations.	

Sixth Section: Application of Coaching Techniques

No.	Statement	(1-10)
1.	The organization provides the tools, knowledge and the opportunities that the employees need to develop themselves and to lean more towards the creative thinking.	
2.	The organization provides technological systems to help the supervising managers to manage the level of performance of the employees.	
3.	The organization provides limited period individual training systems.	
4.	The organization provides individual training programs that mainly focus on the employees' individual needs.	
5.	The organization determines the methodology of coaching through the monitoring and the feedback of the supervising manager.	
6.	The organization implements coaching programs in the form of workshops.	
7.	The organization evaluates the results of coaching through an evaluation form or other forms.	
8.	The supervising manager trains, directs and make the employees aware of the work's environment and helps them to get rid of the obstacles they face.	
9.	The supervising manager uses the employees' teaching style through explanation, motivation, strengthening of beliefs and behavior managing through his understanding.	
10.	The supervising manager focuses on the skills and the specific goals of the employees and works on carefully developing them with full support of the top management.	
11.	The supervising manager provides the employees with support and practical training when they need them.	
12.	The supervising manager provides the employees with the available opportunities of current, future and possible positions in the organization.	
13.	The supervising manager participates with the employees in the steps of the tasks required from each one of them along with monitoring and evaluation.	

14.	The supervising manager helps the employees to handle the responsibility of planning for their works through giving them the responsibility of the tasks given to them.	
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Thank you for your cooperation

Researcher

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APPENDIX (C)

استبيان

رقم الاستبيان-----
التاريخ-----



الجامعة الإسلامية - غزة
عمادة الدراسات العليا
كلية التجارة
قسم إدارة الأعمال

بسم الله الرحمن الرحيم

السيد /

تحية طيبة وبعد،،

يهدف هذا الاستبيان إلى دراسة علاقة ثقافة المؤسسة ومهارات المدراء المشرفين و برامج تدريب المدراء المشرفين على إمكانية تطبيق تقنيات التدريب الإشرافي من خلال المدراء في الجمعيات الفلسطينية غير الحكومية المسجلة والعاملة في قطاع غزة، ويعرف التدريب الإشرافي بأنه تدريب خاص بكل فرد من خلال مسئول مباشر يقوم بدور المعلم والراعي والناصح خلال فترات العمل، لذا نأمل من سيادتكم التكرم بالإجابة على أسئلة هذا الاستبيان بدقة حيث أن صحة نتائج هذا البحث تعتمد بالدرجة الأولى على صحة اختيارك/ي .

مع العلم أن المعلومات لن تستخدم إلا لأغراض البحث العلمي فقط حيث أن هذا البحث هو متطلب للحصول على درجة الماجستير تخصص إدارة أعمال في الجامعة الإسلامية في غزة.

شاكرين لكم حسن تعاونكم

الباحث

سامي محمد عجور

الجزء الأول: البيانات الشخصية

ملاحظة: الرجاء وضع إشارة (X) أمام الإجابة المناسبة المتعلقة ببياناتك الشخصية لكل فقرة.

1. الجنس ذكر أنثى
2. العمر "سنة" أقل من 30 من 30 إلى أقل من 40 من 40 إلى أقل من 50 50 فأكثر
3. المستوى التعليمي دبلوم بكالوريوس ماجستير دكتوراه
4. الوظيفة مدير مؤسسة نائب مدير مدير مشروع منسق مشروع
5. عدد سنوات الخدمة من 10 إلى أقل من 20 من 20 إلى أقل من 30 من 30 إلى أقل من 40 40 فأكثر

الجزء الثاني : البيانات الخاصة بالجمعية

ملاحظة : الرجاء وضع إشارة (X) أمام الإجابة المناسبة عن حالة المؤسسة التي تعمل بها لكل فقرة.

1. عمر المؤسسة "سنة" من 10 إلى أقل من 15 من 15 إلى أقل من 20 20 فأكثر
2. عدد الموظفين من 20 إلى 25 موظف من 26 إلى 30 موظف من 31 إلى 35 موظف 36 فأكثر
3. مجال العمل: تعليم وتدريب تنمية اقتصادية ثقافة ورياضة خدمات اجتماعية واغاثية ديمقراطية وحقوق إنسان زراعة وبيئة صحة وتأهيل امرأة وطفل فنون مياه وصرف صحي اعمار تراث
- مجالات عمل أخرى "الرجاء ذكرها":
4. مكان عمل المؤسسة شمال غزة مدينة غزة وسط غزة جنوب غزة

الجزء الثالث: علاقة ثقافة المؤسسة بإمكانية تطبيق تقنيات التدريب الإشرافي
ملاحظة: يرجى وضع درجات من (10-1) لكل بند بحيث (10) تدل على موافقتك تماماً على الجملة و(1) تعني غير موافق تماماً وهذه الدرجات تعبر عن وجهة نظرك تجاه البنود وأرجو أن تمثلها بكل مصداقية.

الرقم	العبارة	(10-1)
1.	تعتقد الإدارة العليا أن برامج التدريب الإشرافي في غاية الأهمية ومن ثم يجب تطويرها باستمرار	
2.	يوجد نظام واضح ومكتوب لتطوير الموظفين العاملين داخل المؤسسة من خلال التدريب الإشرافي	
3.	تقوم المؤسسة بتعريف الموظفين بشكل دائم باللوائح وأنظمة العمل المتعلقة ببرامج التدريب الإشرافي	
4.	توفر السياسات والإجراءات المعتمدة من قبل المؤسسة مناخ ملائم لتنفيذ برامج التدريب الإشرافي	
5.	تشجع المؤسسة ليكون التدريب الإشرافي من مسؤولية المدراء وتحت أشرافهم المباشر	
6.	تعترف المؤسسة وتقدر وتكافئ المدراء الذين يظهرون سلوك جيد وملتزم للتدريب الإشرافي	
7.	تقوم المؤسسة بمساعدة الموظفين العاملين على التكيف مع التغييرات التنظيمية من خلال التدريب الإشرافي	
8.	تقوم المؤسسة بمساعدة الموظفين العاملين على التكيف مع التغييرات الناتجة عن تغير المهام الوظيفية من خلال التدريب الإشرافي	
9.	تقوم المؤسسة بمساعدة الموظفين الجدد على التكيف مع أنظمة العمل القائمة من خلال التدريب الإشرافي	
10.	توفر المؤسسة الفرص لمراجعة الممارسات الجيدة لبرامج التدريب الإشرافي	
11.	تركز المؤسسة على النمو الشخصي للموظفين من خلال تطبيق برامج التدريب الإشرافي	
12.	تقوم المؤسسة بجعل الموظفين قادرين على الاندماج في العمل بطريقة منظمة من خلال التدريب الإشرافي	
13.	تشجع المؤسسة الموظفين على الاشتراك في نشاطات تبادل المعرفة والمعلومات من خلال التدريب الإشرافي	
14.	يعرف الموظف أهداف التدريب الإشرافي جيداً	
15.	توجد قناعات مشتركة لدى الموظفين بأهمية المشاركة في عملية التدريب الإشرافي	
16.	هناك توجه لدى الموظفين نحو تعزيز قدراتهم ومهاراتهم من خلال برامج التدريب الإشرافي	

الجزء الرابع: علاقة مهارات المدير كمدرّب إشرافي بإمكانية تطبيق تقنيات التدريب الإشرافي

الرقم	العبارة	(10-1)
1.	المهام الموجهة من المدير المشرف متناسقة وتستفيد من قوة الموظفين	
2.	المدير المشرف يعطي حرية للموظفين عند مزاولة أعمالهم	
3.	المدير المشرف يصيغ ويصمم معايير النجاح والتقييم بكفاءة عالية	
4.	يحفز المدير المشرف الموظفين عندما تثبط عزيمتهم أو يبدأوا بالعمل في مهمة جديدة أو صعبة	
5.	يقدم المدير المشرف تغذية راجعة عن أداء الموظفين في أعمالهم ويعترف بانجازاتهم عندما يستحقونها	
6.	يطلب المدير المشرف من الموظفين المشاركة و تبادل الأفكار حول الأهداف القصيرة والبعيدة المدى	
7.	يدقق المدير المشرف في المهارات والقيم والانجازات الخاصة بالموظفين ويظهر الاهتمام من خلال الاستماع الفعال	
8.	المدير المشرف يظهر مهارات شخصية وقوية في التعامل مع الموظفين على كل المستويات	
9.	المدير المشرف قادر على بناء فريق ضمن هيكلية واضحة ومتوازن من خلال السلوك التعاوني مع الموظفين	
10.	المدير المشرف يراقب ردة فعل الموظفين بحرص وتمعن ويتعامل مع ذلك بحكمة	
11.	المدير المشرف قادر على تكوين علاقة مهنية قوية وواضحة مع الموظفين	
12.	المدير المشرف قادر على استقطاب أي فرص متاحة للموظفين للنمو على المستوى الشخصي أو المهني	
13.	المدير المشرف قادر على إكساب الموظفون مهارات وظيفية جديدة	
14.	المدير المشرف قادر على استخدام أدوات إشرافية متنوعة في عملية الإشراف بهدف مراقبة العمل وتحسينه	
15.	المدير المشرف قادر على التعرف على مشاكل العمل الخاصة بالموظفين بسهولة	

16.	المدير المشرف يلعب دوراً قيادياً وفعالاً بين الموظفين العاملين
17.	المدير المشرف قادر على الربط بين خبرات الموظفين واحتياجات المؤسسة لها

الجزء الخامس: علاقة برامج تدريب المدراء بإمكانية تطبيق تقنيات التدريب الإشرافي

الرقم	العبارة	(10-1)
1.	توفر الإدارة العليا في المؤسسة الدعم المادي الكافي لتنفيذ برامج متخصصة في التدريب الإشرافي لتدريب المدراء	
2.	توضع برامج تدريب مدربين إشرافيين والخاصة بالمدراء من ضمن الخطط المستقبلية للمؤسسة	
3.	تتعاون المؤسسة مع المراكز الاستشارية التي تقدم خدمات تدريب مدربين إشرافيين	
4.	يتم تحديد أهداف البرامج الخاصة بتدريب مدربين إشرافيين بناء على الخطط المستقبلية للمؤسسة ومستويات الأداء المطلوب تطويرها	
5.	تقوم المؤسسة بتطوير مهارات المدراء على التدريب الإشرافي بشكل دوري	
6.	تعمل المؤسسة على تشجيع وتفعيل مشاركة المدراء في جلسات مخصصة للتدريب الإشرافي	
7.	تعمل المؤسسة على تنفيذ برامج تدريب إشرافي من خلال الاستعانة بمدربين مؤهلين سواء من داخل أو خارج المؤسسة	
8.	تقوم المؤسسة بعمل تدريب إرشادي كاف عن التدريب الإشرافي للمدراء الجدد الملتحقين بالمؤسسة	
9.	تقوم المؤسسة بتدريب المدراء على الإجراءات المتبعة في العمل والمتعلقة بالتدريب الإشرافي مثل دليل السلامة المهنية ودليل الموارد البشرية	
10.	تقوم المؤسسة بتدريب المدراء على استخدام المهارات والآليات الإشرافية في عملية الأشراف أثناء العمل	
11.	تقوم المؤسسة بتقييم الاحتياجات التدريبية للتدريب الإشرافي من خلال مشاركة المدراء	
12.	تحرص المؤسسة على جودة برامج التدريب الإشرافي المقدمة للمدراء من خلال المتابعة والتقييم	

الجزء السادس: تطبيق تقنيات التدريب الإشرافي

الرقم	العبارة	(10-1)
1.	توفر المؤسسة المعدات والمعرفة والفرص التي يحتاجها الموظفون لتطوير أنفسهم ولكي يكونوا أكثر ميولاً للتفكير الإبداعي	
2.	تقوم المؤسسة بتوفير أنظمة تكنولوجيا خاصة لمساعدة المدراء المشرفين على إدارة مستوى الأداء الخاص بالموظفين	
3.	تقوم المؤسسة بتوفير أنظمة تدريب فردية ذات فترة زمنية محددة	
4.	تقوم المؤسسة بتوفير برامج تدريب فردي معتمدة بشكل رئيسي على الاحتياجات الفردية للموظفين	
5.	تقوم المؤسسة بتحديد آليات ومنهجيات التدريب الإشرافي من خلال الاعتماد على الملاحظة والتغذية الراجعة من المدير المشرف	
6.	تقوم المؤسسة بتنفيذ برامج تدريب إشرافي على شكل ورش عمل	
7.	تقوم المؤسسة بتقييم نتائج التدريب الإشرافي من خلال نموذج تقييم مستوى الأداء أو نماذج خاصة	
8.	يقوم المدير المشرف بتدريب وتوجيه وتوعية الموظفين عن طبيعة مكان العمل ويساعدهم على إزالة العقبات التي تعترضهم	
9.	يعتمد المدير المشرف على أسلوب تعليم الموظفين من خلال الشرح والتشجيع وتغيير التوجهات وتعزيز المعتقدات وإدارة سلوك الأفراد من خلال فهمه	
10.	يقوم المدير المشرف بالتركيز على مهارات وأهداف محددة لدى الموظفين ويقوم بتطويرها بعناية وبدعم كامل من الإدارة العليا	
11.	المدير المشرف يزود الموظفين بالدعم والتدريب العملي عند الحاجة لهما	

12.	يزوّد المدير المشرف الموظفين بالمعلومات حول الفرص المتاحة في الوظائف الحالية والمستقبلية و المحتملة ضمن إطار المؤسسة
13.	يشارك المدير المشرف الموظفين في خطوات العمل المطلوبة من كل موظف على حده ويقوم بالمتابعة والتقييم
14.	يساعد المدير المشرف الموظفين على تحمّل مسؤولية التخطيط لأعمالهم من خلال تحميلهم مسؤولية المهام الموكلة لديهم

شاكرين لكم حسن تعاونكم

الباحث

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