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شؤون البحث العلمي والدراسات العليا
كلية التجارة
قسم إدارة الأعمال

The Impact of Coaching on the Leadership Capacities and Organization Performance .

**Applied Study on Top Managers of UNRWA
in Gaza Strip**

**"واقع ممارسة عملية التدريب الإشرافي وأثرها على قدرات القيادات
وأداء المنظمة "**

**(دراسة تطبيقية على كبار المديرين في وكالة الغوث لتشغيل اللاجئين
في قطاع غزة 2015)**

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

العنوان باللغة العربية

واقع ممارسة عملية التدريب الإشرافي وأثرها على قدرات القيادات وأداء المنظمة دراسة تطبيقية على كبار المديرين في وكالة الغوث لتشغيل اللاجئين في قطاع غزة 2015

العنوان باللغة الإنجليزية

The Impact of Coaching on the Leadership Capacities and Organization Performance Applied Study on Top Manager of UNRWA in Gaza Strip 2015

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل الآخرين لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى. وأن حقوق النشر محفوظة للجامعة الإسلامية - غزة.

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ رجاء محمد عبدالرحمن جودة لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

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دراسة تطبيقية على كبار المديرين في وكالة الغوث لتشغيل اللاجئين في قطاع غزة 2015

The Impact of Coaching on the Leadership Capacities and Organization Performance Applied Study on Top Managers of UNRWA in Gaza Strip

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التجارة/قسم إدارة الأعمال.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولنزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. عبد الرؤوف علي المناعمة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالَ تَعَالَى: ﴿وَأَنْزَلَ اللَّهُ عَلَيْكَ الْكِتَابَ وَالْحِكْمَةَ وَعَلَّمَكَ مَا لَمْ تَكُن تَعْلَمُ وَكَانَ فَضْلُ اللَّهِ عَلَيْكَ عَظِيمًا﴾

[النساء : 113]

Dedication

I dedicate my thesis

To the soul of my Grandfather.

And to everyone who loves me.

The researcher

Acknowledgment

First of all I would like to thank Allah almighty for giving me the power and help to accomplish this research and making this work successful. Without his help nothing was possible (Alhamdulillah).

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Finally I like to thank all my friends and well to all good people for their encouragement and help.

Raja M. Jouda, March 2015

Abstract

This research aimed to explore the impact of applying coaching on leadership capacity and organization performance at UNWA in Gaza , also to highlight the vital role that coaching plays to finish every process successfully, effectively and efficiently. This research provides a description of the reality of applying coaching by top management at UNRWA and describes the impact of using caching techniques on leaders performance, also this research reflected top managers' point of view about the relations between organization culture, coaching program and the leader styles as a coach and applying coaching at UNWA in Gaza. The research surveyed the top managers who have been working at UNRWA's offices in Gaza Strip.

92 questionnaires were distributed between and 84 valid questionnaires were received with response rate 92.39 % . Data analysis was done by using SPSS .

The results confirmed that there exists a significant relationship between practicing coaching and leadership capacities; UNRWA formulates all procedures and policies far off implement coaching , it doesn't have any manual or available written methods talking about coaching . Top managers at UNRWA have poor knowledge of coaching and have few experience to apply it. Statistically there are differences between answers towards research topic due to gender but Statistically there are no differences between answers towards research topic due to age , education , occupation and years of experience.

The research recommended that UNRWA should Changing the current work environment to one that is rich of coaching which could encourage employees to use coaching , Formulating clear written coaching manuals would enable employees to apply coaching effectively. Also supporting coaching program and motivating employees to use it . Giving employees the chance to be one of coaching development program and encouraging them to suggest new activities also express their needs depends on organization goals. Making sure that managers gain the main principles and have the required features that help them to be good coach.

ملخص الدراسة

يهدف هذا البحث الى دراسة أثر التدريب الاشرافي على قدرات القادة و كذلك أثره على أداء المنظمة في الأونروا ، كما انه يسلط الضوء على الدور الاساسي الذي يلعبه التدريب الاشرافي في اتمام جميع العمليات بنجاح و كفاءة . يزودنا هذا البحث بوصف لواقع تطبيق التدريب الاشرافي في وكالة الغوث من قبل الادارة العليا في غزة ، كما أنه يصف أثر استخدام تقنيات التدريب الاشرافي على أداء القادة ، و يعكس وجهة نظر كبار المدراء فيما يتعلق بالعلاقات بين ثقافة المنظمة ، برنامج التدريب الاشرافي و أنماط القادة كمدربين اشرافيين من جهة و تطبيق التدريب الاشرافي من جهة اخرى في الأونروا في غزة .

يستهدف هذا البحث كبار المدراء العاملين في مكاتب الأونروا في قطاع غزة . تم توزيع 92 استبيان واسترداد 84 أي بمعدل استجابة 92.39 % . وتم تحليل البيانات باستخدام برنامج التحليل الاحصائي .

أكدت النتائج أن هناك علاقة مهمة بين تطبيق التدريب الاشرافي و قدرات القادة . أظهرت النتائج أن الأونروا تضع آليات وسياسات العمل بعيدا عن تنفيذ التدريب الاشرافي ، فهي لا تمتلك أي دليل مكتوب أو مناهج مكتوبة تتحدث عن التدريب الاشرافي . كبار المدراء في الأونروا لديهم معرفة متواضعة عن التدريب الاشرافي وكيفية تطبيقه . احصائيا اظهرت النتائج أنه لا يوجد اختلاف في الأجوبة المتعلقة بموضوع البحث حسب الجنس ولكن هناك اختلاف بالأجوبة المتعلقة بالبحث حسب العمر ، مستوى التعليم ، الوظيفة و سنوات الخبرة .

و من أهم توصيات البحث ، على الاونروا تغيير بيئة العمل الحالية الى بيئة عمل غنية بتدريب اشرافي و تشجع الموظفين على استخدام التدريب الاشرافي . صياغة دليل مكتوب وواضح عن التدريب الاشرافي يمكن الموظفين من تطبيق التدريب الاشرافي بفعالية ، و أيضا دعم برنامج التدريب الاشرافي وتحفيز الموظفين لاستخدامه . اعطاء الموظفين فرصة ليكونوا ضمن برنامج تطوير التدريب الاشرافي وتشجيعهم على اقتراح نشاطات جديدة و شرح احتياجاتهم بناء على اهداف المنظمة .

التأكد أن المدراء يمتلكون المبادئ الاساسية والميزات المطلوبة التي تساعدهم ليكونوا مدربين اشرافيين جيدين .

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Chapter 1

General Frame Work

1.1 Introduction

1.2 The Research Problem

1.3 Study Variables

1.4 The Research Hypotheses

1.5 The Research Objectives

1.6 The Research Importance / Significance

1.7 The Research Definition of Terms

Chapter 1: General Frame Work

1.1 Introduction

This chapter discusses the general framework of the research, which consists of the introduction, the research problem, the research objectives, the research hypotheses, the research methodology, the research scope limitations, the research importance significance, the research definition of terms and the research structure.

With the increase of the complications and challenges facing human societies as a result of the continuous and rapid changes, as well as the increase of needs for organizing and development; the societies became desperately in need for development in their organizations and institutions; which in turn requires the need for development in the managerial process (Bosenina, et al., 2003: 15)

The corner stone of the managerial process is the human resources that needs continuous enhancement and development to be able to meet the requirements of change, expansion on the managerial processes and its systems, the increase of the number of employees, the diversity of needs and requirements; therefore the human resources management is considered “as an essential element in the organization to perform needed jobs and achieve the organizational goals (Rashed, 2001: 417).

Coaching is a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal. The individual receiving coaching may be referred to as coachee. Occasionally, the term coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process, but coaching differs from mentoring by focusing upon competence specifics, as opposed to general overall development (Julie Kennedy, 2009: 3). An important characteristic of leadership is using human talents to grow performance, trust and integrity in employees and the organization (Daft, 2005).

Effective coaching can have a positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change, in addition to maximize strengths, enhance communication

between managers and teams, help individuals take ownership and responsibility for their behaviors and actions, and encourage individuals to stretch beyond their assumed constraints.

In most global organizations, leadership development initiatives are considered an integral part of the corporate strategy (Avanesh, 2011: 2); therefore, the probability of such a situation is highly increasing with the key positions mainly top/senior managers (leaders). Therefore, developing the capacities of the potential leaders and leaders on action become so important, critical, vital and essential to maintain the performance, efficiency, effectiveness, status and the organizational culture. As well as to best utilization it to the maximum extent possible to increase the productivity effectiveness and to achieve the organizational goals via setting the suitable strategies to face the future probabilities and forecast the problems so that to deal with it before happening (Rashed, 2001: 417).

There are several capacity building approaches and tools; coaching is arguably the most powerful method for developing managers' capacity for leadership. (Goldsmith et al, 2000).

1.2 The Research Problem

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) – Gaza Field Office (GFO) is the main service provider for the basic life needs i.e. education, health, relief and social services for 1.26 Million refugees in Gaza Strip^{*}, that represent 76.8% of the 1.64 Million Gaza population inhabitants^{**} (UNRWA, 2012). Moreover, it is one of the biggest organization in Gaza Strip, in almost; all domains and aspects e.g. number of beneficiaries, number of staff, annual budget, coverage of services, the long-standing institutionalized organization etc... Therefore, it is vital, essential and crucial to ensure its sustainability and development to meet the needs of the refugees efficiently and effectively to achieve the intended goals (Alaydi & Al Zarabi , UNRWA 2015).

* UNRWA Quarterly Registration Statistical Bulletin 04/2012

** Palestinian Central Bureau of Statistics, Gaza Strip Governorates Statistical Yearbook, 2011, issued in September 2012.

Leaders aspire for change in people toward a desired goal, leadership was a procedure that didn't only influence employees, but leaders as well, to accomplish the goals of the organization through change, and the leadership capacities of top managers is enhanced by coaching programs (Lussier and Achua, 2004).

(To the researcher knowledge) It is important to highlight that no previous studies were carried out in UNRWA – Gaza Field Office (GFO), to study such an important issue such as this study of exploring the reality of practicing coaching and tries to determine its impact on the top managers' / senior staff (leadership capacities) and its impact on organization performance as an applied study on the top managers of the INGOs working in Gaza Strip in 2015 (UNRWA as an example).

1.3 Study Variables

Depending on the estimated hypothesis, there are two types of checked variables;

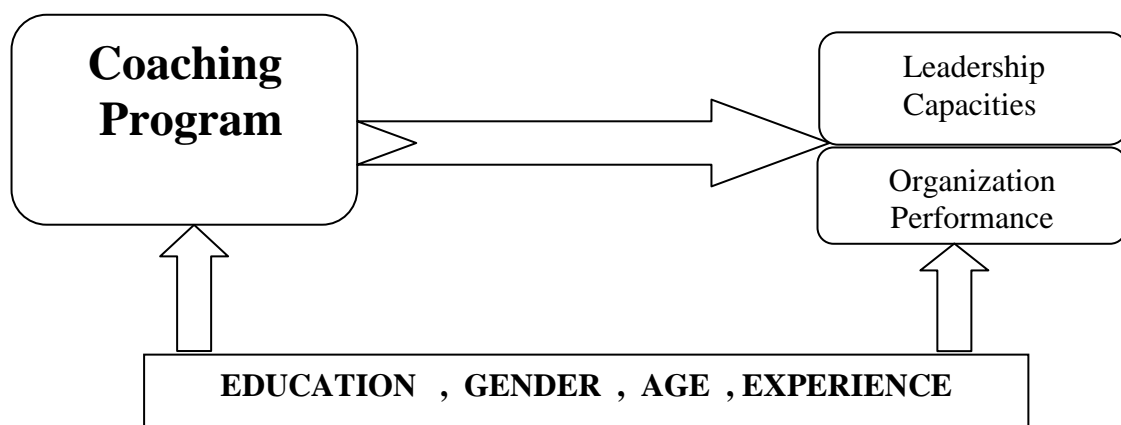
1.3.1. Independent variables

Coaching programs given for top managers.

1.3.2. Dependent Variables

1.3.2.1 Leadership capacities of top managers .

1.3.2.2 Organization performance



Developed by the researcher (2015)

1.4 The Research Hypotheses

The research will examine the following hypotheses, to answer the main questions:

- 1. Hypothesis # 1:** UNRWA – GFO does not practice the process of coaching.
- 2. Hypothesis # 2:** “There is significant statistical differences between the responses of the respondents at statistically significance level ($\alpha \leq 0.05$) in regard to “the reality of practicing coaching at UNRWA – GFO” due to “(Governorate, Department / Program, Grade, Managerial level, Educational level, Gender, Age, Years of Experience, & related) variables.
- 3. Hypothesis # 3:** There is no impact on the top managers' / senior staff (leadership capacities) as a result of practicing the process of coaching at UNRWA – GFO
- 4. Hypothesis # 4:** There is no impact on organization performance as a result of practicing the process of coaching at UNRWA – GFO
- 5. Hypothesis # 5:** “There is significant statistical differences between the responses of the respondents at statistically significance level ($\alpha \leq 0.05$) in regard to “the effect of Personal (Demographics and Job related) variables on the impact on the top managers' / senior staff (leadership capacities) as a result of practicing the process of coaching at UNRWA – GFO due to “(Governorate, Department / Programm , Grade, Managerial level, Educational level, Gender, Age, Years of Experience, & Years of experience at the current position)” as Personal (Demographics and Job related) variables.

1.5 The Research Objectives

The main objectives of this research are exploring the reality of practicing coaching and trying to determine its impact on the top managers' / senior staff (leadership capacities) as an applied study on the top managers of the of the INGOs working in Gaza Strip in 2015 (UNRWA as an example).

Therefore, the main objectives can be reflected in the following four sub-objectives:

1. To explore the reality of practicing the process of coaching at UNRWA – GFO.
2. To examine the effect of Personal (Demographics and Job related) variables on the reality of practicing the process of coaching at UNRWA – GFO.

3. To describe the impact on the top managers' / senior staff (leadership capacities) as a result of practicing the process of coaching at UNRWA – GFO.
4. To describe the impact on organization performance as a result of practicing the process of coaching at UNRWA – GFO
5. To examine the effect of Personal (Demographics and Job related) variables on the impact on the top managers' / senior staff (leadership capacities) as a result of practicing the process of coaching at UNRWA – GFO.

1.6 The Research Importance / Significance

The research might benefit as follows:

1.6.1 Importance to Society:

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

1.6.2 Importance to Scientific Field:

1. To represent reference data for some various uses.
2. 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:

1. Shedding the light on the reality of practicing the process of coaching at UNRWA – GFO as the biggest and vital organization for the refugees in Gaza Strip.
2. Clarifying the effect of Personal (Demographics and Job related) variables on coaching at UNRWA – GFO.
3. Describing the impact on the top managers' / senior staff (leadership capacities) as a result of practicing the process of coaching at UNRWA – GFO.
4. Clarifying the effect of Personal (Demographics and Job related) variables on coaching at UNRWA – GFO.
5. Suggesting some scientific results and recommendations on coaching to UNRWA – GFO.

1.6.4 Importance to Researcher:

1. To become more aware of researcher weaknesses and growth opportunities as a leader, also to understand the backgrounds of researcher behavior in work and its impact on others.
2. To develop team leadership skills

1.7 The Research Definition of Terms

Coaching: is a training or development process (train, teach and supervise someone); via which an individual is supported while achieving a specific personal or professional competence result or goal. It may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process, by focusing upon competence specifics (Whitworth et al., 2007).

Leadership: is a mutual interaction between leader and follower; leadership is relational, transformative, nonhierarchical, process-oriented, and values-centered (Rogers, 2003; Rost, 1991).

Leadership Capacity : is broad based, skillful involvement in the work of leadership to facilitate the leader to gain their full potential knowledge skills and attitude to perform needed leadership tasks and roles. (Lambert, p10, 2014)

Top Managers / Senior Managers (Leaders): refers to organizational managers and decision makers' positions, at the senior level, who lead and influence other staff to achieve the organization vision, mission, goals, strategies, policies, priorities, and objectives by the best utilization of resources, who has a relation to coaching and developing the capacities of their employees (Smith et al 2008). In UNRWA in Gaza Strip context managers in leader positions as senior managers; are on grade 16 – 20 (UNRWA, 2012).

Chapter Two

Literature Review

Section One: Introduction

Section Two: Roles of Human Resources Management

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Chapter 2: Literature Review

Section One: Introduction to Human Resources Management

2.1.1 Introduction

This chapter discusses the literature Review of the research, which consists of the introduction to human resource management , coaching for development , leadership for development and UNRWA background.

To go through research literature review, the researcher chooses human resource management as the main context to rise up. Human resource management (HRM) is the basis of all management activities, but it is not the basis of all business activity (Taylor, 2008).

Human resource management is the organizational function that deals with recruiting, managing, developing and motivating people, including providing functional and specialized support and systems for employee engagement and managing systems to foster regulatory compliance with employment and human rights standards (Standberg, 2009).

Human resources management involves a wide variety of activities; including analyzing a company's competitive environment and designing jobs. So, a firm's strategy can be successfully implemented to beat the competition. This, in turn, requires identifying, recruiting, and selecting the right people for those jobs; training, motivating, and appraising these people; developing competitive compensation policies to retain them, and grooming them to lead the organization in the future—and the list goes on (Snell and Bohlander, 2013).

2.1.2 Roles of Human Resources Management:

Human resource managers are well positioned to play an instrumental role in helping their organization achieve its goals of becoming a socially and environmentally responsible firm – one which reduces its negative and enhances its positive impacts on society and the environment (Standberg, 2009).

The role of the human resource is explained by creating the following four objectives to be achieved (Torrington et al , 2008).

1. Staffing Objectives:

Human resource managers are the first concerned with ensuring that the business is appropriately staffed therefore designing the human resources needs. This involves a. designing organization structures, b. determining different types of contract then identifying different groups of employees that will work under the suitable contract according to their skills, qualifications and abilities in order to provide their services when needed. In such circumstances growing attention has to be given to develop competitive pay packages, to the provision of valued training and development opportunities and to ensuring that the experience of working in the organization is, as far as is possible, rewarding and fulfilling.

2. Performance Objectives:

Human resource managers seek to ensure that people are well motivated and committed so as to improve their performance in their different roles. Training and development has a role to play, as do reward systems to maximize effort and focus attention on performance targets. In many organizations, particularly where trade unions play a significant role, human resource managers negotiate improved performance with the workforce. HR specialists should assist in monitoring employees effectively where performance standards are unsatisfactory to achieve performance objective precisely.

Welfare functions can also assist performance by providing constructive assistance to people whose performance has fallen short of their potential because of illness or difficult personal circumstances.

There are some of employee's involvement initiatives to raise levels of commitment and to engage employees in developing new ideas. Which means that they choose to service their employer more than what was written in their contracts of employment, working longer hours perhaps, working with greater intense interest or taking the initiative to improve systems and relationships.

3. Change Management Objectives:

A third objective in nearly every business relates to the role played by the HR function in effectively managing change. Change comes in different forms.

Sometimes it is merely structural, requiring reorganization of activities or the introduction/ presenting of new people into particular roles. At other times cultural change is sought in order to alter attitudes, philosophies or long-present organizational norms. The HR function can play a vital role in any of these. In this context, the HR professional contributes to the business organization by constantly assessing the effectiveness of the HR function. He also sponsors change in other departments and in work practices. To promote the overall success of his business organization, he champions the identification of the organizational mission, vision, values, goals and action plans. Finally, he helps determine the measures that will tell his business organization how well it is succeeding in all of this (Murthy, 2012).

Key activities include the development of people with the necessary leadership skills to drive the change process.

4. Administration Objectives:

The fourth type of objectives is less directly related to achieving competitive advantage, but is focused on achieving the other forms of objectives. It is simply carried out in order to facilitate an organization's smooth running.

Hence there is a need to maintain accurate and comprehensive data on individual employees, a record of their achievement in terms of performance, their attendance and training records, their terms and conditions of employment and their personal details.

However, there is also a legal aspect to much administrative activity, meaning that it is done because the business is required by law to comply. Of particular significance is the requirement that payment is administered professionally and lawfully, with itemized monthly pay statements being provided for all employees? Also, there is a need to make arrangements for the deduction of taxation and national insurance, for the payment of pension fund contributions and to be on top of the complexities associated with Statutory Sick Pay and Statutory Maternity Pay, as well as maternity and paternity leave. Additional legal requirements relate to the monitoring of health and safety systems and the issuing of contracts to new employees.

Section Two: Coaching for Development

2.2.1 Introduction

Coaching is " a disciplined conversation, using concrete performance information between a leader and an individual or a team that results in the continuous improvement of performance" (Smither and Reilly, 2012).

Coaching helps an employee get the best performance out of themselves – the potential for which was already there. There are two types of coaches: an internal coach or a professional external coach. Through coaching, the development and performance goals set over shorter periods of time help the high potential person develop within the various stages of their career progression (Merrick, 2013).

Coaching is the name that can be given to management of and within a model of acknowledge-create-empower. Coaching implies actively attending to a context that allows the communicative process between performer and coach to be effective. In this context, a coach is someone who has an ongoing, committed partnership with a performer and who empowers that person, or team, to exceed prior levels of performance (Evered and Selman, 2009).

According to the International Coach Federation website, coaching is generally defined as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential (ICF, 2009).

There are many variants of coaching practice in business and organizational contexts, as this issue demonstrates. In an attempt to bring some clarity to the field (Hamlin et al. 2008).

Coaching is one of those managerial practices that everyone agrees that it is important, and yet most people will only have one or two bosses in their entire career who takes coaching seriously, and this is especially true when you become a manager of yourself. As a manager, having a coach/mentor can make a real difference in your performance (Longeneckera and Neubertb 2005).

Beneficiaries from coaching are said to be leaders who can learn from their coaches how to motivate employees, and cope effectively with business challenges. It was stated that coaching is a series of actions, and a method for achieving outcomes

through techniques such as questioning and feedback (Bolch, 2001). In essence, coaching is ideally a structured process designed to unleash individuals' potential, with the coaches' primary role being one of helping others become aware, and take responsibility for their performance (Whitmore, 1996).

2.2.2 Objectives of Coaching

1. The objectives for individual: (Schiena and Ivarsson 2005)

The overall goal is to support, encourage and help the employee. Improving problem solving, improving leadership and interpersonal skills becomes important in this method of work. In regards to creating better relationships with colleagues, this is one of the most deep-rooted explanations in why coaching is being used. It is important that there are no unresolved problems among the employees. These problems are referred to writer as bloody elephant heads i.e. problems. Prior to the management change employees could see these heads, but closed their eyes to them. With the new system there is no one to hold responsible or blame due to the fact that everyone is responsible towards each other. Improving communication is thus extremely important for Writer in order to reduce conflicts and misunderstandings among the staff. As a result of the prior discussion, coaching is used as a way to learn, identify and act on development needs.

2. The objectives for the organization:

The idea with the coaching processes and the entire philosophy is to increase quality, customer service and value of the company. A study on coaching results was that in the first year when writer implemented this idea, the results increased 28% which was very satisfying. However, that was not a set goal that was just the impact of the change. One of the largest objectives is to increase the employee commitment, the study shows a very low staff turnover compared to other hotels.

Regarding sorting out personal issues that otherwise would affect the work is something that definitely is the coaches' role in order to make the situation right. This is based on the idea that you need to see the overall picture in order to determine what has to be done. Issues that could affect the working situation can be based on private issues and needs to be considered. The respondent states that it is a strength that the employees know that people listen and people care at work. How can you understand the entire

situation if you are unable to see the whole picture? Coaching is used in order to support other training and development initiatives, e.g. reducing leakage from training courses. This could be done through follow-up meetings in the team (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

2.2.3 Types of Coaching

There are a number of different approaches of coaching that have been developed over the last few years, mainly derived from the sporting model (Fielden , 2005).

1. Individual approaches goal orientated coaching:

One of the basic differences is the use of goal setting within coaching. Within this goal, there are core questions that need to be drawn, such as who is setting the goals, what type of goals are of most value, how the goals can be achieved and how feedback can be integrated.

2. Executive coaching:

Executive coaching is focused on developing high-performance leaders also centered on technical subjects and psychological concerns. Executive coaching go in for being near or at the top of an organization and correctly determined the need for continuous improvement. It is important that executives have a neutral, objective individual with whom they can discuss opportunities and challenges.

3. Transactional and transformational coaching:

Coaches should move from transactional model, which mostly interest in competencies, learning skills and techniques; to a transformative model, which interest in reflecting individual's views, values and purposes. There are three main skills for facilitating effective transformational coaching – building awareness, building commitment and building practice.

4. Self-coaching:

Self-coaching use self-observation fundamentally, coaches should be aware of their experience, views, opinions and beliefs related to coaching.

5. Team approaches:

While organizational coaching is on progress, coaching can build teams and motivate them. At first the team creates a group into operative business network. Secondly team performs brainstorm and formulates action plan by the groups .Thirdly main rules are established by all team members in order to be sure that all groups use the same agenda, meetings should be held periodically, and also good social time and relations are needed.

2.2.4 Six-step Model for team coaching

There is a six-step model for team coaching that can be summarized in the following: (Zeus and Skiffington, 2003)

Step one- management meeting:

Preparing agenda needs and available resources are so important. Also management team should create a number of factors which is important to create comfortable circumstances : formulating a suitable team coaching , preparing enough resources to support, ensuring that organization able to support team and change , fitting out benchmarking feedback measures . It's good to pay attention to the size of the time that no more than eight.

Step two – individual meetings with each team member:

An individual consultation session of 20-30 minutes with which each team member can enable the coach to relieve any fears or difficulties, aggressive behavior or obstacles.

Step three – first team meeting:

Through first team meeting, the coach should build the trust and frankness. Also he should identify his role in the sessions and determine sessions coaching objectives.

Step four – second meeting:

The coach should get feedback from assessment, encourage team to perform according to the team visions and goals, then seek any obstacles to agreed goals.

Step five – begin formal coaching sessions:

The workshop presentation is regarded as the most effective. These workshops will include groups of six to eight (one coach) or 10 to 12 (two coaches).

Step six – management feedback:

The performance and growth of the team needs to be reviewed continually, and management should give positive feedback.

2.2.5 Coaching Approaches**1. Engineering Approach:**

Engineering approach identifies points that need to be improved, then chooses the appropriate tools and processes, finally applies procedures to improve performance.

This approach is very useful for employees that solve problems in their job and daily life, so corporate apply it to human performance using rational and physical approach (Wood, 2008, P.3).

2. Clinical Approach:

Clinical coaching supports employees to mix different elements of their life in order to realize psychological combination and social harmony. Coaches that use clinical techniques should be able to recognize the unconscious and emotional elements in real life and work. Despite coaches are qualified and professional, they need to learn and have more knowledge about clinical work. Clinical coaches should concern to all human social system, should have a look to all parts in social system; daily life, family, work and so on. Coaches should be aware that human behavior is a complex result of many different social situations and various psychological elements (Wood, 2008, P.3).

2.2.6 Coaching process

In this study the researcher tried to answer question "How to carry out a coaching?"

There are many different schools concerned in implementing coaching such as psychodynamic, behaviorist, or person-centered but, this study emphasizes on implementing coaching in general, following the four steps below (Feldman & Lankau, 2005; Thach, 2002):

1. **Contracting step:** In this step the coaches discuss contract with clients, individual or corporate. Usually contract contains objectives, suitable resources, rules, methods, techniques, time frame and the cost. In this step coach, coachee and organization get together to provide good conditions and principles of coaching relations.
2. **Data collection stage:** Coaches evaluate coaches using different evaluation tools, personality and skill records and 360 feedback or one on one interview, this can be applied by coach with supervisors, colleagues, and customers also it is useful for family and friends of employees. The coaches should make feedback more clear and understood by identifying weakness and strengths in coaches 'performance. This stage aims support the fruitful information about employees that facilitates good choices and work based on action plan in the next step (Witherspoon's, 2000).
3. **Coaching stage:** The coach and the coachee discuss the results of data, then write down action plan in order to improve the current situation and solve the problems. HR managers help coachees to improve their skills and build capacities.
4. **Evaluation stage:** The coaches hold the coaching sessions to improve coachee's effective performance at work. At this stage coachee search organizational system to find any standpoint supports more effective performance. During contracting period, it is essential that the coach and the coaches cooperate to write up final agenda that achieved coaching goals and aims through coaches.

Furthermore there are four situational factors to assess coaching needs: (Witherspoon, 2000)

1. **Clarity:** to what extent all organization member understand coaching needs, coaching goals, the importance of coaching and so on, so it's important to answer well the question "How to build successful program?"
2. **Consensus:** to what extent all organization member accept coaching needs, coaching goals, the importance of coaching and so on.
3. **Commitment:** to what extent all organization are obliged to goals achievement and regularly assess their performance based on these goals.
4. **Control:** to what extent all organization reflect the coaching goals to be realistic and achievable.

It is good to know very well the best way to success and achieve goals and be insuring that the four factors (Clarity, consensus, commitment, control) are clearly correlated in order to gain positive coaching outcomes.

Similarly, Corporate Psychologist, Otto Laske (2004), defines 3 generic processes of coaching:

1. Supporting and guiding attention: This focuses on the client's process of attention particularly the degree of systemic thought.
2. Envisioning outcomes: The second process focuses on how the client makes sense of their present experiences, how they construct "reality", and, therefore, how they envision outcomes.
3. Enacting new behaviors and experiences: The third process is directed towards the clients' organizational functioning, both their own subjective needs and their experiences of the organization of which they are a part (Webb, 2006).

2.2.7 Five Model for Effective Coaching

1. Establish the coaching relationship,
2. Assessment,
3. Goal setting and development planning,
4. Implementation,
5. Evaluating progress and the coaching relationship.

Figure (2.1) illustrates this model:

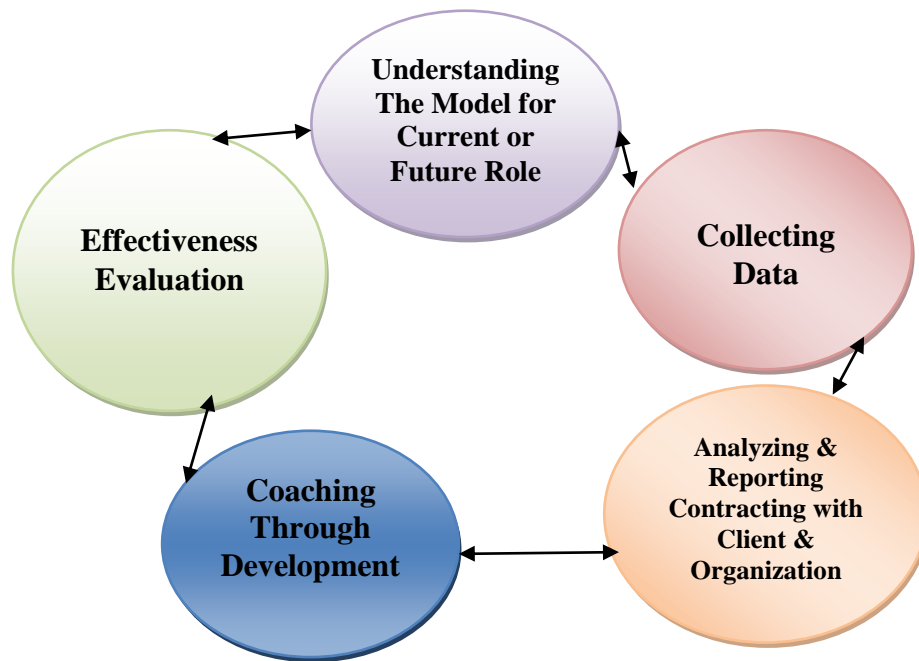


Figure (2.1) Coaching Process
 Developing by researcher depending on (Smither and Reilly,(2015))

2.2.8 Coaching Skills and Techniques

Managers have different capabilities of coaching. One way to have coaching skills is to learn basic principles and practice them. Another way is to contribute in a training program for coaching. DuBrin (2005) inquired a different recommendations for coaching which, should support coaching to improve performance as follows:

1. Communicate clear expectations to group members: It is necessary to expect well the performance of members, good expectations leads to improved performance.
2. Build relationships: Effective coach builds good personal relationships with employees and works on to support their personal skills.
3. Provide regular feedback on areas that require specific improvement: A good coach should decide what attitude, process, or skills need improvement.
4. Listen actively: A good listener always tries to understand both reality and emotions and encourage the coachee to express his self and talk about his performance.
5. Support employees to gain self-improvement and self-confidence also support to solve problems and break obstacles
6. Determine if the employee has any problems related to his performance and skills, these types of problems need more coaching and motivation.

7. Offer emotional support: the best way to motivate employee whose performance isn't good is to give them sentimental support through using positive motivators not negative one.
8. Reflect content or meaning: The best way of it to gather and re-formulate what the members are saying.
9. Give some gentle advice and guidance: It is good to use kind expressions and smoothly methods for example use "could" instead of "should ".
10. Allow for modeling of desired performance and behavior: The best way is using examples to explain the required performance.
11. Gain commitment to change and maintain the big picture: The best coach can get all cases as just one element of an individual's total performance.
12. Monitor the performance at the job and with client then give opportunities to the employees and show them up to good leaders.
13. Show good result and promote distinctive performance.

Finally, coaching is becoming a standard personnel development methods in today's organizations fast. Add to this that research has constant effective and many executives report a significant return on investment (ROI) both benefit themselves and their organization. However, he warned that organizations should concern to hire professional coaches when they decide to hire coaches externally. On other side, internal coaches can also complete successful coaching. Organizations should ask several questions before think to involve someone internally for a formal coaching relationship. These questions focus on the qualifications and capabilities of the coach to do well job and meet the objectives of the organization. Also we need to emphasis the importance confidence in a coaching relationship. Internal coaches may have to disclose details of coaching if need to do so by management. This can largely weaken confidence and as a result, undermine the effectiveness of the coaching process. Armed with this knowledge, managers can take higher performance and increasing keeping rate by use positive motivation and coaching policies, so meet corporate objectives in an effective and efficient way (Overton, 2005).

Section Three: Leadership for Development

2.3.1 Introduction

Over the last decade, the development of leadership is deemed a backbone for most organization's objectives (Price Waterhouse Coopers, 2010, p.13). As an indication of leadership importance, media has classified several world malaise; financial crisis, climate control, and ethical debacles, as a "failure of leadership" (Grander, et al 2010).

Leadership development has suffered from limited literature researches interested in breakthroughs of it which causes; a costly, ineffective leadership programs and may also hamper the development of theory. Ultimately, effective leadership is more vital than ever consequently it needs to apply several steps to achieve it (Avolio, et al 2010).

In the past, leadership development was focused on only a few individuals in the organization. First-generation systems to assist with leadership development were solid and/or hard to use and were not widely adopted. Companies needed a system-enabled way to unify methods of assessing and selecting leaders, executing programs to develop skills, and measuring the success of these programs. Now technology can be deployed to extend these practices across the enterprise and down into all levels of the workforce. This white paper explores leadership challenges and highlights the elements of a successful leadership development program that uses technology to support processes and practices. From scientific view, it is very necessary to evaluate programs of leadership development (Solansky, 2010). Such programs can be evaluated relying on robust, practical and empirical testable theories. Leadership coaching has been considered a promising leadership development practice (Ely et al., 2010) and has become a well-known leadership development tool (Bono et al, 2009). Leadership development can be understood as an "integration strategy by helping people to understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives" (Day, 2000, p. 586).

Leadership coaching involves one-on-one counseling of executives, leaders, and managers about work-related issues with the purpose of improving their leadership

effectiveness (Ely et al., 2010; Feldman & Lankau, 2005; Stajkovic & Luthans, 1998). When leaders enter into a common program, they have different experiences, skills, and learning styles (Solansky, 2010). Coaching is described as a custom-designed development process (Bono et al., 2009; Grant, 2006). However, leadership coaching development practice lacks of systematic estimation method (Ely et al., 2010).

Robust and systematic evaluations of the effects of leadership coaching are needed to be developed theoretically and empirically (Smither et al., 2003).

2.3.2 Elements of Leadership Development Programs

Major talent management functions play a part in a comprehensive leadership development program and can be well supported by a unified talent management technology platform. These functions include:

- Recruitment, to source leadership talent.
- Assessments, to evaluate leadership capabilities both internally and externally.
- Performance management, to monitor and make course corrections in developing leaders.
- Succession planning, to avoid future leadership gaps.
- Career planning, to enable employees to understand their leadership options and set development goals.
- Development, to create a roadmap to fill skills gaps.

A successful leadership development program begins with the alignment of leadership development with company strategy and an understanding of the type of leadership style(s) needed to execute that strategy. A continuum of steps positions an organization for current and future leadership needs (An Oracle White Paper, 2012).

In a major European study Mabey and Ramirez (2004, p20) ranked HR and Line manager preferences for management development methods in European companies as follows:

1. Internal skills programs
2. External courses, seminars and conferences
3. Mentoring/Coaching
4. Formal qualifications

5. In-company job-rotation
6. External assignments, placements and/or secondments
7. E-learning.

2.3.3 Types of Leadership

Chief executive officer is supposed to have several leadership behaviors that considered essential for an organization performance. (Hart & Quinn, 1993) used a framework characterizing the CEO as a four role player. These roles are vision setter, motivator, analyzer, and taskmaster, each of them concerned with specific tasks. The basic purpose and future tendency of a firm are stated and articulated by the vision setter. The motivator converts that vision and economic strategy of the organization in to reality by inspiring and motivating employees to get the organization's goals done. The analyzer controls management processes and concerns with efficient management of internal operating systems in addition to influencing operating decisions. The taskmaster influences subordinate's decisions and allocates resources to the highest priority classified activities in order to raise firm's performance. All four roles can be accomplished simultaneously by an effective executive only if he has the ability to demonstrate a high level behavioral complexity. In real life there are different types of leaders. Such as; strong autocratic leaders, consultative leaders, democratic leaders, charismatic leaders, face saver, laissez-faire leaders, transformation leaders, transaction leaders. Strong autocratic leaders are the leaders who individually put down their goals and order their subordinators to execute their assigned tasks without discussion. Consultative leaders take their subordinate's opinions and ideas into consideration while setting their goals. But they don't include it when making decisions. Democratic leaders cooperatively and equally make decisions with their subordinates. Charismatic leaders, this type of leaders gain their leadership from personal attraction (Bass 1990; Harris and House, 1999). Face saver leaders pay attention for subordinate's safety and security. Laissez-faire leaders don't make decisions and leave it totally to the subordinates. Transformational leadership is conceptually same as charismatic leadership behavior and named visionary leadership as well. This type of leadership gives special prominence for relationship between leaders and subordinates (Canella & Monroe, 1997). Leader's main behaviors of such leadership include articulating obvious vision,

showing trust and confidence in employees, being supportive and helpful to subordinates, making sense of tasks, and inspire subordinates to expect high performance. Transformational/ charismatic leadership behaviors provides subordinates confidence in the leader, make them feel comfort with leader's presence, and grants leaders valuable respect and admiration (Conger & Kanungo, 1987). On the other hand, transactional leadership behaviors are based on motivating followers through rewards or punishments. The main objective of transactional leadership is to powerfully monitor and boost organizational performance. To sum up, both transformational and transaction leaderships aim at shaping organization strategies, directing followers efforts, and preventing any deviations from expectations. Clearly, both of them involve two types of behaviors. One focuses on the tasks or performance of the firm and the other focuses on relationships with employees (Yukl, 2002).

2.3.4 Leadership Capacity

Leadership capacity is defined as one's enacted leadership beliefs, style, approach, and abilities (Dugan, 2011). Capacity for leadership is best understood and measurable when it is framed within a theoretical model such as the social change model. Capacity includes the creativity, the generation of new ideas, and innovation, and the translation of these ideas into new products or services (Murphy and Bedell, 2007). The leaders of creative efforts will need a number of capacities and capabilities in addition to a number of capacities and capabilities, the capacities and capabilities called for represent an unusually complex package. On the one hand, leaders must have technical expertise, while on the other hand, they must have organizational understanding and political skills. The leaders of creative efforts must not only be able to think creatively, they must be able to apply creative thinking skills in idea evaluation. It also means of individual leader skills, abilities, and behaviors or other leader attributes (e.g., charisma) that are thought to directly affect team processes and performance. Effective team leaders are those individuals who take on whatever role function is required in the team. Thus, a leader's primary responsibility is to determine what functions are missing or not being handled adequately in the team and do it or get it done. Although a brief mention was made of possible team influences on leader effectiveness, the focus was primarily on the influence of the leader on team effectiveness. In this manner, it can be seen how a common or traditional perspective on

team leadership emphasizes the contributions of an individual leader on group processes and outcomes (Salas and Gronn, 2004).

2.3.5 Leadership Development Literature:

Evolution of Leadership Theory Bass (2008) said that leadership is not new but the oldest occupation a long time ago and it is considered as a universal occurrence grow inside us from childhood till adulthood. Both Bass (2008) and Dorfman (1996) found that leadership was built by ancient Egyptians (dating to 2300 B.C.E.), naming the existence of hieroglyphics that symbolized leader, leadership, and follower. Then Confucian China (sixth century B.C.E.); the Greece of Plato, Aristotle, and Alexander the Great; the Roman Empire of the Caesars; and the Renaissance Italy of Machiavelli. Lately researchers tried to understand how to develop leaders although the long history of leadership (Brungardt 1996).

There are many challenges of understanding how to develop leadership which related to the shortage of clear definition of leadership. Bass (1990) stated, “There are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. Burns (1978) added, “Leadership is one of the most observed and least understood phenomena in the world”. Rost (1991), noted that professors of leadership researchers have confused definition of leadership and have been content to accept “definitional ambiguity and confusion” and that the discipline of leadership studies “has a culture of definitional permissiveness and relativity”. Also suggested that researchers are not writing about leadership, but its environmental elements. So it should be expected there is a few clear definition of leadership. Definitions of leadership are varied, but leadership theories and schools are fewer. Dorfman (1996) suggested that the leadership field has passed through three special eras: type, behavior, and contingency.

Rost (1991) suggested easier understanding of leadership theories with his dichotomous categorization of theory as being of the industrial paradigm or postindustrial paradigm. From Rost (1991) perspective, each of Dorfman’s (1996) three eras of leadership theory falls under the industrial paradigm. Although Rost (1991) noted a paradigm shift from industrial to postindustrial in his analysis, some researchers debated that people of color and women have long been using post-industrial

approaches and this has been appointed by White men , who have 21 historically held positions of leadership (Dugan & Komives, 2011).

What follows is a largely declared description of the evolution of leadership theory using Rost (1991) classification of industrial theories and postindustrial theories, and how the college student leadership models were developed.

2.3.6 The impact of coaching on leadership

“It is remarkable how many smart, highly motivated, and apparently responsible people rarely pause to contemplate their own behaviors. Often more inclined to move on than to reflect deeply, executives may reach the top ranks without addressing their limitations. Coaching gets them to slow down, gain awareness, and notice the effects of their words and actions. That enables coaches to perceive choices rather than simply react to events; ultimately, coaching can empower them to assume responsibility for their impact on the world” (Sherman & Freas, 2004).

Over the last decades coaching has become a “hot topic”, especially in the private sector where executive coaching is applied and implemented (Bloom, Castagna and Warren, 2003). The practice of coaching programs in organizations, for improving leadership, has increased greatly and it has become “trendy” (Tach, 2002). A personal coach is not for show or something for show off it has a big message achieve vital aims. Nowadays leaders work under pressures, “High-achieving executives are concern to adjust competencies, skills, and experiences to present-day. It is necessary not to stop learning and development in order to adapt all changing in global environment (de Vries, 2005).

All organizations are always looking for new active useful talent , today you might the best one , but in the following days younger better one have better talent will replace it . Leaders know very well the benefit of take all the chance to work with a personal coach in order to keep learn and improve themselves. Definitely coaches so useful in this direction. (Goldsmith and Morgan). Note that a human resources consultancy organization reported that half of the 150 companies they surveyed in 2002 said that they had increased their use of executive coaching, and 16 percent reported using coaches for the first time. Coaching is booming! 15 The application of coaching as a concept and set of techniques to the art and practice of management has been growing rapidly through the last decades (Kilburg 1996) and is a response to the

demands of the “market” (Joo, 2005). In 2006 it was estimated that, globally, there were about 30 000 professional coaches (International Coach Federation, ICF, 2006 quoted in Hodgkinson & Ford 2010), a number that when calculated today will be way higher. The last years leadership coaching programs have grown significantly to meet the demands from the market, nevertheless also the number of publications in academic and popular literature on (the effects and effectiveness of) coaching have meaningfully grown along (Hooijberg & Lane 2009). Between 2000 and May 2009 Hodgkinson & Ford (2010) report that a total of 425 papers were published on the topic of coaching. In the 62 years.

Previous to that (1937-1999) only 93 papers were published (page 133). Although the coaching is raising fast, as other fields it needs expertise, the creation of theoretical and empirical establishment (Hodgkinson & Ford, 2010). This acquired a lot of effort and time. There has been worked hard in order to set up coaching in the current specialized disciplines. In 2008 leaders of coaching bodies around the world met (in the Global Convention of Coaching, GCC) to discuss the creation of common frameworks, education, research and practice. Although coaching practice increasing fast , is still mostly disconnected from the rival revised literature and more research is needed to support coaching as a professional discipline.(Hodgkinson & Ford 2010, page 133) note that most of the empirical literature to date is about “contextual or survey-based research about the characteristics of coaches and coachees rather than outcome research observing the efficacy of coaching as a methodology for creating individual or organizational change”. Little scientific research is current on how to evaluate this distinctive leadership development practice (Ely et al, 2010), as well as evaluating the outcome (Wasylyshyn, 2003) and impact of coaching on leadership effectiveness (Tach, 2002; Kilburg, 2000).

While the main objective of (executive) coaching particularly is encouraging behavioral change, most of the articles on coaching published today are to evaluating coaching activities and skills that is important for coaching to achieve its goals. As argued by Kilburg (1996) there is no studies directly report on the effects of coaching on leaders , however the studies suggest that all type of coaching effectively improve many parts of the performance of individuals in administrative positions” (page 135) .

Literature on coaching and behavioral change is suggesting that not only providing different feedback to leaders can increase their effectiveness , also the use of

a (personal) coach can theoretically rich planned behavioral changes (e.g. Wasylshyn, 2003; Hooijberg & Lane, 2009; Smither et al, 2005; Tach, 2002; Kilburg, 1996). Hooijberg and Lane (2009) use the research of Hernez-Broome (2002) to support this possible increase of effectiveness by the use of a coach. Their research showed that “even a minimal coaching program (one phone conversation a month for a period of three months, so in total only three coaching conversations by phone) offers significant benefits in reinforcing the developmental experience and producing on-the-job behavioral changes” . Now (comprehensive) observed proof is needed to support these suggestions and outcomes.

In the research of Joo (2005) only one (of the 78 articles selected on executive coaching) study was found that was based on a correlational study, using inferential statistics (among six quantitative studies). This added confirms that there is little empirical study on the practice and effects of coaching, even not by HRD researchers (Joo, 2005). More research should be done on the topic of coaching because “coaching has the very real potential to make significant contributions to the further development of evidence-based approaches to the enhancement of individual and organizational well-being and performance” (Hodgkinson & Ford, 2010).

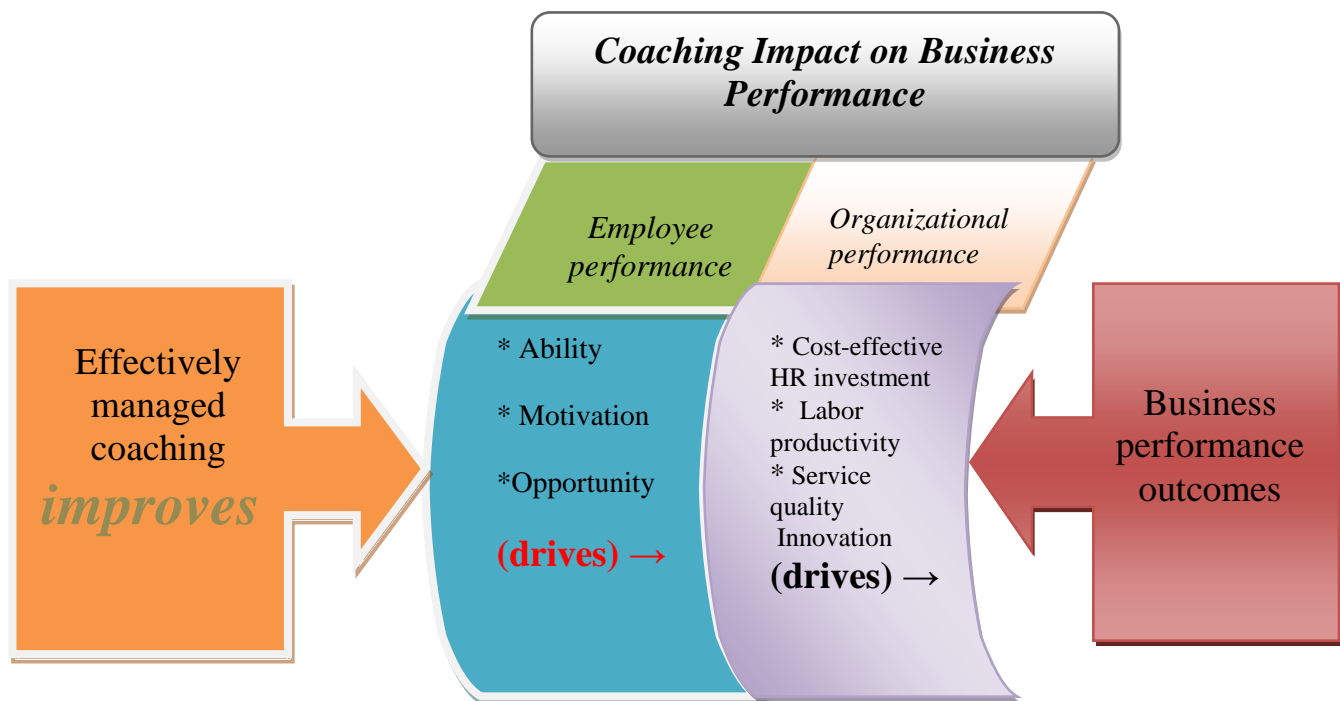


Figure (2.2) : Coaching Impact on Business Performance

Source: Jarvis, J. (2004), Coaching and buying coaching services, a CIPD guide, p. 39.

Section Four : Performance Management

Performance management is an HRM process which has become increasingly popular since the 1980s, concerned with getting the best performance from individuals in an organization, as well as getting the best performance from teams and the organization as a whole. (P.69. Rob Dransfiel , 2000).

Organizational Performance Management is one of the most popular terms in today's public sector management terminology. The idea of managing organizational performance is being widely accepted and adopted all over the world. It spread rapidly from the private sector to the public sector in the developed world and has recently found its way in many developing countries. New initiatives and legislations continue to be issued as a sign of governments' insistence on following the new focus on performance orientation.

Performance is referred to as being about doing the work, as well as being about the results achieved. It can be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of an organization, customer satisfaction and economic contributions...(Salem, 2013).

The Importance of implementing performance management (Khera, 2011)
Performance management it can be described as a comprehensive process starting from monitoring and developing the desired traits to rating their progress and rewarding them for their achievements.

Involve Employees in the Planning Stage

The mere making of plans alone will not help you to run your business successfully. You must also focus on the appropriate ways to get business tasks done. One way of doing this efficiently is to involve your employees in the planning process. This will not only boost their morale and confidence, but also help you avoid any communication gaps in the process. Additionally, it will also help in providing them with a clear picture of what you expect from them and what they need to accomplish.

Monitoring the Progress of Your Employees

Just as revision of business plans is sometimes necessary for the success of your business, measuring the performance of every employee is also important. This ensures that tasks are efficiently completed on time and on or under budget. It also points out to

you any shortcomings of either your staff or business plans, and helps you to take the appropriate corrective actions.

Ensuring All Around Development of Employees

Performance management gives you the tools to instill the desired qualities in your employees in order to get the job done. Development is not limited to only individuals in your workplace, but also addresses the performance of the team as a whole. All around employee development not only ensures the personal and professional growth of your employees, but also the expansion and improvement of your business.

Evaluation of Individual Performance

Evaluating and rating the performance of your employees on an individual basis is essential. This gives them a clear picture of where they presently stand, areas that they need to work on and what they are good at. This way, they can focus more on their weaknesses and work to strengthen those areas. You should make it company policy to issue performance reviews while providing your employees with the feedback that they need to perform better at their jobs. Remember - just as it is important to point out your employees' weaknesses and shortcomings, it is also essential to commend them on their strengths.

Rewarding Your Employees

Rewarding and appreciating your employees' efforts ensures that their level of their performance and consequently the performance of your business is not compromised. It ensures optimum productivity, performance and maximum profitability. Rewarding your staff for a job well done not only enhance their performance but also serves as a tool to keep them motivated. Therefore, performance management is an effective system that allows you to achieve the financial goals of your small business.

Coaching for development needed And develop performance (Laci Loew,2015)

To develop perform by applying coaching program , its necessary to follow the following phases

Phase 1: Define the Strategy In this phase, the PM strategy is defined.

The strategy is guided by the organization's philosophy of performance management. Answers to the following questions reflect an organization's commitment to a PM strategy and their philosophical points of view:

- Do we have a formal performance management strategy in place?
- What are the (desired and actual) outcomes of our performance management?
- Are executives and other business leaders engaged in the process?
- Do we clearly communicate our performance management philosophy and expectations to all employees?
- Do we have written performance goal plans for all employees?
- Do we hold leaders accountable for performance?
- Are we focused on development of employees' strengths (versus evaluation of their weaknesses)?
- Will we eliminate the "rate and rank" approach (versus force fitting all employees into the standard bell curve with the intent to dismiss those who fall into the bottom 10%)?
- Will our managers have continuous and ongoing discussions with employees about their performance (versus one-time annual performance appraisal discussions)?
- Will we separate performance and compensation discussions (versus having both at the same time)?
- Will we require feedback from an employee's manager and peers and subordinates (versus only topdown feedback)?
- Do we expect our managers to identify and reward exemplary performance?

Phase 2: Set Employee Goals In this phase, managers and employees work together to set clear employee goals that accelerate achievement of the organization's business goals. Answers to the following questions reflect an organization's efficiency and effectiveness in goal-setting:

- Are employee goals cascaded?

- Are employee goals regularly reviewed and revised (to stay in alignment with changing business goals)?
- Are goals SMART – Specific, Measurable, Achievable, Realistic, Timely?
- How many of our employees have written performance goals?

Phase 3: Coach Employees for Skill Growth In this phase, the organization, its managers and employees collaborate to develop employees’ strengths. Answers to the following questions reflect an organization’s commitment to ensuring their managers have the skills, tools and resources to act as development coaches:

- Do we provide “manager as coach” training?
- Are our managers skilled in development coaching?
- Do our managers clearly communicate performance expectations?
- Do we make it a practice to solicit peer and subordinate feedback (not just managerial feedback)?
- How frequently do our managers provide performance feedback?
- Do our managers provide timely and actionable feedback?

Phase 4: Develop Employees’ Strengths In this phase, managers and employees work closely together to plan for and execute on strengths-based development plans for each employee. Answers to the following questions reflect an organization’s capability to offer strengths-based development:

- Are managers skilled at defining actionable and targeted development plans for each employee?
- Are managers effective in having regular career management conversations with employees?
- Are managers effective in formal strengths-based development coaching?
- Do we provide our employees with performance support via technology and online tools?

Phase 5: Optimize Performance Continuously In this phase, organizations leverage performance data to monitor current and predict future performance for purposes of embedding an accountable, and high-performance culture. Answers to the following

questions indicate an organization's ongoing ability to proactively mitigate performance risk in critical talent segments and key job roles:

- Does our approach to PM support achievement of our business goals
- Does our approach enable our employees' work to be efficient, effective, and aligned with our business goals?
- Can we count on our PM to be a business differentiator?
- Does the majority of our employees meet or exceed their performance goals on a regular basis?
- Do we achieve our annual business goals?
- Has our voluntary turnover rate decreased in the last 12 months?
- Has our revenue increased in the last 12 months?
- Have our customer satisfaction ratings increased in the last 12 months?
- Has our customer retention rate increased in the last 12 months?
- Has our engagement score increased in the last 12 months? The five phases of continuous performance management are characterized by the 10 leading practices of performance management.

Section Five: UNRWA Background

2.5.1 UNRWA (the United Nations Relief and Works Agency For Palestine Refugees in the Near East)

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) is a United Nations agency established by the General Assembly in 1949 and is mandated to provide assistance and protection to a population of some 5 million registered Palestine refugees. Its mission is to help Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip to achieve their full potential in human development, pending a just solution to their plight. UNRWA's services encompass education, health care, relief and social services, camp infrastructure and improvement, and microfinance.

UNRWA is unique in terms of its long-standing commitment to one group of refugees, and its contributions to the welfare and human development of four generations of Palestine refugees. Originally envisaged as a temporary organization, the Agency has gradually adjusted its programmes to meet the changing needs of the refugees.

Unlike other United Nations organizations that work through local authorities or executing agencies, UNRWA provides its services directly to Palestine refugees. It plans and carries out its own activities and projects, and builds and administers facilities such as schools and clinics.

Financial support to UNRWA has not kept pace with an increased demand for services caused by growing numbers of registered refugees, expanding need, and deepening poverty. As a result, the Agency's General Fund (GF), supporting UNRWA's core activities and 97 per cent reliant on voluntary contributions, has begun each year with a large projected deficit. **Currently the deficit stands at US\$ 67.2 million.**

There total number of UNRWA employees working at the five fields of operations is 30226*¹, the local employees are 29962 and 300 are international employees. In UNRWA GFO the number of local employees is 11962, while the number of international employees is 29. It is important to highlight that the majority of the employees 9099 employees are working in the Education Programme, 76.07%. The key positions / senior staff is 348 can be divided to: 306 are working as middle managers, and 42 are working in top management positions.

A basic role of the management is, in the one hand, to maintain the level and standard of service provision and to develop it as to meet the rapidly increasing needs and demands, at the other hand, in the light of rapidly decreasing funding opportunities. This delicate balance is the continuous pressing puzzle and dilemma to managers of such an organization like UNRWA.

2.5.2 UNRWA Challenges

The overarching challenges were: the unstable political situation – fear in what the future brings; shifting organizational plans from development to relief; increased demand and dependency on the UNRWA; 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 .

2.5.3 UNRWA Weaknesses

More strategically, the leadership in UNRWA 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 UNRWA work even as donor funds continue to dwindle and as the demands for greater UNRWAs role in development intensifies . All indicators show that UNRWA suffers financial deficits. 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 UNRWA is of great importance to ensure the sustainability of these organizations and to enhance and sustain their vital societal role

* UNRWA's Human Resources Department 04/2016.

1.5.4 Coaching in UNRWA

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) is a United Nations agency established to support Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip.

As mentioned before In UNRWA GFO the number of local employees is 11962*¹, while the number of international employees is 29 . This means all employees need to have continuously training in order to improve their performance and to be the best .In this study researcher spot the light on the role of coaching in improving the performance, according to the result of this survey and the interview hold by some senior at UNRWA, the researcher could get that coaching program is absent at UNRWA .

* UNRWA's Human Resources Department 04/2016.

Chapter Three

Previous Studies

3.1 Introduction

3.2 Local studies

3.3 Arabic Studies

3.4 Foreign Studies

3.5 Main Comments on Previous Studies

3.6 General Comments on Previous Studies

Chapter 3 - Previous Studies

3.1 Introduction

This chapter presents an overview of the previous studies related to the coaching and the leadership capacity. This review helps the researcher to draw the theoretical framework of this study. So, this chapter reviews and explores some Arabic and foreign. The researcher examines and comments the literature where there is a comparison between this study's contribution and the related literature. The most important issues of each reviewed study and the related findings are provided. Finally, the general comments of the previous studies is provided.

3.2 The Local Study

Ajjour Study (2012)

(The Application of Coaching Techniques at Palestinian NGOs)

The research search for studying whether Palestinian NGOs can apply coaching techniques or not furthermore to high spot the essential role of coaching that helps Palestinian NGOs to end all processes 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.

The study main results

- 1- The study samples were fully agree that there were no significant differences between preferences of male and female for coaching leadership behavior.
- 2- The study showed that senior managers are not given opportunity to advise or suggest corrective action to others to upgrade coaching techniques within organization.
- 3- The study samples were fully agree that senior managers are not given opportunity to advise or suggest corrective action to others to upgrade coaching techniques within organization.
- 4- The study samples were fully agree that Palestinian NGOs location does not constitute a lobbying factor in creating coaching.

Main recommendations:

- 1- Developing written policies and coaching manuals that are clear and easy to be understood by all employees.
- 2- Adopting coaching techniques as a developmental strategy and start work on developing requirements of implementing coaching techniques through action plans
- 3- Employing a coaching specialist who is responsible for planning the different coaching programs and responsible for overall organization HR operations
- 4- Involving the organizations employees in the process of developing coaching strategy

3.3 Arabic Studies**1. Al-Agha' Study (2005)****"Training programs and their relationship with workers' efficiency".**

This study aims to identify the effect of training on the workers' efficiency. Also, to explain the administration problem which faces the training programs in addition to reduce the level of criticism of this programs and reduce the conflicts in continuing this training process. Our feeling of this training problem is because training helps us in solving the existed problems and avoid new problems.

The study main results;

1. The study samples were fully agree that training improves performance of employees and their efficiency.
2. The study agreed that human relations improves job satisfaction and supervision quality.
3. The study showed that the training activity has the same importance in both foreign and public organizations and this differs from the private organizations which has a lack of attention to the training activities.
4. The study showed that the training content increases the workers' knowledge in order to understand the nature of their tasks.

Main recommendations:

1. The importance of the training on the public level as well as its importance on the private sector.

2. The workers should be aware of the importance of making the training plan and sharing it with supervisors of the training program and with the trainees in order to achieve the training program's goals.
3. Emphasize that training activity affect the trainee knowledge acquisition, by allowing the opportunity to apply the knowledge in a real way.
4. The importance of right selection of trainees and checking their efficiency and desire for training.

2. Niaman' Study (2008)

"The Relationship of the Training with Workers' Performance in Middle Management"

This study aims to measure the relationship between training and performance of middle managers. In addition to present some recommendations which can help the organization to increase its training programs effectiveness in order to improve skills and experiences gained from the training process. The sample of the study consists of 240 workers who work in Taaz University.

The study main results;

1. The study showed that there is a weak importance in the modern training approaches in addition to the focus of traditional training styles.
2. The study showed that the selection style of the trainees is inappropriate enough where there are no clear standards in trainee selection.
3. The study showed that the evolution process of training is ineffective which lack the ability to identify the level of usefulness of training courses.

Main recommendations:

1. Emphasizing the process of training course' needs assessment.
2. Reconsidering the policy of the trainees' selection, and put some of selection standard.
3. The importance of training process evaluation; in order to achieve the required goals of the training process.
4. The necessity of activating the role of training and rehabilitation management through providing a data base which could serve the training process system.

3. Al-Quqa' Study (2007)

"The Impact of Training on the Performance of Small and Very Small Projects in Gaza Strip".

This study aims to identify the effect of training program on small and very small projects of UNRWA in presenting the training programs to the small entrepreneurs, and the training reflection on growth and development of small projects in Gaza strip.

The study main results:

1. The training has an effective impact on the development of small entrepreneurs' skills; which clearly reflects the ability of production process management.
2. The training programs in marketing field have an effect on small entrepreneurs' ability to apply the content of the training course in reality.
3. Small projects' training in project management, human resource management, problem solving approaches and decision making are successful.

Main recommendations:

1. The necessity of training in small projects with giving them enough care.
2. Preparing some courses about the industrial sector and agriculture sector.
3. Doing similar training programs in other cities, in addition to giving the greatest care to the entrepreneurial ideas for small projects, the construction of incubators business.

4. Tayseer' Study (2008)

"Training Strategy and its Effect on Employees' Performance in Jordanian Industrial Public Share-Holding Companies".

The aim of this study is to examine the application of Jordanian shareholding industrial companies for the activities that have a relation in a clear strategy for training and its impact on workers' performance. The population of the study consists of all the Jordanian shareholding industrial companies registered in Amman Financial Market, which count 81 companies. A random sample consists of 50% of the total population (40 companies) is selected. The unit of analysis is managers in these companies or their representatives. A total of 200 questionnaires were distributed.

The study main results:

1. There is a positive statistical significant correlation between the application of Jordanian industrial public share-holding companies of the stages of training process from a strategic perspective and the workers' performance.

Also, there is a relationship between the degree of training diversity programs provided in these companies and the workers' performance.

2. There is a positive statistical significant correlation between the senior management adoption of a training strategy and the workers' performance level. As well a positive relationship between the usages of modern technology as a base for the application of the training strategy programs in these companies and the workers' performance.
3. The results of this study showed that there are some obstacles facing these companies when adopting an effective training strategy; the most important of these are: the weakness of organizational culture, the shortage of highly qualified trainers and rigidity of laws and regulations.

Main recommendations:

1. The study recommends that the shareholding industrial companies (the senior managers) should pay more attention to adopting clear training strategies inspired from the company's overall strategy.
2. The need for diversification of training programs for its members, and the use of different training methods.
3. Also the need to focus on the use of modern technology as a base for the application of training programs in order to improve its employees' performance.

5. Al-Ghamidi' Study (2013)

"The Role of Training in Raising the Efficiency of Workers in the Public Sector".

The problem addressed in this study is that: most government sectors face significant shortfall in training process for their employees, and training may be limited to certain administrative levels without the others. Researcher has used the descriptive analytical method to describe the phenomenon under study, he has used data from various interviews, observations and examination of the records with total sample of forty subjects distributed over branches of social security offices in Al-Baha area.

The study main results:

1. All members of the research sample agreed on the role of training in increasing their efficiency and the improvement of their performance.
2. Most of the courses are theoretical and have nothing to do with field work.
3. Giving the employees a training program should be appropriate to the nature of his work.
4. Repeat training programs and non-renewal in the training content.
5. The difficulty of obtaining courses and favoritism in the selection of trainees from staff.

Main recommendations:

1. The need to link promotions, foreign benefits and some types of incentives and rewards to the staff training record of the ministry.
2. The study also recommended granting financial incentives for trainees who pass some training programs with merit.
3. Doing some special training activities such as the creation of new employees, or activities of awareness training programs.
4. Interest in the evaluation process and follow-up of the trainees' performance reports to find out how to take advantage of the training sessions.
5. Provide an opportunity for all employees to get training courses without exception.

3.4 Foreign Studies**1. Katrinali and Kalkavan' Study (2014)**

"The Effects of Managerial Coaching Behaviors on the Employees' Perception of Job Satisfaction, Organizational Commitment, and Job Performance: Case Study on Insurance Industry in Turkey".

This study is planned to examine the direct effects of managerial coaching on the employees' job performance, job satisfaction, ambiguity of roles, and satisfaction with the managers. In addition to this, the effects of role ambiguity on job satisfaction, job performance and satisfaction with the manager; the effects of job satisfaction on career commitment, job performance and organizational commitment have been investigated. The study has been conducted on the 'Insurance Industry' in Turkey.

The study main results:

1. Findings showed that the managerial coaching behavior in the insurance sector had a positive effect on the better understanding of the role by employees (role clarity), and the organizational commitment.
2. At the same time, it was specified that a clear perception by the employee about his/her role had a positive effect on the career commitment, organizational commitment and employee's performance at work.
3. Furthermore, it was also identified that satisfaction with work has a positive effect on the career commitment and organizational commitment. Nevertheless, no effect was identified between satisfaction with work and job performance. On the contrary, it was also found in this study that career commitment and organizational commitment has a positive effect on the job performance.

Main recommendations:

1. More studies should be conducted on the subject of managerial coaching behavior.
2. Examining the managerial coaching behavior in the context of organizational culture would be beneficial. It is because, each and every organization has a unique culture and therefore, identifying the culture effect may help all companies to get much more benefit from managerial coaching.

2. Flatten, Brettel and Adams' Study (2014)

"Fostering absorptive capacity through leadership: A cross-cultural analysis".

This study aims to reveal the relationship between leadership styles and absorptive capacity in an international context. To the best of our knowledge. The sample of the study is 608 firms in Austria, Brazil, Germany, India, Singapore, and the USA. The online survey was conducted from July to October 2012 in a three-wave e-mailing approach. Participants were offered an individualized survey analysis with a detailed benchmark. We were able to generate a total of 608 responses from Austria (85), Brazil (159), Germany (122), India (131), Singapore (47), and the USA (64). We applied a single-informant approach, with the survey targeting CEOs and their top management teams as key informants for firm-level constructs.

The study main results:

1. There is a strongly positive impact of transformational leadership on knowledge exploration and exploitation.
2. The study reveals a positive impact of transactional leadership on realized absorptive capacity and, surprisingly, also on potential absorptive capacity.
3. The study reveals a strong positive relationship between transformational leadership and both exploration and exploitation, and a weaker positive relationship between transactional leadership and exploration and exploitation.
4. The study reveals the impact of transformational and transactional leadership on potential absorptive capacity and realized absorptive capacity around the world.
5. The study reveals that the impact of transformational leadership on knowledge exploration is greater in low power distance cultures than in high power distance cultures.

Main recommendations:

1. Future studies could analyze the impact of the individual dimensions of the two leadership styles or assess the relationship between combinations of the two leadership behaviors and absorptive capacity.
2. It is necessary to have further investigation into the influencing factors of absorptive capacity, e.g., corporate culture or networks, is necessary.
3. It is important to have future studies could draw on other cultural concepts, e.g., as suggested by the GLOBE study.

3. Levenson's Study (2013)**"Measuring and maximizing the business impact of executive coaching".**

This article addresses the conceptual and methodological issues involved in measuring the business impact of executive coaching. A framework is introduced for identifying the business impacts of coaching. An application of the framework is presented using exploratory study data from 12 matched coach-coachee pairs showing varying degrees of impact of the coaching on business-related outcomes.

The study main results:

1. The degree of business impact likely is related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance.

Main recommendations:

1. Coordinating executive coaching with other leadership development, performance improvement, and rewards initiatives should increase business impact.

4. Rock and Donde's Study (2013)**"Driving Change with Internal Coaching Programs".**

This study outlines a new way of utilizing coaching to drive wide scale organizational change. It illustrates how training leaders to be internal coaches is a more scalable, sustainable and robust approach to driving change and improving performance than hiring external coaches.

This paper draws on interviews with over 50 internal coaches over 2 years, and several other research papers on this topic.

The study main results:

1. Significant increases in retention, engagement, productivity and performance, across organizations that have developed internal coaching.

5. Knight and Cornett' Study (2012)**"Studying the Impact of Instructional Coaching".**

This study aims to understand of coaching by evaluating whether or not instructional coaches have (a) any impact on whether or not teachers implement proven practices that they learn in a professional development workshop and (b) any impact on the quality of teacher implementation of new teaching practices. Fifty-one teachers were recruited to participate in this study. Teachers had to meet two criteria: 1) they could not have used the Unit Organizer or 2) attended a professional development session on the Unit Organizer in the past three year.

The study main results:

1. Teachers who were supported by an instructional coach used the teaching routine more than teachers who only attended a professional development workshop.

2. Also, teachers who were supported by an instructional coach demonstrated the four teaching practices of high quality implementation more frequently than teachers who were not supported by an instructional coach.
3. The results would suggest that instructional coaching is a promising approach to increasing quality transfer of training into classroom practice, there are several limitations that demand future study before such a claim can be definitively justified.

Main recommendations:

1. A direction for future research would be a replication of this study when professional development attendance is compulsory, which occurs frequently in school districts.
2. The research in this area would extend the body of knowledge on coaching as a form of professional development and subsequent student learning.
3. This study established instructional coaching as an effective means of professional development for teachers in urban secondary schools.
4. This study suggest that teachers will implement proven practices with a high degree of quality if skilled instructional coaches support teachers following the one-time workshop.

6. Anderson, Brill and Lynch ' Study (2007)

"The Utilization and Impact of Leadership Coaching in Organizations: Results from the Second Annual Benchmark Study".

The Metrix Global and Linkage annual Coaching in Organizations Benchmark study explores how leadership coaching is being utilized and managed in organizations and spots trends for the future. The focus of the second annual study being reported in this article is to build upon the results of the 2006 study and focus more on the impact that coaching is having on the organization. The survey was administered online through targeted invitations to specific organization managers. The survey was completed by 148 people, over half of whom (55%) were leaders of human resources, learning, organization development, leadership development or coaching. Another 10% were leaders in a line business or non-HR functional role.

The study main results:

1. Coaching in the respondents' organizations experienced rapid growth from 2006 to 2007 and this growth is expected to continue for 2008.
2. With added growth comes added investment. External coaches are much more expensive than internal ones and so as coaching continues its growth at the manager and supervisor levels, internal coaches are expected to be increasingly used to coach people at these levels.
3. Integrating coaching into the organization represents one of the major challenges faced by organizations.

Main recommendations:

1. Coaching must be more strongly linked to business outcomes. While the respondents agreed that this was important, they felt that their organizations were not sufficiently effective in doing so.
2. Senior leaders must be continuously engaged in conversations about how coaching is contributing to the business. These conversations will reinforce in the leaders' minds that coaching is delivering value and strengthen the partnership with those who manage coaching and other people processes.
3. HR leaders may want to consider exploring with the appropriate business leaders how best to address this challenge. According to the respondents, these efforts should be made a priority.

7. Brinkert' Study (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.

The study main results:

1. 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.
2. 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.
3. The training programs emphasized developing nurse manager training participants as conflict coaches to supervisees.
4. There is applicability of all of the major content areas covered in the model and coach training.
5. Coaches appreciated the model for emphasizing the perspective of the client/supervisee and for placing best story conception and implementation with the client.
6. Conflict coaching was an attractive, useful and effective means of developing nurse managers, conflict competencies and supporting nurse managers-conflict interventions with supervisees.

Main recommendations:

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

8. Zaccaro, et al Study (2010)

"Evaluating leadership coaching: A review and integrated framework".

This paper presents an integrated framework of coaching evaluation that includes formative evaluations of the client, coach, client–coach relationship, and coaching process, as well as summative evaluations based on coaching outcomes. The paper also includes a quantitative synthesis examining evaluation methodologies in 49 leadership coaching studies. In conducting the summative components of the evaluation, data are collected post-training, generally via interviews and surveys. Although clients' reactions and the cognitive and affective learning outcomes delineated earlier are generally based on self-report client data, assessing behavior and results requires multi-source data. Collecting data for the formative component of the evaluation may include interviews with the client to establish the client's expectations for the coaching intervention as well as interviews with representatives of the client's organization to understand relevant organizational variables that might influence the effectiveness of coaching.

The study main results:

1. The results revealed that self-reported changes in clients' leadership behaviors are the most frequently assessed coaching outcome, followed by clients' perceptions of the effectiveness of coaching.
2. Not only is coaching an individual-level customized intervention, but it is also organic—adapting in response to a client's changing needs.
3. The adoption of a common framework for evaluating training outcomes provides a foundation for future research to examine the influence of predictors of training outcomes.
4. However, the organic nature of the coaching intervention also requires systematic and ongoing formative evaluations of the client, coach, client–coach relationship, and coaching process to assess the degree to which the coaching intervention is on-target to achieving the desired outcomes. Although it is more difficult to alter a traditional classroom based training mid-intervention (even if feedback was obtained mid-intervention), coaching is expected to be dynamic in meeting client and organizational needs. Without conducting a formative evaluation, coaches may not be harnessing the full potential of this unique developmental intervention. Only through the integration of these two components of evaluation will researchers and

practitioners be able to better understand the factors that contribute to effective coaching interventions.

Main recommendations:

1. Evaluation efforts should collect multi-source data. Particularly in regard to assessing changes in clients' behavior, using multi-source data (e.g., subordinates, peers, and superiors) will help to bring added validity to the coaching evaluation literature, especially measures of business impact.
2. The nature of leadership as social influence calls for a multi-level perspective of coaching outcomes that include changes in the attitudes, performance, and retention of both the client and the client's subordinates.
3. Evaluation plans should include distal outcomes. Some of the most valuable outcomes to the organization (e.g., leadership retention, adequate pipeline to fill senior positions) may not be observable until months or years after the coaching intervention has ended.

9. Greenlee' Study (2007)

"Building Teacher Leadership Capacity through Educational Leadership Programs".

This study used survey data to explore whether educational leadership (EDL) preparation programs enhance the leadership skills of participating teachers. The data for this analysis are derived from a survey administered to Educational Leadership students in a large state university and their school principals in the spring and fall of 2004. The sample was purposefully selected to capture perceptions from EDL students and their principals. Surveys were administered to 84 EDL students enrolled in educational leadership courses in fall and spring of 2004. A survey instrument was developed to collect data on EDL students' level of involvement and principal support for teacher leadership.

The study main results:

1. This study provides some support for the relative merits of teacher leaders obtaining the school leadership "knowhow" offered in educational leadership programs.

2. Results suggest there is a relationship between knowledge and skills acquired by EDL students and increased involvement in and support for teacher leadership.
3. It seems that involvement of teachers in leadership activities is more dependent on the teacher principal relationship than on leadership expertise of the teacher.
4. The teacher leaders as aspiring administrators were developing knowledge and skills in the day to day operations of schools, yet they remained less involved in school wide strategic decisions around policy, personnel and budgets.

10. Cuadra' Study (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.

The Study main results:

1. Both coaching approaches in the two locations have valuable things that can be learned from them.
2. 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.
3. Coaching is a very good tool for development, and well used in Gothenburg and Lyon.
4. It was revealed that the coaching effect is being influenced by the intrinsic cultural context.
5. Coaching is a very useful developmental tool for the organization and can positively affect the company.

Main Recommendations:

1. 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.
2. 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.
3. 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.
4. 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.

11. Liu and Batt' Study (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.

The study main results:

1. Coaching, group management practices, and technical processes are significantly related to call handling time.

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

Main Recommendations:

1. The research confirmed the economic benefits of coaching, which had a strong and significant impact on improving individual performance over time.
2. 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.
3. Effective use of coaching and group management practices is a cost efficient way to improve service quality and productivity.
4. 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.
5. 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.

12. Magni, Angst and Agarwal' Study (2009)

"The performance effects of coaching: a multilevel analysis using hierarchical linear modeling".

This study aims to examine the influence of coaching intensity behavior on subordinate performance across multiple hierarchical levels of the supervisor subordinate relationship. We limit our analysis to a specific facet of subordinates' performance: sales performance. This metric has been identified as the most relevant aspect for evaluating salesperson activity . Drawing on prior work, the study views coaching intensity as a supervisor's ability to provide effective developmental feedback

to subordinates. The setting for this study is a large, multinational, manufacturing company, hereafter, 'Zeta' with offices in the United States. Zeta's products are sold in large part through a direct sales force that has specific geographic and product responsibilities. The sample for this study is drawn from a segment of Zeta's sales force that had recently completed a required training course related to management coaching. The study used the hierarchical linear modeling (HLM) to test the proposed hypotheses.

The study main results:

1. The coaching intensity would moderate the relationship between employees' satisfaction and performance were not supported.
2. The lack of influence of executive coaching behavior on the middle managers' coaching behaviors derives from the 'delaying' that organizations have engaged in for the past two decades, where some middle manager strata have been eliminated.
3. Organizational restructuring, where spans of control and the distance between hierarchical layers increase, can negatively affect the expectations for middle managers for promotion to an executive level, resulting in adverse consequences for their morale and work-life.
4. The results suggest that as the hierarchical level increases, the coaching objective may shift to a wider consideration of performance which entails both task and managerial related facets.

Main recommendations:

1. The study recommended that the future research should consider the differential effects of coaching behaviors on different dimensions of individual performance.
2. The study suggests that coaching oriented behaviors would be more effective on task related performance for the staff level, while in the case of middle managers, coaching behaviors would be more effective if directed toward managerial issues.

13. Mumford, et al ' Study (2007)

"Developing leaders for creative efforts: A domain-based approach to leadership development".

This study, we present a model of the capacities and capabilities people need to lead creative efforts. A selection, optimization, and compensation model is used to specify the kind of interventions that might provide a basis for developing these capacities and capabilities. The implications of these observations are discussed with respect to both the relevance of available leadership development techniques and the unique needs of people asked to lead creative efforts.

The study main results:

1. There is a significant differences exist across professional fields with respect to requirements for innovation , the nature of the people doing the work and the kind of innovations sought by the organization. It seems likely that these cross-field differences in the nature creative work will give rise to shifts in the appropriateness, and the effectiveness, of some of the leadership development interventions.

Main recommendations:

1. We have focused on the capacities and capabilities that must be possessed by individual leaders. This focus on the individual leader is, of course, not uncommon in studies of leader development. By the same token, however, it should be recognized that creativity and innovation are inherently multi-level phenomenon.

14. Stener's Study (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.

The study main results:

1. 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.
2. 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.
3. The perception of coaching differs between managers and employees, but both parts lift up the importance of supporting and motivating the employees.
4. There is a high demand of small coaching sessions with the front desk manager on an ongoing basis for the front line receptionists.

Main recommendations:

1. Coaching leadership strategies should be implemented for front line receptionists at the hotels.
2. 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.

15. Cavanagh and O'Connor' Study (2013)

"The coaching ripple effect: The effects of developmental coaching on wellbeing across organizational network"

It has been argued that the quality of daily interactions within organizations affects the wellbeing of both individuals and the broader organization. Coaching for leadership development is one intervention often used to create organization-wide changes in culture and wellbeing. Leadership style has been associated with employee stress and wellbeing. Coaching has also been shown to improve individual level measures of wellbeing. However, almost all the research into the effectiveness of coaching interventions assumes a linear model of change, and expects that any flow-on

effects are also linear. In other words, much of the research assumed that any change in the leader has relatively uniform effects on the wellbeing of others, and that these effects can be adequately accessed via standard linear statistical analyses. We argue that linear approaches do not take the complexity of organizations seriously, and that Complex Adaptive Systems theory (CAS) provides a useful non-linear approach to thinking about organizational change and the wellbeing of individuals embedded in these systems. The relatively new methodology of Social Network Analysis (SNA) provides researchers with analytic tools designed to access the relational components of complex systems. This paper reports on changes observed in the relational networks of an organization following a leadership coaching intervention.

The study main results:

1. A significant increase in the goal attainment, transformational leadership and psychological wellbeing measures were observed for those who received coaching.
2. Average change in the perceived quality of interaction improved for those who received coaching. However there was a decline in the perceived quality of the interaction others believed they were having with those who were coached.
3. It was also found that the closer any member of the network was identified as being connected to those who received coaching, the more likely they were to experience positive increases in wellbeing.

Main recommendations:

1. The study suggests focusing on how leaders in a coaching intervention perceive the quality of their relationships with others, could have beneficial effects on the wellbeing of those to whom they are connected.
2. Designing coaching interventions to specifically encourage leaders to notice and reflect on positive changes in relationships could have beneficial consequences for others in their local network.
3. Future research could specifically construct coaching engagement to analyze this more closely.

16. Copland' Study, (2003)

"Leadership of Inquiry: Building and Sustaining Capacity for School Improvement".

This study reports on findings from a longitudinal study of leadership in the context of a region-wide school renewal effort entitled the Bay Area School Reform Collaborative (BASRC). BASRC's theory of action is multifaceted, incorporating a focus on distributed leadership, continual inquiry into practice, and collective decision-making at the school. Analysis of qualitative and quantitative data sources suggests the use of an inquiry process is centrally important to building capacity for school improvement, and a vehicle for developing and distributing leadership. Within a sample of 16 schools where reform processes are most mature, the principal's role shifts to focus more narrowly on key personnel issues, framing questions and supporting inquiry processes.

The study main results:

1. Findings from this study of San Francisco Bay Area schools engaged in reform provide evidence of the efficacy of a policy strategy rooted in a new understanding of school leadership.
2. Leadership Schools' experiences suggest that the distribution of leadership functions across a school, given adequate time and personnel to handle the tasks, can provide the capacity, coherence and ownership necessary to sustain and deepen reforms.
3. This research provides initial evidence of the power of inquiry as the engine to enable the distribution of leadership, and the glue that binds a school community together in common work.

Main recommendations:

This research calls for a new look across all roles within school systems with a mission to distribute and sustain the functions of leadership within the broader school community.

17. Lee' Study, 2002

"Coaching Increases as Focus Shifts to Leadership"

This study aims to determine the focus of executive coaching on leadership and management development, according to Lee Hecht Harrison's survey of 488 HR professionals. And indeed, nine out of ten survey participants reported that their organizations offer coaching to executives.

This survey was conducted at the Global HR Forum conference in Orlando, the American Management Association conference in Anaheim and the Coaching & Mentoring conference in Boston. 37% of respondents come from organizations with fewer than 500 employees, 11% with 501-1,000 employees, 22% with 1,001-5,000 employees and 30% with more than 5,000 employees.

The study main results:

1. The majority of participants report their organizations use coaching for employee development, a significant minority still consider coaching to include personal counseling (33%), fashion assistance (12%) or speech preparation (10%). While some employees no doubt need this kind of help, executive coaching has come to mean so much more in today's workplace.
2. One quarter of organizations provide coaching primarily to high-potential, fast-track employees; 54% provide it equally to high-potential as well as other employees.
3. The top reasons coaching is provided are for leadership development (70%), skill or style development (64%), and to retain top talent (40%).
4. 79% of respondents think organizations will increasingly use coaching as part of their succession planning.

18. Horner's Study, (2002)

"Executive Coaching: The Leadership Development Tool of the Future?"

This exploratory study aims to determine the impact of executive coaching on the development of leadership competencies. It also seeks to assess which components of executive coaching are most likely to maximize the results achieved from the leadership development tool. The two-pronged project methodology is designed to validate the hypotheses of executive coaching identified in the literature against the experience of

executive coaching practice in large UK organizations. A survey of HR professionals and semi-structured interviews with three stakeholder groups, namely HR professionals, Executives and Coaches form the primary method of data collection; providing qualitative and quantitative insight into the nature of executive coaching.

The study main results:

1. The findings reveal that executive coaching is considered effective by all stakeholder groups.
2. It is also regarded as good value for the investment in time and money that it demands.
3. The leadership competencies researched were considered to be well developed and offered some sustainability.
4. Inferences to improved financial performance could be made based on previous research.
5. The findings also offer guidance as to the attributes of the components of executive coaching that enhance its effectiveness.

Main recommendations:

1. It is clear that a lot more research needs to be done, particularly empirical research, and investigations that unpack the link between improved financial performance and executive coaching.
2. However, the fact remains that coaching is proved here to be extremely effective in helping senior executives and high potential staff develop leadership competencies that are sustainable.

19. Thach' Study (2002)

"The impact of executive coaching and 360 feedback on leadership effectiveness

This action research demonstrates the positive effect executive coaching and 360 feedback have on increasing leadership effectiveness. On the mini 360 post survey, direct reports, peers, and managers rated leadership effectiveness as having increased an average of 55 per cent and 60 per cent respectively during the two phases, as a result of the overall coaching and 360 feedback process. Furthermore, this study illustrates that more frequent follow-up and interaction with 360 raters during the coaching and

improvement cycle, results in higher ratings of leadership effectiveness on the post 360 survey. Finally, this study supports the positive impact of coaching in terms of developing leaders. A total sample of 281 executives and high potential managers participated in this action research. They were all members of a mid-size, global, telecommunications firm with headquarters in the western USA.

The study main results:

1. This study supports previous findings on the positive impact of 360 feedback and executive coaching.
2. It also reinforces themes identified in the best practice literature on executive development regarding the need to involve the top executive team in designing and role-modeling the process, as well as linking it to strategic organizational goals.
3. By implementing these types of leadership development processes which emphasize 360 feedback to promote self-awareness combined with the support of a talented coach, leaders can be developed; high potentials managers can continue to hone their skills; and derailing executives can be saved.

Main recommendations:

1. The process would need to be adjusted to fit different organizational cultures and goals, but it appears that the combination of the three elements emphasized in this study of 360 feedback; coaching; and follow-up with stakeholders are a winning combination
2. It may be useful for organizations to experiment with the difference between using internal versus external coaches in order to preserve costs. However, this should be done with respect towards maintaining confidentiality and quality of coaching.
3. Organizations could also experiment with the number of coaching sessions, as well as the length of time between the pre and post 360.

20. Kellett' Study (1999)

"Organizational Leadership: Lessons from Professional Coaches".

This study deals with organizational behavior. It has been further assumed that coaching necessitates leadership. It has been argued that a professional sport setting may be more appropriate than youth sport or college athletics if the goal is to model

organizational leadership on the basis of coaching. A semi-structured interview format was chosen to probe professional coaches' experiences and understandings about coaching. The semi-structured format was deemed most appropriate because it allowed the interview to be focused directly onto the realm of coaching.

The study main results:

1. It was evident that coaches did not find leading or leadership (or perhaps current conceptions of what leadership is) to be useful descriptors of their job.
2. Coaches go further, arguing that athletes must be leaders, at least on the field, and the coach's job is to facilitate athlete leadership.

3.5 Main Comments on Previous Studies

1. This study is similar to Katrinali and Kalkavan in that they studied the effect of managerial coaching on satisfaction, commitment and performance, while this study focuses on studying the effect of coaching on another aspect which is leadership.
2. This study supported Katrinali and Kalkavan with the low level agreement (72-80% proportional mean) that top managers believe they should adapt the coaching leadership style with their employees.
3. Flatten et al. findings is similar to this thesis findings in that respondents agree to low level on the extent of valuing capacity building for leaders by the organization. While Flatten et al. founded that that both types of leadership (transformational and transactional) affect knowledge exploration and exploitation.
4. Levenson is similar to this thesis that both are studying the impact of coaching but each has different dependent variables.
5. One of Levenson findings which is the degree of business impact is likely related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance. Is similar to the finding of this research that the respondents agree to low level (74-80% proportional mean) that top managers and top management are interested, and understand coaching, and it should be improved. They believed in the importance of maintaining its institution memory.
6. Rock and Donde is similar to this research by studying the effect of coaching in general, while this study focuses on leadership capacities only.
7. Rock and Donde supported this study in that leadership increases performance, means that Rock and Donde founded that leadership leads to increases in different indicators one of them is performance.
8. Cornett recommendations is similar to this research findings that the respondents agreed to low level (71-80% proportional mean) that the practice of coaching produced improved teamwork between staff at different levels.
9. The results founded in this research agree with Anderson et al. in many points: the low level agreement (54-60% proportional mean) that the organization gives incentives for those who undergo capacity building schemes , the low level

agreement (70-80% proportional mean) that the extent of practicing capacity building for leaders by the organization. And the low level agreement (69-70% proportional mean) that the practice of coaching ensured best implementation of organization goals and objectives.

10. Brinkert recommended to develop a positive conflict culture throughout the nursing arena and integrate various conflict intervention processes is required which is similar to this research results of the low level agreement (67-70% proportional mean) that the organization adapts coaching as its main approach for building the capabilities of its leaders
11. Many of Zaccaro results are similar to the findings of this research about low level agreement on (64-70% proportional mean) the belief in that organization uses human talents to grow integrity in employees and the organization, a low level agreement (70-80% proportional mean) on the extent of valuing capacity building for leaders by the organization, and also a low level agreement (63-70% proportional mean) on direct supervisor leadership style is coaching.
12. This findings of Greenlee' study in that leadership style will lead to better performance, and this study founded that there is a low agreement on the effect of leadership on performance.
13. This research found in general, agreement to bad level (66-70% proportional mean) about the reality of practicing coaching development program, which is consistent with Cuadra, who found that there is a lack of consensus regarding what coaching is and how it is applied in the real business environment.
14. This research supports Liu and Batt findings with the agreement at level (70-80% proportional mean) on the impact on the organization overall performance.
15. Magni et al. coaching oriented behaviors would be more effective on task related performance for the staff level, while in the case of middle managers, coaching behaviors would be more effective if directed toward managerial issues, which is similar to the result that the respondents agreed to low level (73-80% proportional mean) that their direct supervisor is easily approachable for advice.
16. Mumford et al. is similar to this thesis in that they study leadership capacity building techniques while this thesis studied coaching as a leadership capacity building technique.

17. This study findings supported Mumford et al. in that they reported that innovations must be supported by the organization, and this study concluded that organizations should support talents to increase effectiveness.
18. Stener is similar to this thesis in that it studies coaching for building leadership capacities in hotel receptionists.
19. This thesis founded a low agreement that organization should give incentives for capacity building, and Stener said that coaching could lead to leader to more employee engagement and motivation.
20. Cavanagh and O'Connor is similar to this thesis by studying the effects of using coaching on different aspects one of them is leadership.
21. Cavanagh and O'Connor founded that more indicators for transformational leadership were recorded for those who received coaching, similar to this thesis by the general finding that coaching would probably lead to building leadership capacities.
22. Copland is similar to this study it that it studies leadership capacity building, and this thesis studied coaching techniques for building leadership capacity.
23. Lee' Study is similar to this study in the general aim of studying coaching for building leadership capacities with different methodologies.
24. One of the finding of this thesis is the low agreement from respondents that "the organization adapts coaching as the main approach for building capacity, which is similar to Lee in that the majority of participants report their organizations use coaching for employee development.
25. Horner recommended that coaching is proved to be extremely effective in helping senior executives and high potential staff develop leadership competencies that are sustainable. And this research founded a similar result that to low level (71-80% proportional mean) about the impact on top managers as leaders.
26. Thach study is similar to this thesis in that it studies executive coaching for building leadership capacities, and this thesis studies the effect of using coaching techniques on building leadership capacities.
27. One of the finding of this thesis is the low agreement on that the organizations uses talents to grow integrity of employees in the organization, which is similar to Thach finding of by implementing leadership development processes combined with the

support of a talented coach, leaders can be developed; high potentials managers can continue to hone their skills; and derailing executives can be saved.

28. Kellett recommended that Coaches go further, arguing that athletes must be leaders, at least on the field, and the coach's job is to facilitate athlete leadership. This is similar to the finding of this research that the respondents agreed to low level (69-70% proportional mean) leadership skills and abilities have been developed significantly during the last three years as a result of coaching.
29. Al-Agha is similar to this research in that he is studying the effect of training on worker efficiency, and one of the objectives of this study is studying one type of training which is coaching effect on employees' efficiency and effectiveness.
30. This study is similar to Niaman in that he is studying the effect of training on performance, and one of the objectives of this study is studying one type of training which is coaching effect on employees' performance.
31. This study is similar to Quqa in that he is studying the effect of training on development of entrepreneur skills, and the objectives of this study is studying one type of training which is coaching effect on leadership capacities.
32. Tayseer' study is similar to this thesis in that he is studying the effect of training on performance, and one of the objectives of this study is studying one type of training which is coaching effect on employees performance.
33. One of the findings of this research is the low agreement on that the organization is using coaching for capacity building, and Tayseer founded that most important obstacle when applying training programs is the weakness of organizational culture.
34. This study is similar to Al-Ghamidi in that he is studying the effect of training on efficiency, and one of the objectives of this study is studying one type of training which is coaching effect on employees' efficiency and effectiveness.

3.6 General Comments on Previous Studies

By reviewing and analyzing previous studies relevant to topics studied in this thesis, the researcher has benefited from them in:

1. Developing the literature review of this research.
2. Based on them he was able to develop the study variables.

3. Based on the researcher analysis and criticism of these papers he could avoid such pitfalls.
4. Return to their references for more information, and sometimes using them in developing the literature review.
5. Make a comparison –as introduced in this chapter- between them and the research and developing similarities and differences.

Similarities and differences between this paper and other studies:

1. Most of them were talking about coaching or leadership, training programs.
2. Some of the studies were conducted in different countries, e.g.: (Brettel and Adams, 2014), some of them in USA (Magni et al., 2009), Turkey (Katrinali and Kalkavan, 2014), Jordan (Tayseer, 2008), and many other countries.
3. Most of them were studying the effectiveness of coaching or training and its outcomes.
4. Some of these studies were studying the effect of coaching on different factors (Anderson et al., 2007), on building capacity (Copland, 2003), on effectiveness (Thach, 2002), and other factors.
5. The researcher uses different types of methodologies according to the study type, e.g. exploratory, descriptive,

But this papers differs from other previous studies in:

1. This is the first research paper –on the researcher knowledge- that studies the coaching in UNRWA.
2. The sample of the study as it is targeted toward the top managers in UNRWA.
3. Providing new recommendations of the use of coaching to build leadership capabilities.
4. The research results could add information to the domain of coaching.

Chapter Four

Research Design and Methodology

Section One: Methodology and procedures

Section Two: Testing Research Tool

Chapter 4: Research Design and Methodology

Section one: Methodology and procedures

4.1.1 Introduction

This chapter describes the methodology and procedures followed in conducting this research. It includes the sources of data, the population, and sample of the research in the light of their demographic characteristics, tool of the research, validity and reliability of the research tool. And finally, the statistical methods used to analyze data.

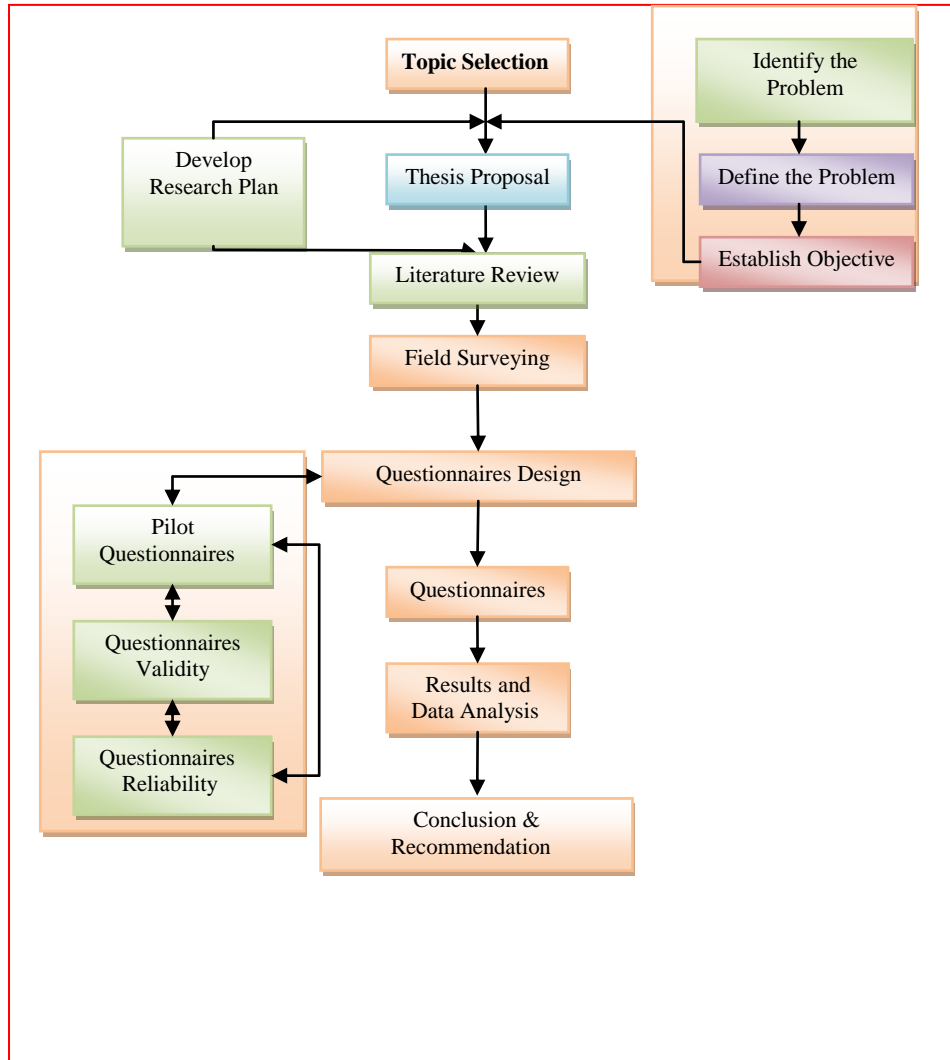
4.1.2 Research Design

The research design can be summarized in these steps:

1. This research thesis is started by the research proposal which has included identifying the research problem and establishment of objectives of the study and development of the research plan.
2. The second phase of the research included a summary of comprehensive literature review. Literature on Coaching and Leadership was reviewed.
3. The third phase of the research included a field survey which was conducted with UNRWA in Gaza strip.
4. The fourth 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 helps to achieve the goal of the study. The questionnaire was modified based on the results of this pilot study.
5. The fifth phase of the research focused on distributing questionnaires on the study sample; in order to collect the required data in order to achieve the research objective.
6. 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.
7. The final phase includes the conclusions and recommendations.

Figure (4.1) shows the methodology flowchart, which leads to achieve the research objective.

Figure (4.1) the methodology flow chart.



Source: Developed by researcher depending on Saunders, et al (2009)

4.1.3 The Research Methods

The classification of research purpose most often used in the research methods' literature is the threefold of exploratory, descriptive and explanatory. However, in the same way the research question can be both descriptive and explanatory, so the research project may have more than one purpose. Indeed as Robson (2002) points out, the purpose of the enquiry may change over time.

Saunders, et al (2009) mentioned the following research methods:

- **Exploratory Studies:** is a valuable means of findings out ‘what happening; to seek new insights; to ask questions and to assess phenomena in a new light’ (Robson 2002: p. 59). It is particularly useful if you wish to clarify your understanding of a problem, such as if you are unsure of the precise nature of the problem. It may well be that time is well spent on exploratory research, as it may show that the research is not worth pursuing.
- **Descriptive Studies:** the objective of descriptive research is ‘to portray an accurate profile of persons, events or situations’ (Robson 2002: p. 59). Description in management and business research has a very clear place. However, is should be thought of as a means to an end rather than an end in itself. This means that if the research project utilizes description it is likely to be a precursor to explanation.
- **Explanatory Studies:** studies that establish causal relationships between variables. The emphasis here is on studying a situation or a problem in order to explain the relationships between variables.

Therefore, the research uses the threefold of exploratory, descriptive and explanatory of the research methods’ to explore, describe and examine the extent of practicing the process of coaching and its effect on leadership capacities at UNRWA.

4.1.4 Research Methodology

This research belongs to the quantitative analysis studies. Descriptive methodology is the best methodology to reach better understanding and generalization that shed-light on the research. Therefore, the research uses the descriptive analytical methodology to explore, describe and examine the impact of coaching on leadership capacities at UNRWA.

4.1.5 Sources of Data

Research data was collected from two main sources:

- **Primary Sources:** The primary data was collected using a questionnaire as the main tool of the research, which was designed using previous researches with related studies; questionnaire was designed to serve the goals of the study after presenting it to specialists and refining it.

- **Secondary Sources:** Based on previous studies, researches and literature reviews such as books, journals and articles related to the research as well as surfing internet which determined the general framework and methodology. Furthermore, information about UNRWA were obtained from the UNRWA's publications i.e. brochures and website.

4.1.6 Research Population and Comprehensive Survey

The target population is the (Top management staff at the key leadership / critical positions) i.e. (Grade 16 – Grade 20); they compromise 92 managers at UNRWA – Departments / Programs.

92 questionnaires were distributed to the research population and 85 questionnaires were received, with response rate of (92.4%).

4.1.7 Data Measurement

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, scale 1-10 is used.

Item	<i>Strongly Disagree</i>									<i>Strongly agree</i>
Scale	1	2	3	4	5	6	7	8	9	10

Test of Normality

The One-Sample Kolmogorov-Smirnov test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-

Smirnov test can be used to test that a variable of interest is normally distributed (Henry and Thode, 2002).

Table (4.1.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (4.1.1), the p-value for each variable is greater than 0.05 level of significance, then the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

Table 4.1.1: Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
The extent of valuing capacity building for leaders by the organization	0.697	0.716
The extent of practicing capacity building for leaders by the organization	0.596	0.869
My direct supervisor leadership style is coaching (S/he is a coach)	0.842	0.478
The reality of practicing coaching	0.684	0.738
The impact on the organization overall performance	0.641	0.805
The impact on me as a leader	0.696	0.718
The impact of practicing coaching on the leadership capacities	0.738	0.648
All paragraphs of the questionnaire	0.520	0.950

Section Two: Testing Research Tool

4.2.1 Statistical analysis Tools

The researcher used in analyzing the data both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 22), and the researcher utilized the following statistical tools:

- 1) Kolmogorov-Smirnov test of normality.
- 2) Pearson correlation coefficient for Validity.
- 3) Cronbach's Alpha for Reliability Statistics.
- 4) Frequency and Descriptive analysis.
- 5) Multiple Linear Regression Model.
- 6) One-sample T test.

T-test is used to determine if the mean of a paragraph is significantly different from a hypothesized value μ_0 . If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$ then the mean of a paragraph is significantly different from a hypothesized value μ_0 . The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value μ_0 . On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value μ_0 .

- 7) Independent Samples T-test.

The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the reality of practicing coaching and its impact on the leadership capacities due to (educational level and gender).

- 8) Analysis of Variance

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 reality of practicing coaching and its impact on the leadership capacities due to (work station, grade, number of employees supervised, age, years of experience and years of experience at the current position).

4.2.2 Questionnaire Procedures

The researcher utilized the following questionnaire procedures:

1. Upon designing the questionnaire, it was reviewed and modified by research supervisor.
2. 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.
3. The questionnaire was modified based on the referee's comments and a pilot sample of 30 questionnaires was distributed to help testing the validity and reliability of the questionnaire.
4. The pilot phase findings, showed that all questions were clear and questionnaire was ready for distribution.
5. A number of 92 questionnaires were distributed to the research sample. A number of 85 questionnaires (response rate of 92.39% of the total) were accordingly collected for analysis.

4.2.3 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Pilot and Hungler,1985). Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, and includes internal validity and structure validity.

4.2.3.1 Internal Validity

Internal validity of the questionnaire is the first statistical test that is 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 paragraph in one field and the whole field. The following tables shows and explains these correlations.

Table (4.2.1) clarifies the correlation coefficient for each paragraph of the "The extent of valuing capacity building for leaders by the organization" 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 paragraphs of this field are consistent and valid to be measure what it was set for.

Table 4.2.1: Correlation coefficient of each paragraph of "The extent of valuing capacity building for leaders by the organization" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The organization values the learning culture.	.820	0.000*
2.	The organization shows interest in maintaining its institutional memory.	.789	0.000*
3.	The organization shows interest in keeping its leaders.	.813	0.000*
4.	The organization considers developing leaders and their capabilities as crucial.	.868	0.000*
5.	The organization uses human talents to grow performance in employees and the organization.	.906	0.000*
6.	The organization uses human talents to grow trust in employees and the organization.	.866	0.000*
7.	The organization uses human talents to grow integrity in employees and the organization.	.791	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.2) clarifies the correlation coefficient for each paragraph of the "The extent of practicing capacity building for leaders by the organization" 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 paragraphs of this field are consistent and valid to be measure what it was set for.

Table 4.2.2: Correlation coefficient of each paragraph of "The extent of practicing capacity building for leaders by the organization" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The organization has leader's capacity building plan.	.743	0.000*
2.	The organization has a dedicated budget for leaders' capacity building.	.868	0.000*
3.	The organization adapts coaching as its main approach for building the capabilities of its leaders.	.832	0.000*
4.	The organization adapts talent-key capabilities for leaders.	.959	0.000*
5.	The organization innovates talent-key capabilities for leaders.	.909	0.000*
6.	The organization gives incentives for those who undergo capacity building schemes.	.762	0.000*
7.	The organization gives incentives for those who improve their capacities.	.805	0.000*
8.	The organization encourages the support for the employees while achieving specific professional competence result or goal.	.667	0.000*
9.	The organization encourages the support for the employees while achieving specific personal competence result or goal.	.782	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.3) clarifies the correlation coefficient for each paragraph of the "His/Her direct supervisor leadership style is coaching (S/he is 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 paragraphs of this field are consistent and valid to be measure what it was set for.

Table 4.2.3: Correlation coefficient of each paragraph of " My direct supervisor leadership style is coaching (S/he is a coach)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My direct supervisor shows interest in developing my capacities.	.884	0.000*
2.	My direct supervisor gives ample time in coaching me.	.936	0.000*
3.	My direct supervisor shows personal care.	.867	0.000*
4.	My direct supervisor is easily approachable for advice.	.853	0.000*
5.	My direct supervisor practices coaching as a planned learning process.	.912	0.000*
6.	My direct supervisor practices coaching as developmental learning process.	.918	0.000*
7.	My direct supervisor practices coaching in a systematic formal relationship.	.883	0.000*
8.	My direct supervisor practices coaching in an informal relationship.	.799	0.000*
9.	My direct supervisor has greater experience and expertise than myself.	.708	0.000*
10.	My direct supervisor offers advice and guidance.	.929	0.000*
11.	My direct supervisor focuses upon competence specifics in his coaching to me.	.894	0.000*
12.	My direct supervisor supports me while achieving specific personal competence result or goal.	.915	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.4) clarifies the correlation coefficient for each paragraph of the " The impact on the organization overall performance " 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 paragraphs of this field are consistent and valid to be measure what it was set for.

Table 4.2.4: Correlation coefficient of each paragraph of " The impact on the organization overall performance " and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
.1	The practice of coaching produced improved relationships in the organization.	.872	0.000*
.2	The practice of coaching produced improved teamwork between staff at different levels.	.918	0.000*
.3	The practice of coaching enhanced communication between managers and teams.	.901	0.000*
.4	The practice of coaching employees has increased job satisfaction.	.915	0.000*
.5	The practices of coaching employees' productivity have improved.	.890	0.000*
.6	The practices of coaching employees' quality have improved.	.951	0.000*
.7	The practice of coaching Organization strengths maximized.	.933	0.000*
.8	The practice of coaching ensured best implementation of organization goals and objectives.	.935	0.000*
.9	The practice of coaching there is an overall improved utilization of people, skills and resources.	.925	0.000*
.10	The practice of coaching there is a greater flexibility and adaptability to change.	.905	0.000*
.11	The practice of coaching helped individuals takes ownership and responsibility for their behaviors and actions.	.919	0.000*
.12	The practice of coaching encouraged individuals to stretch beyond their assumed constraints.	.903	0.000*

* Correlation is significant at the 0.05 level

Table (4.2.5) clarifies the correlation coefficient for each paragraph of the "The impact on me as a leader" 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 paragraphs of this field are consistent and valid to be measure what it was set for.

Table 4.2.5: Correlation coefficient of each paragraph of "The impact on me as a leader" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My leadership skills and abilities have been developed significantly during the last three years as a result of coaching.	.938	0.000*
2.	I have the desired personal attributes of a leader.	.965	0.000*
3.	I have the required competencies, skills and abilities of an effective leader.	.943	0.000*
4.	I have increased job satisfaction.	.913	0.000*
5.	My productivity have improved.	.968	0.000*
6.	My quality have improved.	.933	0.000*
7.	I adapt the coaching leadership style with my employees.	.866	0.000*
8.	I support my direct supervised employees while achieving specific personal competence result or goal.	.853	0.000*

* Correlation is significant at the 0.05 level

4.2.3.2 Structure Validity

Structure validity is the second statistical test that is 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 liker scale.

Table (4.2.6) 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 be measured what it was set for to achieve the main aim of the study.

Table 4.2.6: Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The extent of valuing capacity building for leaders by the organization	.822	0.000*
2.	The extent of practicing capacity building for leaders by the organization	.886	0.000*
3.	My direct supervisor leadership style is coaching (S/he is a coach)	.952	0.000*
	The reality of practicing coaching	.959	0.000*
1.	The impact on the organization overall performance	.966	0.000*
2.	The impact on me as a leader	.929	0.000*
	The impact of practicing coaching on the leadership capacities	.915	0.000*

* Correlation is significant at the 0.05 level

4.2.4 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George and Mallery, 2006). 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 (George and Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

4.2.4.1 Cronbach's Coefficient Alpha

Cronbach's alpha (George and Mallery, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? 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 (4.2.7) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.924 and 0.982. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.981 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table 4.2.7: Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	The extent of valuing capacity building for leaders by the organization	0.924
2.	The extent of practicing capacity building for leaders by the organization	0.943
3.	My direct supervisor leadership style is coaching (S/he is a coach)	0.978
	The reality of practicing coaching	0.975
1.	The impact on the organization overall performance	0.981
2.	The impact on me as a leader	0.974
	The impact of practicing coaching on the leadership capacities	0.982
	All paragraphs of the questionnaire	0.981

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 Descriptive Analysis of the Sample Statistics

5.3 Data Analysis

5.4 Hypotheses Testing

Chapter 5: Data Analysis and Hypothesis Testing

5.1 Introduction

This chapter focuses on analysis of the collected data that was collected through the questionnaire in order to investigate the impact of coaching on leadership capacity in UNRWA ; this will be followed by the results of testing hypotheses and answering questions of the research. This chapter includes three main section . the first one is about the descriptive analysis (the organizational and personal characteristics) which will be presented and discussed . the second is about data analysis (Means and Test values for each field) . the third section will handle the hypotheses testing . the findings that respond to these questions and objectives will be discussed and compared to other findings in previous studies.

5.2 Descriptive Analysis of the Sample Statistics

5.2.1 Personal Information:

The distribution of the research sample according to personal information illustrated in the table (5.1) as follows:

Table (5.1): Personal Information (N=84)

1. Work Station

Table (5.1): Distribution of sample respondents according to governorate

Personal Information		Frequency	Percent
Work Station	North	6	7.1
	Gaza	36	42.9
	Middle	8	9.5
	Khan Younis	9	10.7
	Rafah	3	3.6

Table (5.1) shows that 7.1% of the sample are from North governorate, 42.9% of the sample are from Gaza governorate, 9.5% of the sample are from Middle governorate, governorate, 10.7% of the sample are from Khan Younis governorate, 3.6% of the sample are from Rafah governorate , 26.2% of the sample are from field office. The results shows that the majority in representation ranging are from Gaza & Field office (42.9% - 26.2%) , which is logic whereas the largest number of UNRWA offices are in Gaza and most of employees with grad above 16 are in field office, the lowest form Rafah 3.6%, where many of the distributed questionnaires had not returned back.

2. Grade:

Table (5.2): Distribution of sample respondents according to grade (N=84)

Personal Information		Frequency	Percent
Grade	16	43	51.2
	17	28	33.3
	18 and more	13	15.5

Table (5.2) shows that 51.2% of the sample are from Grade 16, 33.3% of the sample are from Grade 17, 15.5% of the sample are from Grade 18 and 20, The results shows that the largest number of employees of the sample are from Grade 16 with 51.2%, and the smallest number of the sample are from Grade 18&20 with 15.5%, which is logical in any organization, as well as the largest number is clinic managers and who are working at grade 16.

3. Number of Employees supervised

Table (5.3): Distribution of sample respondents according to number of Employees supervised (N=84)

Personal Information		Frequency	Percent
Number of Employees supervised by you	9 and less	24	28.6
	10-20	30	35.7
	21 and more	30	35.7

Table (5.3) shows that 28.6% of the sample are from (9 and less) employees, 35.7% of the sample are from (10-20) employees, 35.7% of the sample are from (20 and more) employees. The results shows that the largest number of employees of the sample are from (10-20) & (20 and more) employees, and the smallest number of the sample are from (9 and less) employees, which is logical in any organization.

4. Education level

Table (5.4): Distribution of sample respondents according to education level

(N=84)

Personal Information		Frequency	Percent
Educational level	Diploma	2	2.4
	BA	23	27.4
	Higher Diploma	1	1.2
	Master	50	59.5
	PhD	8	9.5

Table (5.4) shows that 2.4% of the sample are holders of Diploma, 97.6% of the sample are holders of BA , Higher Diploma, Master and PhD. The results indicates that the majority of employees are Master degree holders with 59.5%, and the minority are Diploma degree holders with 1.2%, which is a good indicator towards having well qualified managers with regard to academic qualifications. Moreover, it is important to highlight that 59.5% holds Master degree which is a positive indicator towards the interest of the managers to improve their academic qualifications. These results shows that there is a good ground for effective Coaching, as there is a good number of managers who have the potential at the academic level at UNRWA, on the other hand, this increases the need for UNRWA to set procedures to retain these talents.

5. Gender

Table (5.5): Distribution of sample respondents according to gender (N=84)

Personal Information		Frequency	Percent
Gender	Male	73	86.9
	Female	11	13.1

Table (5.5) shows that 86.9% of the sample are Male, 13.1% of the sample are Female. The results shows that the majority of managers are male, which indicates that there is a need to do more with regard to gender balance qualifying for managerial positions.

6. Age

Table (5.6): Distribution of sample respondents according to age (N=84)

Personal Information		Frequency	Percent
Age	Less than 30 years old	1	1.2
	30 – 39 years old	9	10.7
	40 – 49 years old	33	39.3
	50 – 60 years old	30	35.7
	57 years old and more	11	13.1

Table (5.6) shows that 11.9% of the sample are Less than 39 years old, The results indicates that the majority of employees age are between 40 – 60 years old with 75 %, and the minority of employees age are Less than 30 years old with 1.2%, where those employees age 57 years old and more, who are expected to retire in the coming three years are compromising 13.1%, which indicates that the majority of those holding managerial levels are old and the minority are young, as well as it indicates a need for coaching to replace the 13.1% of managers who are going to leave the organization

7. Years of Experience

Table (5.7): Distribution of sample respondents according to years of experience (N=84)

Personal Information		Frequency	Percent
Years of experience	3 years and Less	-	-
	4 – 6 years	-	-
	7 – 9 years	6	7.1
	10-12 years	17	20.2
	13 years and above	61	72.6

Table (5.7) shows that 0% of the sample have 3 years and Less of experience, 0% of the sample have 4 – 6 years, 7.1% of the sample have 7 – 9 years of experience, 20.2% of the sample have 10 years and above of experience. The results shows that the majority of employees at managerial levels have 13 years and above of experience with 72.6% of the sample. This indicates that they are involved in the work conditions for long period of time; therefore, the organization need to avoid burning out and to keep the retention rate high by setting out the needed procedures to retain these managers, to maintain talents and organizational culture vivid.

8. Years of experience at the current position

Table (5.8): Distribution of sample respondents according to years of experience at the current position (N=84)

Personal Information		Frequency	Percent
Years of experience at the current position	3 years and Less	23	27.4
	4 – 6 years	32	38.1
	7 – 9 years	7	8.3
	10-12 years	5	6.0
	13 years and above	17	20.2

Table (5.8) shows that 65.5% of the sample have 6 years and Less of experience at the current position years of experience at the current position,. The results shows that 34.5% of the managers are in their current positions for 7 years and more. This indicates that they are involved in the same work conditions for long period of time; therefore, the organization need to avoid burning out, routine work and to refresh those managers on a systematic manner to keep the retention rate high by setting out the needed procedures to retain these managers, to maintain a good level of enthusiasm and to keep talent and organizational culture vivid, regenerated, and up-to-date.

5.3 Analysis for each field

5.3.1 The extent of valuing capacity building for leaders by the organization.

Table (5.9) shows the following results:

- The mean of paragraph 2 “The organization shows interest in maintaining its institutional memory” equals 7.48 (74.76%), Test-value = 8.65, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of paragraph 7 “The organization uses human talents to grow integrity in employees and the organization” equals 6.49 (64.88%), Test-value = 2.45, and P-value = 0.008 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of the field “The extent of valuing capacity building for leaders by the organization” equals 7.10 (70.98%), Test-value = 6.92, 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 this field is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to field of “The extent of valuing capacity building for leaders by the organization ”.

Comments

1. The respondents agree to low level (74-80% proportional mean) that top managers and top management are interested, and understand coaching, and it should be improved. They believed in the importance of maintaining its institution memory. That finding is similar to **Levenson (2013)** got the result that the degree of business impact is likely related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance.
2. The respondents agree to low level (64-70% proportional mean) that top managers and top management are interested, and they believe in that organization uses human talents to grow integrity in employees and the organization. That finding is similar to **Zaccaro et al. (2010)**, the nature of leadership as social influence calls for a multi-level perspective of coaching outcomes that include changes in the attitudes, performance, and retention of both the client and the client's subordinates.
3. The respondents agree to low level (70-80% proportional mean) that top managers and top management are interested, and they believe in the extent of valuing capacity building for leaders by the organization. That finding is similar to **Zaccaro et al.(2010)** which recommended that:
 1. Evaluation efforts should collect multi-source data; particularly in regard to assessing changes in clients' behavior, using multi-source data e.g., subordinates, peers, and superiors) will help to bring added validity to the coaching evaluation literature, especially measures of business impact.
 2. Evaluation plans should include distal outcomes. Some of the most valuable outcomes to the organization (e.g., leadership retention, adequate pipeline to fill senior positions) may not be observable until months or years after the coaching intervention has ended.

Table (5.9): Means and Test values for “The extent of valuing capacity building for leaders by the organization”

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The organization values the learning culture.	7.36	1.77	73.57	7.04	0.000*	2
2.	The organization shows interest in maintaining its institutional memory.	7.48	1.56	74.76	8.65	0.000*	1
3.	The organization shows interest in keeping its leaders.	7.02	1.88	70.24	5.00	0.000*	5
4.	The organization considers developing leaders and their capabilities as crucial.	7.35	1.59	73.45	7.73	0.000*	3
5.	The organization uses human talents to grow performance in employees and the organization.	7.16	1.57	71.57	6.70	0.000*	4
6.	The organization uses human talents to grow trust in employees and the organization.	6.82	1.63	68.21	4.62	0.000*	6
7.	The organization uses human talents to grow integrity in employees and the organization.	6.49	1.83	64.88	2.45	0.008*	7
	All paragraphs of the field	7.10	1.45	70.98	6.92	0.000*	

* The mean is significantly different from 6

5.3.2. The extent of practicing capacity building for leaders by the organization

Table (5.10) shows the following results:

- The mean of paragraph 3 “The organization adapts coaching as its main approach for building the capabilities of its leaders” equals 6.74 (67.38%), Test-value = 3.67 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of paragraph 6 “The organization gives incentives for those who undergo capacity building schemes” equals 5.49 (54.88%), Test-value = -2.56, and P-value = 0.006 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. It can be concluded that the respondents disagreed to this paragraph.
- The mean of the field “The extent of practicing capacity building for leaders by the organization” equals 6.20 (62.05%), Test-value = 1.24, and P-value=0.109 which is greater than the level of significance $\alpha = 0.05$. The mean of this field is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (Do not know, neutral) to field of “The extent of practicing capacity building for leaders by the organization ”.

Comments:

1. The respondents agree to low level (67-70% proportional mean) that top managers and top management are interested, and they believe that the organization adapts coaching as its main approach for building the capabilities of its leaders that finding is similar to **Brinkert (2011)**: which recommended to develop a positive conflict culture throughout the nursing arena and integrate various conflict intervention processes is required.
2. The respondents agree to low level (54-60% proportional mean) that top managers and top management are interested, and they believe in The organization gives incentives for those who undergo capacity building schemes . That finding is similar to **Anderson et al. (2012)**. HR leaders may want to consider exploring with the

appropriate business leaders how best to address this challenge. According to the respondents, these efforts should be made a priority.

3. The respondents agreed to low level (70-80% proportional mean) that top managers and top management are interested, and they believe in the extent of practicing capacity building for leaders by the organization. That finding is similar to **Anderson et al., (2012)**. That recommended senior leaders must be continuously engaged in conversations about how coaching is contributing to the business. These conversations will reinforce in the leaders' minds that coaching is delivering value and strengthen the partnership with those who manage coaching and other people processes.

Table (5.10): Means and Test values for “The extent of practicing capacity building for leaders by the organization”

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The organization has leaders' capacity building plan.	6.50	1.83	65.00	2.51	0.007*	3
2.	The organization has a dedicated budget for leaders' capacity building.	6.36	2.11	63.57	1.55	0.062	4
3.	The organization adapts coaching as its main approach for building the capabilities of its leaders.	6.74	1.84	67.38	3.67	0.000*	1
4.	The organization adapts talent-key capabilities for leaders.	6.08	1.59	60.83	0.48	0.316	7
5.	The organization innovates talent-key capabilities for leaders.	6.25	1.67	62.50	1.37	0.087	6
6.	The organization gives incentives	5.49	1.83	54.88	-2.56	0.006*	9

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	for those who undergo capacity building schemes.						
7.	The organization gives incentives for those who improve their capacities.	5.58	1.83	55.83	-2.09	0.020*	8
8.	The organization encourages the support for the employees while achieving specific professional competence result or goal.	6.36	1.83	63.57	1.78	0.039*	4
9.	The organization encourages the support for the employees while achieving specific personal competence result or goal.	6.51	1.39	65.06	3.31	0.001*	2
	All paragraphs of the field	6.20	1.51	62.05	1.24	0.109	

* The mean is significantly different from 6

5.3.3. My direct supervisor leadership style is coaching (S/he is a coach)

Table (5.11) shows the following results:

- The mean of paragraph 4 “My direct supervisor is easily approachable for advice” equals 7.31 (73.13%), Test-value = 7.12, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of paragraph 8 “My direct supervisor practices coaching in an informal relationship” equals 6.37 (63.69%), Test-value = 1.94, and P-value = 0.028 which is

smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.

- The mean of the field “My direct supervisor leadership style is coaching (S/he is a coach)” equals 6.70 (66.97%), Test-value = 4.19, 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 this field is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to field of “My direct supervisor leadership style is coaching (S/he is a coach)”.

Comments

1. The respondents agreed to low level (73-80% proportional mean) that top managers and top management are interested, and they believe that their direct supervisor is easily approachable for advice. That finding is similar to **Magni et al. (2009)**, that recommended that the study suggests that coaching oriented behaviors would be more effective on task related performance for the staff level, while in the case of middle managers, coaching behaviors would be more effective if directed toward managerial issues.
2. The respondents agreed to low level (63-70% proportional mean) that top managers and top management are interested, and they believe that their direct supervisor leadership style is coaching (S/he is a coach). That finding is similar to **Zaccaro et al. (2010)**. The nature of leadership as social influence calls for a multi-level perspective of coaching outcomes that include changes in the attitudes, performance, and retention of both the client and the client's subordinates.
3. The respondents agreed to low level (66-70% proportional mean) that top managers and top management are interested, and they believe that their direct supervisor leadership style is coaching (S/he is a coach). That finding is similar to **Zaccaro et al. (2010)**. Which got the result that the organic nature of the coaching intervention also requires systematic and ongoing formative evaluations of the client, coach, client-coach relationship, and coaching process to assess the degree to which the coaching intervention is on-target to achieving the desired outcomes.

Table (5.11): Means and Test values for “My direct supervisor leadership style is coaching (S/he is a coach)”

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My direct supervisor shows interest in developing my capacities.	6.68	1.99	66.79	3.12	0.001*	7
2.	My direct supervisor gives ample time in coaching me.	6.49	1.97	64.94	2.29	0.012*	11
3.	My direct supervisor shows personal care.	6.62	1.82	66.22	3.10	0.001*	8
4.	My direct supervisor is easily approachable for advice.	7.31	1.68	73.13	7.12	0.000*	1
5.	My direct supervisor practices coaching as a planned learning process.	6.87	1.73	68.69	4.61	0.000*	2
6.	My direct supervisor practices coaching as developmental learning process.	6.60	1.69	66.02	3.25	0.001*	9
7.	My direct supervisor practices coaching in a systematic formal relationship.	6.60	1.61	65.95	3.40	0.001*	10
8.	My direct supervisor practices coaching in an informal relationship.	6.37	1.74	63.69	1.94	0.028*	13
9.	My direct supervisor has greater experience and expertise than myself.	6.47	2.11	64.70	2.03	0.023*	12
10.	My direct supervisor offers advice and guidance.	6.82	1.93	68.21	3.89	0.000*	3
11.	My direct supervisor focuses upon competence specifics in his coaching to me.	6.80	1.65	67.95	4.39	0.000*	4
12.	My direct supervisor supports me while achieving specific personal competence result or goal.	6.72	1.69	67.23	3.89	0.000*	6
13.		6.75	1.66	67.53	4.08	0.000*	5
	All paragraphs of the field	6.70	1.52	66.97	4.19	0.000*	

* The mean is significantly different from 6

5.3.4 In General "The reality of practicing coaching"

Table (5.12) shows the mean of all paragraphs equals 6.65 (66.46%), Test-value = 4.31 and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all paragraphs is significantly different from the hypothesized value 6. It can be concluded that the respondents agree to all paragraphs of the reality of practicing coaching.

Comments

1. In General, respondents agree to bad level (66-70% proportional mean) about the reality of practicing coaching development program. Participation of managers and top management level in coaching program need to be improved by UNRWA in Gaza. This result is consistent with **Cuadra (2010)**, which recommended that 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.

Table (5.12): Means and Test values for "The reality of practicing coaching"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
The extent of valuing capacity building for leaders by the organization	7.10	1.45	70.98	6.92	0.000*	1
The extent of practicing capacity building for leaders by the organization	6.20	1.51	62.05	1.24	0.109	3
My direct supervisor leadership style is coaching (S/he is a coach)	6.70	1.52	66.97	4.19	0.000*	2
All Paragraphs of the reality of practicing coaching	6.65	1.37	66.46	4.31	0.000*	

*The mean is significantly different from 6

5.3.5 The impact of practicing coaching on the leadership capacities

1. The impact on the organization overall performance

Table (5.13) shows the following results:

- The mean of paragraph “The practice of coaching produced improved teamwork between staff at different levels” equals 7.11 (71.07%), Test-value = 6.38, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of paragraph 8 “The practice of coaching ensured best implementation of organization goals and objectives” equals 6.90 (69.04%), Test-value = 5.54, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of the field “The impact on the organization overall performance” equals 7.03 (70.29%), Test-value = 7.13, 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 this field is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to field of “The impact on the organization overall performance”.

Comments

1. The respondents agreed to low level (71-80% proportional mean) that top managers and top management are interested, and they believe in the practice of coaching produced improved teamwork between staff at different levels. That finding is similar to **Cornett, (2012)**, which recommended that this study suggest that teachers will implement proven practices with a high degree of quality if skilled instructional coaches support teachers following the one-time workshop.
2. The respondents agreed to low level (69-70% proportional mean) that top managers and top management are interested, and they believe in the practice of coaching

ensured best implementation of organization goals and objectives. That finding is similar to **Anderson et al., (2012)**. That recommended coaching must be more strongly linked to business outcomes. While the respondents agreed that this was important, they felt that their organizations were not sufficiently effective in doing so.

3. The respondents agreed to low level (70-80% proportional mean) that top managers and top management are interested, and they believe in the impact on the organization overall performance. That finding is similar to **Liu and Batt, (2010)** that gave these results:

1. Coaching also remains significant when we add the main effects for group management practices and technical processes.
2. Group level characteristics would have a cross-level moderating effect on the relationship between coaching and job performance

Table (5.13): Means and Test values for “The impact on the organization overall performance”

	Item	Mean	S.D	Proportional Mean (%)	Test value	P-value (Sig.)	Rank
1.	The practice of coaching produced improved relationships in the organization.	7.02	1.64	70.24	5.74	0.000*	6
2.	The practice of coaching produced improved teamwork between staff at different levels.	7.11	1.59	71.07	6.38	0.000*	1
3.	The practice of coaching enhanced communication between managers and teams.	7.08	1.55	70.83	6.39	0.000*	3
4.	The practice of coaching employees has increased job satisfaction.	7.08	1.31	70.83	7.58	0.000*	3
5.	The practices of coaching employees' productivity have improved.	7.01	1.33	70.12	6.97	0.000*	8
6.	The practices of coaching employees' quality have improved.	6.99	1.44	69.88	6.31	0.000*	9
7.	The practice of coaching Organization strengths maximized.	7.02	1.50	70.24	6.27	0.000*	6
8.	The practice of coaching ensured best implementation of organization goals and objectives.	6.90	1.49	69.04	5.54	0.000*	12
9.	The practice of coaching there is an overall improved utilization of people, skills and resources.	6.95	1.52	69.52	5.74	0.000*	11
10.	The practice of coaching there is a greater flexibility and adaptability to change.	7.08	1.47	70.83	6.73	0.000*	3
11.	The practice of coaching helped individuals takes ownership and responsibility for their behaviors and actions.	7.10	1.49	70.95	6.76	0.000*	2
12.	The practice of coaching encouraged individuals to stretch beyond their assumed constraints.	6.98	1.38	69.76	6.49	0.000*	10
	All paragraphs of the field	7.03	1.32	70.29	7.13	0.000*	

* The mean is significantly different from 6

5.3.6. The impact on me as a leader

Table (5.14) shows the following results:

- The mean of paragraph 7 “I adapt the coaching leadership style with my employees” equals 7.21 (72.07%), Test-value = 7.26, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of paragraph 1 “My leadership skills and abilities have been developed significantly during the last three years as a result of coaching” equals 6.91 (69.14%), Test-value = 4.54, 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 this paragraph is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this paragraph.
- The mean of the field “The impact on me as a leader” equals 7.12 (71.23%), Test-value = 6.96, 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 this field is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to field of “The impact on me as a leader ”.

Comments

1. The respondents agreed to low level (72-80% proportional mean) that top managers and top management are interested, and they believe that they should adapt the coaching leadership style with their employees. That finding is similar to **Katrinalli and Kalkavan, (2014)** who recommended that this study has proven the fact that managerial coaching behavior is a significant issue that effect employees’ behavior in a positive way. Therefore, more studies should be conducted on the subject. Accordingly, we believe that examining the managerial coaching behavior in the context of organizational culture would be beneficial. It is because, each and every organization has a unique culture and therefore, identifying the culture effect may help all companies to get much more benefit from managerial coaching.

2. The respondents agreed to low level (69-70% proportional mean) that top managers and top management are interested, and they believe that their leadership skills and abilities have been developed significantly during the last three years as a result of coaching. That finding is similar to **Kellett (1999)**, who recommended that Coaches go further, arguing that athletes must be leaders, at least on the field, and the coach's job is to facilitate athlete leadership.
3. The respondents agreed to low level (71-80% proportional mean) that top managers and top management are interested, and they believe in the impact on me as a leader. That finding is similar to **Horner (2002)**, who recommended that coaching is proved to be extremely effective in helping senior executives and high potential staff develop leadership competencies that are sustainable.

Table (5.14): Means and Test values for “The impact on me as a leader”

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My leadership skills and abilities have been developed significantly during the last three years as a result of coaching.	6.91	1.81	69.14	4.54	0.000*	8
2.	I have the desired personal attributes of a leader.	7.01	1.74	70.12	5.31	0.000*	7
3.	I have the required competencies, skills and abilities of an effective leader.	7.18	1.49	71.81	7.21	0.000*	2
4.	I have increased job satisfaction.	7.18	1.46	71.81	7.38	0.000*	2
5.	My productivity have improved.	7.18	1.56	71.81	6.88	0.000*	2
6.	My quality have improved.	7.17	1.58	71.71	6.72	0.000*	6
7.	I adapt the coaching leadership style with my employees.	7.21	1.51	72.07	7.26	0.000*	1
8.	I support my direct supervised employees while achieving specific personal competence result or goal.	7.18	1.65	71.81	6.53	0.000*	2
	All paragraphs of the field	7.12	1.47	71.23	6.96	0.000*	

* The mean is significantly different from 6

5.3.7 In General "The impact of practicing coaching on the leadership capacities"

Table (5.15) shows the mean of all paragraphs equals 7.08 (70.76%), Test-value =7.56 and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all paragraphs is significantly different from the hypothesized value 6. It can be concluded that the respondents agree to all paragraphs of the impact of practicing coaching on the leadership capacities.

Comments:

Finally, the most of respondents showed the accessibility of rich environment for applying coaching in many department at UNRWA in Gaza strip. Despite the fruitful environment, all departments need to be motivated to apply coaching well.

UNRWA should improve manager's skills to be experienced coach enable to give good feedback and control employees' performance, evaluate their performance then take the correct actions to keep the good performance leads to achieve goals for both individuals and organization.

Table (5.15): Means and Test values for "The impact of practicing coaching on the leadership capacities"

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
The impact on the organization overall performance	7.03	1.32	70.29	7.13	0.000*	2
The impact on me as a leader	7.12	1.47	71.23	6.96	0.000*	1
All Paragraphs of the impact of practicing coaching on the leadership capacities	7.08	1.31	70.76	7.56	0.000*	

*The mean is significantly different from 6

5.4 Research Hypothesis Testing

5.4.1 First Hypothesis:

There is statistically significant relationship at significance level ($\alpha \leq 0.05$) between practicing coaching and leadership capacities.

Table (5.16) shows that the correlation coefficient between practicing coaching and leadership capacities equals 0.774 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 $\alpha = 0.05$. It can be concluded there exists a significant relationship between practicing coaching and leadership capacities.

Table (5.16) Correlation coefficient between practicing coaching and leadership capacities

	Pearson Correlation Coefficient	P-Value (Sig.)
Relationship between the extent of valuing capacity building for leaders by the organization and leadership capacities	.794	0.000*
Relationship between the extent of practicing capacity building for leaders by the organization and leadership capacities	.630	0.000*
Relationship between my direct supervisor leadership style is coaching (S/he is a coach) and leadership capacities	.707	0.000*
Relationship between merger of practicing coaching and leadership capacities	.774	0.000*

* Correlation is statistically significant at 0.05 level

5.4.2 Second hypothesis:

There is a significant statistical impact at significance level ($\alpha \leq 0.05$) of practicing coaching on leadership capacities.

We use Multiple Linear Regression Model and obtain the following results:

Table (5.17) shows the following results:

- The Multiple correlation coefficient $R = 0.827$ and $R\text{-Square} = 0.683$. This means 68.3% of the variation in leadership capacities is explained by all of the independent variables together "the extent of valuing capacity building for leaders by the organization, the extent of practicing capacity building for leaders by the organization and direct supervisor leadership style is coaching (S/he is a coach)".
- The Analysis of Variance for the regression model. $F=57.488$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable leadership capacities and the independent variables " the extent of valuing capacity building for leaders by the organization, the extent of practicing capacity building for leaders by the organization and direct supervisor leadership style is coaching (S/he is a coach)".
- For the variable "the extent of valuing capacity building for leaders by the organization", the $t\text{-test} = 6.405$, the $P\text{-value (Sig.)} = 0.000$, which is smaller than 0.05, hence this variable is statistically significant. Since the sign of the test is positive, then there is significant positive effect of the variable extent of valuing capacity building for leaders by the organization on leadership capacities.
- For the variable "the extent of practicing capacity building for leaders by the organization ", the $t\text{-test} = 1.201$, the $P\text{-value (Sig.)} = 0.233$, which is greater than 0.05, hence this variable is statistically insignificant. Then there is insignificant effect of the variable extent of practicing capacity building for leaders by the organization on leadership capacities.
- For the variable "my direct supervisor leadership style is coaching (S/he is a coach)", the $t\text{-test} = 3.601$, the $P\text{-value (Sig.)} = 0.000$, which is smaller than 0.05, hence this variable is statistically significant. Since the sign of the test is positive, then there is significant positive effect of the variable my direct supervisor leadership style is coaching (S/he is a coach) on leadership capacities.

- In addition, based on the P-value (Sig.), the most significant independent variable is the extent of valuing capacity building for leaders by the organization, then my direct supervisor leadership style is coaching (S/he is a coach) and the extent of practicing capacity building for leaders by the organization.

The regression equation is:

Leadership capacities = 1.613+ 0.578* (the extent of valuing capacity building for leaders by the organization) + 0.116* (the extent of practicing capacity building for leaders by the organization) + 0.310* (my direct supervisor leadership style is coaching (S/he is a coach))

Table (5.17): Result of multiple linear regression analysis

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	1.613	3.795	0.000*				
The extent of valuing capacity building for leaders by the organization	0.578	6.405	0.000*				
The extent of practicing capacity building for leaders by the organization	0.116	1.201	0.233	.827	0.683	57.488	0.000**
My direct supervisor leadership style is coaching (S/he is a coach)	0.310	3.601	0.000*				

* The variable is statistically significant at 0.05 level

** The relationship is statistically significant at 0.05 level

5.4.3 Third hypothesis:

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to (Work Station, Grade, Number of Employees supervised, Educational level, Gender, Age, Years of experience and Years of experience at the current position).

This hypothesis can be divided into the following sub-hypotheses:

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Work Station.

Table (5.12) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “The extent of valuing capacity building for leaders by the organization”, then there is significant difference among the respondents toward this field due to work station. It can be concluded that the personal characteristics’ work station has an effect on this field.

For the field “The extent of valuing capacity building for leaders by the organization”, The mean for the category " Middle " respondents have the highest among the other work station, then It can be concluded that the category " Middle " respondents is agreed much more than the other work station.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to work station. It can be concluded that the personal characteristics’ work station has no effect on the other fields.

Table (5.18): ANOVA test of the fields and their p-values for Work Station

No.	Field	Means						Test Value	Sig.
		North	Gaza	Middle	Khan Younis	Rafah	Field Office		
1.	The extent of valuing capacity building for leaders by the organization	6.83	6.96	8.14	6.10	5.48	7.65	3.660	0.005*
2.	The extent of practicing capacity building for leaders by the organization	5.48	5.91	6.92	6.12	5.48	6.76	1.727	0.138
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.14	6.78	7.43	6.07	6.08	6.79	0.968	0.443
	The reality of practicing coaching	6.10	6.56	7.44	6.09	5.75	6.99	1.636	0.160
1.	The impact on the organization overall performance	7.26	7.19	7.64	5.97	6.11	7.04	2.056	0.080
2.	The impact on me as a leader	7.13	7.20	7.44	6.76	6.71	7.09	0.236	0.946
	The impact of practicing coaching on the leadership capacities	7.21	7.21	7.56	6.29	6.35	7.06	1.166	0.334

* The mean difference is significant a 0.05 level

There is statistically significant differences among the responses of the respondents at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Grade.

Table (5.19) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to grade. It can be concluded that the personal characteristics’ grade has no effect on each field.

Table (5.19): ANOVA test of the fields and their p-values for Grade

No.	Field	Means			Test Value	Sig.
		16	17	18 to 20		
1.	The extent of valuing capacity building for leaders by the organization	7.36	6.84	6.77	1.499	0.229
2.	The extent of practicing capacity building for leaders by the organization	6.12	6.48	5.91	0.764	0.469
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.69	7.06	5.93	2.519	0.087
	The reality of practicing coaching	6.67	6.83	6.16	1.072	0.347
1.	The impact on the organization overall performance	7.28	6.78	6.75	1.557	0.217
2.	The impact on me as a leader	7.17	7.28	6.58	0.992	0.375
	The impact of practicing coaching on the leadership capacities	7.24	6.98	6.76	0.778	0.463

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to number of employees supervised.

Table (5.20) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to number of employees supervised. It can be concluded that the personal characteristics’ number of employees supervised has no effect on each field.

Table (5.20): ANOVA test of the fields and their p-values for number of employees supervised

No.	Field	Means			Test Value	Sig.
		9 and less	10-20	21 and more		
1.	The extent of valuing capacity building for leaders by the organization	6.97	7.36	6.94	0.769	0.467
2.	The extent of practicing capacity building for leaders by the organization	5.73	6.46	6.33	1.730	0.184
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.43	6.92	6.69	0.691	0.504
	The reality of practicing coaching	6.35	6.88	6.64	0.986	0.378
1.	The impact on the organization overall performance	7.29	7.06	6.79	0.971	0.383
2.	The impact on me as a leader	7.05	7.34	6.96	0.534	0.588
	The impact of practicing coaching on the leadership capacities	7.23	7.18	6.86	0.660	0.520

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Educational level.

Table (5.21) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to educational level. It can be concluded that the personal characteristics’ educational level has no effect on each field.

Table (5.21): Independent Samples T-test of the fields and their p-values for Educational level

No.	Field	Means		Test Value	Sig.
		BA and less	Higher Diploma and more		
1.	The extent of valuing capacity building for leaders by the organization	7.56	6.90	1.936	0.056
2.	The extent of practicing capacity building for leaders by the organization	6.49	6.08	1.140	0.258
3.	My direct supervisor leadership style is coaching (S/he is a coach)	7.09	6.53	1.569	0.121
	The reality of practicing coaching	7.03	6.48	1.667	0.099
1.	The impact on the organization overall performance	7.31	6.91	1.256	0.213
2.	The impact on me as a leader	7.49	6.96	1.515	0.134
	The impact of practicing coaching on the leadership capacities	7.38	6.95	1.408	0.163

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Gender.

Table (5.22) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “The impact on the organization overall performance and The impact of practicing coaching on the leadership capacities”, then there is significant difference among the respondents toward this fields due to gender. It can be concluded that the personal characteristics’ gender has an effect on this fields.

For other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to gender. It can be concluded that the personal characteristics’ gender has no effect on the other fields.

Table (5.22): Independent Samples T-test of the fields and their p-values for gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	The extent of valuing capacity building for leaders by the organization	7.01	7.69	-1.466	0.146
2.	The extent of practicing capacity building for leaders by the organization	6.09	6.94	-1.752	0.084
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.63	7.15	-1.065	0.290
	The reality of practicing coaching	6.56	7.24	-1.565	0.121
1.	The impact on the organization overall performance	6.90	7.88	-2.357	0.021*
2.	The impact on me as a leader	7.03	7.83	-1.625	0.108
	The impact of practicing coaching on the leadership capacities	6.95	7.90	-2.311	0.023*

* The mean difference is significant a 0.05 level

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Age.

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 among the respondents toward each field due to age. It can be concluded that the personal characteristics’ age has no effect on each field.

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

No.	Field	Means				Test Value	Sig.
		Less than 40 years	40 – 49 years old	50 – 56 years old	57 years old and more		
1.	The extent of valuing capacity building for leaders by the organization	6.82	7.10	6.96	7.70	0.836	0.478
2.	The extent of practicing capacity building for leaders by the organization	6.60	6.60	5.64	6.21	2.492	0.066
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.80	7.14	6.33	6.27	1.901	0.136
	The reality of practicing coaching	6.74	6.96	6.27	6.62	1.374	0.257
1.	The impact on the organization overall performance	6.73	6.86	7.02	7.84	1.786	0.156
2.	The impact on me as a leader	6.83	7.36	6.99	7.04	0.491	0.689
	The impact of practicing coaching on the leadership capacities	6.77	7.06	7.01	7.60	0.791	0.503

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Years of experience.

Table (5.24) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “The extent of practicing capacity building for leaders by the organization”, then there is significant difference among the respondents toward this field due to years of experience. It can be concluded that the personal characteristics’ years of experience has an effect on this field.

For the field “The extent of practicing capacity building for leaders by the organization”, The mean for the category " 10 – 12 years " respondents have the highest among the other years of experience, then It can be concluded that the category " 10 – 12 years " respondents is agreed much more than the other years of experience.

For the other fields, the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is insignificant difference among the respondents toward these fields due to years of experience. It can be concluded that the personal characteristics’ years of experience has no effect on the other fields.

Table (5.24): ANOVA test of the fields and their p-values for Years of experience

No.	Field	Means			Test Value	Sig.
		7 – 9 years	10 – 12 years	13 years and above		
1.	The extent of valuing capacity building for leaders by the organization	6.17	7.62	7.04	2.432	0.094
2.	The extent of practicing capacity building for leaders by the organization	6.15	7.10	5.96	4.113	0.020*
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.60	7.33	6.53	1.857	0.163
	The reality of practicing coaching	6.36	7.33	6.48	2.770	0.069
1.	The impact on the organization overall performance	6.04	7.19	7.08	1.884	0.159
2.	The impact on me as a leader	6.40	7.71	7.03	2.290	0.108
	The impact of practicing coaching on the leadership capacities	6.19	7.40	7.07	1.960	0.147

* The mean difference is significant a 0.05 level

There is statistically significant differences among the responses at significance level ($\alpha \leq 0.05$) in regard to “The Reality of Practicing Coaching & its Impact on the Leadership Capacities” due to Years of experience at the current position.

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 among the respondents toward each field due to Years of experience at the current position. It can be concluded

that the personal characteristics' Years of experience at the current position has no effect on each field.

Table (5.25): ANOVA test of the fields and their p-values for Years of experience at the current position

No.	Field	Means				Test Value	Sig.
		6 years and Less	7 – 9 years	10 – 12 years	13 years and above		
1.	The extent of valuing capacity building for leaders by the organization	7.27	6.73	7.61	7.19	1.302	0.280
2.	The extent of practicing capacity building for leaders by the organization	6.32	6.13	7.01	5.62	2.145	0.101
3.	My direct supervisor leadership style is coaching (S/he is a coach)	6.82	6.70	7.16	6.20	1.030	0.384
	The reality of practicing coaching	6.78	6.53	7.25	6.26	1.368	0.259
1.	The impact on the organization overall performance	7.10	6.88	7.30	7.04	0.323	0.809
2.	The impact on me as a leader	7.17	7.09	7.23	7.05	0.045	0.987
	The impact of practicing coaching on the leadership capacities	7.13	6.96	7.33	7.04	0.247	0.863

Chapter Six

Conclusion and Recommendations

6.1 Introduction

6.2 Conclusion

6.3 Recommendations

6.4 Suggested Topics for Future Studies

Chapter 6: Conclusion and Recommendations

6.1 Introduction

This chapter gives a summary of the most important results of the research and discusses some recommendations based on these results. Furthermore it provides some future proposed studies

6.2 Conclusions

The main aim of this study is to identify coaching process and to select the most suitable technique should be used to apply successful coaching program at UNRWA in Gaza strip. This research is looking forward to implement effective successful coaching program by providing a good references and resources in order to improve employee performance as well as corporate performance.

This research has analyzed the necessity of applying coaching program. and the results gave indicators that there is a positive strong relation between organization culture , leaders experience (a coach) and applying coaching program at UNRWA in Gaza strip.

Generally researcher can get a complete conclusion from this study that is coaching program or coaching techniques are applied and used weakly at UNRWA in Gaza strip. Maybe this is related to the short of the main requirements necessary to apply active coaching program.

The researcher can conduct a summary of conclusions according to study variables as following:

6.2.1 The reality of practicing coaching at UNRWA in Gaza strip

1. Organization Culture and Practicing Coaching

- UNRWA formulates all procedures and policies far off implement coaching. Top managers at UNRWA have poor knowledge of coaching and have few experience to apply it , so they need to improve their skills and to increase their information in order to enable applying coaching program well as they know very well the

importance and necessity of coaching and the positive impact of coaching on employees performance and organization outcomes.

- UNRWA considers the vital role played by managers as coach so it tries to motivate them to improve their skills as coach despite the lack of resources needed to apply coaching, also UNRWA drives managers that have good aspects of coaching to be basic of coaching activities.
- I UNRWA in Gaza strip updates its policies and job system but till now it doesn't add coaching system to the work process, this may be related to the absence of consciousness of implementing coaching in addition to poor experience in coaching.
- UNRWA should be aware of the importance of coaching whereas it doesn't have any manual or available written methods talking about coaching, so it needs to have internal professional or external consultant in order to apply coaching program effectively.

2. Manager capacity as a coach

- UNRWA in Gaza strip reflects good experience during implementing the process through employees, so UNRWA could deal very well with employees work with it, but UNRWA points the employees with constant directions. So UNRWA needs to apply coaching more and used better tools to apply it.
- Managers appear to take every chance to improve employee's performance. They continuously monitor them and follow their works, then evaluating their performance and finally give those results and advices. Managers should keep good relation with employees, try to solve their problems and encourage them to be positive. UNRWA always try to improve manager's performance and increase their knowledge in order to achieve its goals and objectives. UNRWA still needs to improve manager's skills, select appropriate coaching tools and use coaching well.

In general, managers need to improve their basic skills to provide high degree of coaching regarding to coaching development programs.

3. Coaching development programs

- Specialized coaches inside or outside UNRWA are rarely checked out by UNRWA in order to train managers in the field of coaching; lack of experiences in this field may be the main reason for that in addition to lack of budgeting for investment in such internal or external consultation.
- Because of the lack of technical resources needed to assess the required training courses of coaching and numbers of managers and the suitable coaching program should be provided to the managers.

6.2.2 The impact of practicing coaching on the leadership capacities

1. The impact on the organization overall performance

- Statistically there are different answers toward "the extent of applying coaching in UNRWA in Gaza strip according to years of experience". UNRWA shows the reality that coaching is accumulative and continuous process, so older departments or programs respond well depending on their own good experience and confidently these departments have high experience as they apply different types of coaching techniques.
- Statistically there are not any difference answers about "Organization culture and managers as a coach" due to the years of experience.
- Statistically there are difference answers towards "manager's capacity and coaching development program" depending on the number of employees. UNRWA has a large number of employees, so the need of coaching program also is large , in general the quality of coaching program should be high in addition coaching should be applied effectively and efficiency .
- Statistically there are differences between answers towards "Organization Culture and "Application of Coaching Techniques" due to the number of employees Organization culture and knowledge of coaching are usually connected with employee professional and personal experience more than their numbers.
- Statistically there are differences between answers towards "Organization Culture and "Application of Coaching Techniques" due to location.

B- The impact on me as a leader

- Statistically there are differences between answers towards research topic due to gender that is because men and women are given the same chance to share with managerial activities and almost they have the same objectives.
- Statistically there are no differences between answers towards research topic due to age. Respondents are working at the same organization under the same policies so there are no expected differences in the answers according the age.
- Statistically there are no differences between answers towards research topic due to education, as most managerial coaching information are expanded from training courses or experience, so education will not affect research topics.
- Statistically there are no differences between answers research topic due to occupation. Respondents are from the top management and have the same concept of coaching so all top managers seems to reflect the same responses.
- Statistically there are no differences between answers towards research topic due to years of experience. Top managers with modest or rich experience take the same actions belong to the coaching techniques , as they are working under the same directions and the same policies which not encourage applying coaching techniques also we can say these policies does not allow mangers to suggest a new mechanism to apply coaching well.

6.3 Recommendations

In order to improve the capacity of applying coaching, and give good service and to finish every process well. UNRWA could improve its performance in the following subjects:

1. Changing the current work environment to one that is rich of coaching which could encourage employees to use coaching, through training all mangers to use coaching techniques well and to make coaching easy for all employees. Generally learning how to apply coaching leads to improving organization performance.
2. Formulating clear written coaching manuals would enable employees to apply coaching effectively, manuals will help employees to understand coaching process well.

3. Setting the plans that contains coaching and facilitate the way to applying it by providing all the tools and techniques needed to use coaching program well. In addition to improve the performance both for employees and organization.
4. Encouraging employees to be creative and productive through the use of coaching.
5. Supporting coaching program and motivating employees to use it, this program will support all managerial process and help to achieve organizational goals.
6. Hiring specialists who could formulate action plan to implement coaching programs and could give advice to managers in all working process.
7. Giving managers the chance to determine their needs and goals which would allow them to build good relationship with employees in order to apply coaching program effectively.
8. Giving employees the chance to be one of coaching development program and encouraging them to suggest new activities also express their needs depends on organization goals.
9. Making sure that managers gain the main principles and have the required features that help them to be good coach, to make professional coach UNRWA will held training courses of coaching and improve manager's skills in coaching. New manager need to have courses and supports more than old one.

6.4 Suggested Topics for Future Studies

- a. Studies and researches focus on the effect of a Coaching on Individual Performance.
 “ The Effect of a Coaching on Individual Performance . Applied study on Employees of Social Workers of INGOs in Gaza Strip . “
- b. Studies and researches focus on Choosing an executive coach:
 “ The Influence of Gender on the Coach-Coachee Choosing Process . Applied study on Employees of NGOs in Gaza Strip . “
- c. Studies and researches focus on using a suitable coaching techniques to improve individuals skills . :
 To What Extent Coaching Techniques are Suitable to Improve Individuals Skills..
 Applied study on Top Managers of UNRWA in Gaza Strip “
- d. This study is about the impact of coaching on leader ship capacity at UNRWA in Gaza strip , also can be applied in different organizations especially at the banks in Gaza strip.

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APPENDIXES

APPENDIX (A)

List of Arbitrators of the Questionnaire

No.	Name	Specialization	Organization
1.	Dr Mohammed Faris	Business Administration	Al-Azhar University
2.	Dr khalid Shahwan	Faculty of law	Al-Azhar University
3.	Dr Mohammed Alaydi	Business Administration	UNRWA
4.	Dr Rami Abdu	Business Administration	Al- Aqsa University
5.	Dr Nidal Abdullah	Business Administration	Al- Aqsa University
6.	Dr Faris Mumer	Business Administration	Islamic University
7.	Dr Yousif Ashur	Business Administration	Islamic University
8.	Dr Samir Safi	Statistics	Islamic University
9.	Hazim Frwana	Business Administration	Faculty of Applied science

APPENDIX (B)
ENGLISH QUESTIONNAIRE

Islamic University of Gaza
Graduated Studies Faculty
Commerce Department
Business Administration



Questionnaire

“The Reality of Practicing Coaching & its Impact on the Leadership Capacities”

(Applied study on Top Managers of UNRWA in Gaza Strip in 2015)

Addressed to Managers in Leader Positions at UNRWA in Gaza Strip

Dear Manager (Leader):

This questionnaire is part of a research in partial fulfillment of the requirements for the degree of masters of business administration - Commerce Department - Graduated Studies Faculty, at the Islamic University of Gaza.

The research aims at exploring “The Reality of Practicing Coaching & its Impact on the Leadership Capacities on Top Managers of UNRWA in Gaza Strip in 2015”

Note: Please read the questionnaire items carefully and objectively and answer by marking the appropriate box, by inserting a mark (1 – 10) where (10) means that you totally agree while (1) means that you totally disagree; that matches best your view point.

Your co-operation in filling in this questionnaire, certainly will contribute to its success. The gathered information will be used for academic purposes and will be treated with confidentiality.

Please accept our appreciation.

Researcher

Rajaa Mohammed Jouda

r.j-2020@hotmail.com

0599022088

Gaza - June 2015

Definitions:

Coaching: is a training or development process (train, teach and supervise someone); via which an individual is supported while achieving a specific personal or professional competence result or goal. It may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process, by focusing upon competence specifics.

Top Managers / Senior Managers (Leaders): refers to organizational managers and decision makers' positions, at the senior level, who lead and influence other staff to achieve the organization vision, mission, goals, strategies, policies, priorities, and objectives by the best utilization of resources, who has a relation to coaching and developing the capacities of their employees. In UNRWA in Gaza Strip context they are managers in leader positions as senior managers; those on grade 16 – 20.

Part One: Personal Information

1	Work Station	<input type="checkbox"/> North	<input type="checkbox"/> Gaza	<input type="checkbox"/> Middle
		<input type="checkbox"/> Khan Younis	<input type="checkbox"/> Rafah	<input type="checkbox"/> Field Office
2	Programme / Department	-----		
3	Occupation Title	-----		
4	Grade	-----		
5	Number of Employees supervised by you	-----		
6	Educational level	<input type="checkbox"/> Diploma	<input type="checkbox"/> BA	<input type="checkbox"/> Higher Diploma
		<input type="checkbox"/> Master	<input type="checkbox"/> PhD	
7	Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
8	Age	<input type="checkbox"/> Less than 30 years old	<input type="checkbox"/> 30 – 39 years old	<input type="checkbox"/> 40 – 49 years old
		<input type="checkbox"/> 50 – 60 years old	<input type="checkbox"/> 57 years old and more	
9	Years of experience	<input type="checkbox"/> 3 years and Less	<input type="checkbox"/> 4 – 6 years	<input type="checkbox"/> 7 – 9 years
		<input type="checkbox"/> 10-12 years	<input type="checkbox"/> 13 years and above	
10	Years of experience at the current position	<input type="checkbox"/> 3 years and Less	<input type="checkbox"/> 4 – 6 years	<input type="checkbox"/> 7 – 9 years
		<input type="checkbox"/> 10-12 years	<input type="checkbox"/> 13 years and above	

Part Two: The reality of practicing coaching:

No.	Item	1	2	3	4	5	6	7	8	9	10
Dimension 1: The extent of valuing capacity building for leaders by the organization (Organization Culture & Practicing Coaching):											
1	The organization values the learning culture.										
2	The organization shows interest in maintaining its institutional memory.										
3	The organization shows interest in keeping its leaders.										
4	The organization considers developing leaders and their capabilities as crucial.										
5	The organization uses human talents to grow performance in employees and the organization.										
6	The organization uses human talents to grow trust in employees and the organization.										
7	The organization uses human talents to grow integrity in employees and the organization.										
Dimension 2: The extent of practicing capacity building for leaders by the organization: (Coaching Practicing/Application):											
1	The organization has leaders capacity building plan.										
2	The organization has a dedicated budget for leaders' capacity building.										
3	The organization adapts coaching as its main approach for building the capabilities of its leaders.										
4	The organization adapts talent-key capabilities										

No.	Item	1	2	3	4	5	6	7	8	9	10
	for leaders.										
5	The organization innovates talent-key capabilities for leaders.										
6	The organization gives incentives for those who undergo capacity building schemes.										
7	The organization gives incentives for those who improve their capacities.										
8	The organization encourages the support for the employees while achieving specific professional competence result or goal.										
9	The organization encourages the support for the employees while achieving specific personal competence result or goal.										
Dimension 3: My direct supervisor leadership style is coaching (S/he is a coach):											
1	My direct supervisor shows interest in developing my capacities.										
2	My direct supervisor gives ample time in coaching me.										
3	My direct supervisor shows personal care.										
4	My direct supervisor is easily approachable for advice.										
5	My direct supervisor practices coaching as a planned developmental learning process.										
6	My direct supervisor practices coaching in a systematic formal relationship.										
8	My direct supervisor practices coaching in an informal relationship.										

No.	Item	1	2	3	4	5	6	7	8	9	10
9	My direct supervisor has greater experience and expertise than myself.										
10	My direct supervisor offers advice and guidance.										
11	My direct supervisor focuses upon competence specifics in his coaching to me.										
12	My direct supervisor supports me while achieving specific personal competence result or goal.										

Part Three: The impact of practicing coaching on the leadership capacities:

No.	Item	1	2	3	4	5	6	7	8	9	10
<p>Dimension 1: The impact on the organization overall performance:</p> <p>The practice of coaching on the leadership capacities has resulted in the following impact on an organization:</p>											
1	The practice of coaching produced improved relationships in the organization.										
2	The practice of coaching produced improved teamwork between staff at different levels.										
3	The practice of coaching enhanced communication between managers and teams.										
4	The practice of coaching employees has increased job satisfaction.										
5	The practices of coaching employees' productivity and quality have improved.										
6	The practice of coaching Organization strengths maximized.										
7	The practice of coaching ensured best implementation of organization goals and objectives.										
8	The practice of coaching there is an overall improved utilization of people, skills and resources.										
9	The practice of coaching there is a greater flexibility and adaptability to change.										

10	The practice of coaching helped individuals takes ownership and responsibility for their behaviors and actions.											
11	The practice of coaching encouraged individuals to stretch beyond their assumed constraints.											

No.	Item	1	2	3	4	5	6	7	8	9	10
Dimension 2: The impact on me as a leader:											
The practice of coaching on the leadership capacities has resulted in the following impact on me as a leader:											
1	My leadership skills and abilities have been developed significantly during the last three years as a result of coaching.										
2	I have the desired personal attributes of a leader.										
3	I have the required competencies, skills and abilities of an effective leader.										
4	I have increased job satisfaction.										
5	My productivity and quality have improved.										
6	I adapt the coaching leadership style with my employees.										
7	I support my direct supervised employees while achieving specific personal competence result or goal.										

“End, thank you for your time and exerted effort.”

APPENDIX (C)

استبان



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

بسم الله الرحمن الرحيم

استبانة

لبحث بعنوان:

"واقع ممارسة عملية الإشراف التدريبي وأثرها على قدرات القيادات"

(دراسة تطبيقية على كبار المديرين في وكالة الغوث لتشغيل اللاجئين في قطاع غزة 2015)

موجهة إلى المديرين في المواقع القيادية في وكالة الغوث الدولية لتشغيل اللاجئين في قطاع غزة

عزيزي المدير / ة (القائد):

هذه الاستبانة أداة من أدوات بحثٍ للحصول على درجة الماجستير في إدارة الأعمال، عمادة الدراسات العليا، كلية التجارة – قسم إدارة الأعمال – الجامعة الإسلامية بغزة. يهدف البحث إلى استكشاف واقع ممارسة عملية الإشراف التدريبي وأثرها على قدرات القيادات من خلال تطبيقها على كبار المديرين في وكالة الغوث لتشغيل اللاجئين في قطاع غزة (2015).

نأمل قراءة ما ورد في هذه الاستبانة من فقرات بدقة وموضوعية، والإجابة عما جاء فيها بوضع درجة من (1-10) حيث الدرجة (10) تشير إلى أنك توافق بشدة على ما ورد في البند، بينما الدرجة (1) تشير إلى أنك لا توافق بشدة؛ وذلك أمام الإجابة التي تعبر عن وجهة نظرك.

إن تعاونك في تعبئة الاستبانة، بالتأكيد سينجح هذا البحث، علماً بأن المعلومات الواردة في هذه الاستبانة، ستوظف لأغراض

البحث العلمي.

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تعريفات:

عملية الإشراف التدريبي: عملية تدريب أو تنمية (يدرب، يعلم، يشرف على شخص ما)؛ من خلالها يتم دعم الفرد بينما يحقق نتائج أو أهداف شخصية أو مهنية محددة. ربما تطبق ضمن علاقة غير رسمية بين فريدين حيث يمتلك أحدهما خبرة ومعرفة أكبر من الآخر ويقدم النصح والتوجيه بينما يخوض الآخر عملية تعلم، بالتركيز على كفاءات / قدرات محددة.

كبار المديرين / القيادات: هي المواقع الوظيفية المتقدمة التي تؤثر على تحقيق رؤية، ورسالة، وغايات، واستراتيجيات، وسياسات، وأولويات، وأهداف المنظمة من خلال التأثير في الموظفين الآخرين واتخاذ القرارات. وذلك من خلال استثمار الموارد، ولديه علاقة بعملية الإشراف التدريبي وتطوير قدرات العاملين لديهم. وفي سياق الأونروا هم المديرون في المواقع القيادية المتقدمة في المنظمة؛ والذين يحملون الدرجات الوظيفية من 16 - 20 .

القسم الأول: البيانات الشخصية

1	مكان العمل	<input type="checkbox"/> شمال غزة	<input type="checkbox"/> غزة	<input type="checkbox"/> الوسطى
		<input type="checkbox"/> خان يونس	<input type="checkbox"/> رفح	<input type="checkbox"/> المكتب الرئيسي
2	الدائرة / البرنامج	-----		
3	المسمى الوظيفي	-----		
4	الدرجة الوظيفية	-----		
5	عدد العاملين اللذين تشرف عليهم	-----		
6	المستوى التعليمي	<input type="checkbox"/> دبلوم متوسط	<input type="checkbox"/> بكالوريوس أو ليسانس	<input type="checkbox"/> دبلوم عال
		<input type="checkbox"/> ماجستير	<input type="checkbox"/> دتوراه أو أعلى	
7	الجنس	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى	
8	العمر	<input type="checkbox"/> أقل من 30 سنة	<input type="checkbox"/> من 30 سنة - 39 سنة	<input type="checkbox"/> من 40 سنة - 49 سنة
		<input type="checkbox"/> من 50 سنة - 56 سنة	<input type="checkbox"/> 57 سنة فأكثر	
9	عدد سنوات الخدمة الكلي	<input type="checkbox"/> 3 سنوات فأقل	<input type="checkbox"/> من 4 - 6 سنوات	<input type="checkbox"/> من 7 - 9 سنوات
		<input type="checkbox"/> من 10 - 12 سنوات	<input type="checkbox"/> 12 سنة فأكثر	
10	عدد سنوات شغل المنصب الحالي كمدير	<input type="checkbox"/> 3 سنوات فأقل	<input type="checkbox"/> من 4 - 6 سنوات	<input type="checkbox"/> من 7 - 9 سنوات
		<input type="checkbox"/> من 10 - 12 سنوات	<input type="checkbox"/> 12 سنة فأكثر	

القسم الثاني: واقع ممارسة عملية الإشراف التدريبي

م	الفقرة	1	2	3	4	5	6	7	8	9	10
المحور الأول: مدى تقدير بناء القدرات للقيادات لدى المنظمة (ثقافة المنظمة وممارسة عملية الإشراف التدريبي)											
1.	تقدر المنظمة ثقافة التعلم .										
2.	تظهر المنظمة الاهتمام في الحفاظ على الذاكرة المؤسسية .										
	تظهر المنظمة الاهتمام في الحفاظ على القادة .										
3.	تعتبر المنظمة تطوير القادة وقدراتهم امر هام .										
4.	تستخدم المنظمة المواهب البشرية للارتقاء بمستوى الاداء للموظف والمنظمة .										
5.	تستخدم المنظمة المواهب البشرية لزيادة الثقة عند الموظف والمنظمة .										
6.	تستخدم المنظمة المواهب البشرية لزيادة النزاهة عند الموظف والمنظمة .										
المحور الثاني: مدى ممارسة عملية الإشراف التدريبي للقيادات لدى المنظمة (ممارسة عملية الإشراف التدريبي / التطبيق)											
1.	لدي المنظمة خطة بناء القدرات القيادية .										
2.	لدي المنظمة ميزانية مخصصة لبناء القدرات القيادية .										
3.	تأخذ المنظمة الاشراف التدريبي كنهج أساسي لبناء القدرات الادارية .										
4.	تتكيف المنظمة مع قدرات التميز الاساسية للقادة .										
5.	تبتكر المنظمة قدرات التميز الاساسية للقادة .										
6.	تقدم المنظمة الحوافز لأولئك الذين خضعوا لبرامج بناء القدرات .										
7.	تقدم المنظمة الحوافز لأولئك الذين يحسنوا من قدراتهم .										
8.	تقدم المنظمة الدعم للموظفين أثناء تحقيق أهداف الكفاءة المهنية .										
9.	تقدم المنظمة الدعم للموظفين أثناء تحقيق أهداف الكفاءة الشخصية .										
المحور الثالث: النمط القيادي لمديري المشرف هو الإشراف التدريبي (إنه/ا مدرب/ة)											
1.	ييدي مديري المشرف اهتمامه بتطور قدراتي .										
2.	يستغل مديري المشرف الوقت الكافي لتدريبي .										

م	الفقرة	1	2	3	4	5	6	7	8	9	10
3.	يظهر مديري المشرف الاهتمام الشخصي .										
4.	يمكن مناقشة مديري المشرف للحصول على النصيحة بكل سهولة .										
5.	يمارس مديري المشرف الاشراف التدريبي كعملية تعلم متطورة مخطط لها										
6.	يمارس مديري المشرف الاشراف التدريبي في علاقات رسمية منظمة .										
7.	يمارس مديري المشرف الاشراف التدريبي في العلاقات غير الرسمية.										
8.	مديري المشرف أكثر مني تجربة وخبرة .										
9.	يقدم مديري المشرف الارشادات والنصائح بشكل مستمر .										
10.	يركز مديري المشرف على تفاصيل الكفاءة اثناء تدريبيه لي.										
11.	يقدم مديري المشرف الدعم لي اثناء تحقيق أهداف الكفاءة الشخصية .										
12.	يقدم مديري المشرف الدعم لي اثناء تحقيق أهداف الكفاءة المهنية .										

القسم الثالث: أثر ممارسة عملية الإشراف التدريبي على قدرات القيادات

الرقم	الفقرة	1	2	3	4	5	6	7	8	9	10
<p>المحور الأول: أثر ممارسة عملية الإشراف التدريبي على أداء المنظمة العام ممارسة عملية الإشراف التدريبي على بناء قدرات القيادات أدت إلى الآثار التالية على المنظمة:</p>											
1.	ممارسة عملية الإشراف التدريبي أدت إلى تحسين العلاقات في المؤسسة.										
2.	ممارسة عملية الإشراف التدريبي أدت إلى بناء فريق عمل متطور بين الموظفين في جميع المستويات .										
3.	ممارسة عملية الإشراف التدريبي أدت إلى تعزيز التواصل بين المدراء والفرق .										
4.	ممارسة عملية الإشراف التدريبي أدت إلى زيادة الرضى الوظيفي لدى الموظفين .										
5.	ممارسة عملية الإشراف التدريبي أدت إلى تحسين انتاجية وجودة الموظف .										
6.	ممارسة عملية الإشراف التدريبي أدت إلى وصول نقاط القوة للمنظمة الى اقصى حد .										
7.	ممارسة عملية الإشراف التدريبي أدت إلى ضمان تنفيذ اهداف المنظمة على احسن وجه .										
8.	ممارسة عملية الإشراف التدريبي أدت إلى استثمار امثل للمهارات والموارد .										
9.	ممارسة عملية الإشراف التدريبي أدت إلى مرونة أكبر وقدرة على التكيف مع التغييرات .										
10.	ممارسة عملية الإشراف التدريبي أدت إلى مساعدة الاشخاص على تحمل مسئولية تصرفاتهم وأفعالهم .										
11.	ممارسة عملية الإشراف التدريبي شجعت الاشخاص على العمل ضمن الشروط المفروضة .										
<p>المحور الثاني: أثر ممارسة عملية الإشراف التدريبي علي كفاءد ممارسة عملية الإشراف التدريبي على بناء قدرات القيادات أدت إلى الآثار التالية علي كقائد:</p>											
1.	ممارسة عملية الإشراف التدريبي طورت القدرات والمهارات القيادية لدي بشكل ايجابي خلال الثلاث سنوات الاخيرة .										
2.	ممارسة عملية الإشراف التدريبي ساهمت في ابراز صفاتي الشخصية المميزة كقائد .										
3.	ممارسة عملية الإشراف التدريبي ساهمت في امتلاكي										

الرقم	الفقرة	1	2	3	4	5	6	7	8	9	10
	المهارات، القدرات، والكفاءة التي يتصف بها القائد الناجح .										
.4	ممارسة عملية الإشراف التدريبي ساهمت في زيادة الرضى الوظيفي لدي.										
.5	ممارسة عملية الإشراف التدريبي ساهمت في تحسين انتاجيتي ومعايير الجودة لدي .										
.6	ممارسة عملية الإشراف التدريبي ساهمت في جعلي أمثل نمط الاشراف التدريبي للقيادة مع الموظفين لدي.										
.7	ممارسة عملية الإشراف التدريبي ساهمت في أن أقدم الدعم للموظفين الخاضعين لإشرافي المباشر أثناء تحقيق أهداف الكفاءة الشخصية .										

"انتهى، شكراً على وقتكم وجهدكم المبذول."