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**Impacts of Transformational Leadership on
Organizational Performance through
team coaching in a global technology firm**

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Abstract

Purpose: The purposes of this research are to study the impacts of transformational leadership on organizational performance, and to explore the mediator effect of “team coaching.” The study has been conducted in a global technology firm. Based on a rigorous quantitative research approach, the goals are to get a better understanding of the impacts of transformational leadership on organizational performance through team coaching and to advance our knowledge of team coaching in leadership.

Design/Methodology/Approach: The research methodology is quantitative methods and questionnaire-oriented with a five-point Likert scale. This is a study with 25 participants. The data is collected via the online software “Google Form” over 7 days based on the non-probability stratified random snowball sampling approach by using a five-point Likert scale questionnaire. IBM SPSS Statistics version 28.0.1.0, SPSS Process v4.0, and Jamovi version 2.2.3 have been applied for the statistical analysis.

Findings: Based on the literature review, some scholars have found that there is not only a positive relationship between transformational leadership and team coaching, but also there is a positive relationship between team coaching and organizational performance. Based on the statistical analysis of survey results and the qualitative feedback through three one-on-one interviews (Creswell & Poth, 2018), we find that transformational leadership has no significant association with organizational performance. Also, there is a weak positive association between team coaching and organizational performance. However, there is a moderate positive association between transformational leadership and team coaching.

Research Limitation: Due to the limited time, budget, and resources for an in-depth, this research has applied the cross-sectional instead of the longitudinal approach. Since this research is about the transformational leadership and team coaching in Oracle only, some of the findings may not be generalized to other sectors (e.g., manufacturing, health, and retail). The researcher is fully aware that Oracle is just a context in conducting the research.

Theoretical and Practical Implications: Based on the empirical study of this global technology firm, the findings enrich our theoretical knowledge of the impacts of transformational leadership on organizational performance through team coaching in this fast-paced and dynamic organization across Asia Pacific. We have a better understanding of the similarities and differences among

coaching, team coaching, mentoring, leading, and managing. This study also can deepen our knowledge of team coaching as a management practice for the practitioners. Some general principles in team coaching can be generalized to other IT firms and knowledge-intensive firms.

Keywords: Leadership, Transformational Leadership, Coaching, Team Coaching, Leading, Managing, Mentoring, Organizational Performance

1. Introduction

The increasing interest in the influences of transformational leadership (TL) and team coaching (TC) on organizational performance (OP) have heightened the need for a more in-depth study. Little is known on the impacts of transformational leadership and team coaching on organizational performance. Although considerable efforts have been devoted to the study of the impacts of transformational leadership on organizational performance, less attention has been paid to learning the influences of transformational leaders as team coaches on organizational performance in the information technology (IT) industry. The aim of this empirical quantitative research is to investigate the influences of transformational leaders as team coaches on organizational performance in Oracle (Cooper & Schindler, 2014). This study attempts to examine “how and why” the transformational leader can impact the organizational performance through team coaching (Flaherty, 2005) so that we can expand the knowledge frontier for both academic and practitioners.

1.1 Background to the research

Leadership is an evolving topic in both East (Hofstede, 1993) and West (Aristotle & Rackham, 1934; Gardner et al., 2020) since Confucius and Aristotle’s times. Delong and Hill (2012) have explained why leadership matters in leading at Harvard Business School. Rost (1991) has also explored the most effective leadership style based on numerous leadership theories if it can be tested scientifically. Ibarra and Scoular (2019) have further examined the key characteristics and personality traits of a good leader as coach. Transformational leadership has been extensively studied in recent years (Bass & Bass, 2008) yet the relationships among transformational leadership, coaching, and organizational performance are still not clear (Kidwell, 2005; Titus & Hoole, 2021).

Leading and managing a global organization is a daunting task. One of the key success factors for any organizations is the competencies, skillsets, and know-hows of the leaders (Brown, 2014). The leaders play a critical role in leading and inspiring their followers to cope with the volatile, uncertain, complex, and ambiguous (VUCA) challenges. Is transformational leadership more effective than other leadership styles? If yes, how, and why? Countless leaders, followers, executives, managers, scholars, researchers, theologians, writers, and teachers have been intrigued by these questions for a long time. It seems that it is not an easy task to arrive a common consensus for these challenging questions.

1.2 Research Aims and Objectives

This research attempts to address the issues concerning the relationship between transformational leadership and organizational performance through “team coaching” as a mediator. The research will explore the potential impacts of transformational leadership on organizational performance via “team coaching” in Oracle across Asia, a multinational technology firm, established in 1977.

Many studies have focused on transformational leadership and organizational performance, and the impacts of transformational leader as a coach on team performance (Harvard Business Review, 2005; Hurduzeu, 2015). However, there is relatively small body of literature that is concerned with the influences of transformational leadership on organizational performance through “team coaching” at the organizational level. It is a pioneer attempt to examine the impacts of the transformational leader via “team coaching” on organizational performance in Oracle. In April 2021, Oracle has launched the coaching platform to build a coaching community to serve the employees in Asia. There are 40 coaches altogether. As a lifelong student of leadership and a certified coach practitioner, the researcher is ready to take a rigorous and unbiased quantitative research approach (Chan, 2021a) in advancing our knowledge in this under-researched area (Lam, 2016; Maseko, van Wyk & Odendaal, 2019).

There are three objectives designed for this research project. First, the researcher investigates the underlying relationships among transformational leadership, team coaching, and organizational performance via the quantitative research techniques. Second, the researcher also examines “how and why” the transformational leaders can influence the organizational performance via team coaching in this fast-paced technology firm. Third, the researcher analyses, interprets, and reports the findings based on the statistical analysis methods, and attempt to make contributions for academic and practitioners.

On leadership, based on the downloaded annual reports in fiscal year 2020 and 2021, there is no mention of ‘leader, coaching, and mentoring’ in FY2020 (Oracle, 2020). However, ‘leader’ appears nine times and ‘mentoring’ only once in FY2021 (Oracle, 2021). It is obvious that the senior management team at headquarter recognize the criticalness in selecting the leaders and talents that can serve as role models for this highly complex organization with over 135,000 employees (Oracle, 2021; Smilansky, 2006).

There are four key research questions arising from this study:

- What is the relationship between transformational leadership and organizational performance, transformational leadership and team coaching, and team coaching and organizational performance?
- What is the association between transformational leadership and organizational performance mediated by team coaching?
- How and why the transformational leaders can lead to higher organizational performance via team coaching?
- Is there a significant difference between males and females (i.e., two separate groups) on transformational leadership, team coaching, and organizational performance?

This research examines whether the transformational leadership can enhance the organizational performance by improving the followers on learning, systems thinking, professional growth, collaboration skills, confidence, problem-solving skills, alignment with organizational goals, and adaptability (Ellinger, Ellinger & Keller, 2003) as the consequences of team coaching. In addition, this study also attempts to explore whether the transformational leaders as team coaches can work effectively with a diverse and multi-generational workforce in Asia (Burdett, 2018; Hofstede, Hofstede & Minkov, 2010; Pollak, 2019).

1.3 Contributions

This is a pioneer empirical research in studying the relationships among transformational leadership, coaching, and organizational performance in a highly complex matrix global organization. Theoretically, this study can advance our conceptual understanding of the phenomena of transformational leaders as team coaches and enrich our body of knowledge with a multidisciplinary perspective (e.g., positive psychology, motivation, and self-efficacy). Based on the quantitative data and some qualitative feedback via one-on-one interviews (Bandura, 1997), the findings can boarden our theoretical perspective on how transformational leader can leverage on “team coaching” as an intervention to enhance performance (Murphy & Sayer, 2020).

From the practitioner perspective, this study can enrich our understanding of transformational leadership and its impact on individual, team, and organizational performance using “team coaching” as a management practice. It is foreseeable that the findings are beneficial not only to Oracle, but also other knowledge-based firms as we have a better understanding on “how and why” the transformational leaders can be effective coaches. The findings on the effective team coaching practices can help the employees to meet the challenges in the fast-paced IT industry. Furthermore,

it can also equip the talent and organizational development team to make better human resources decisions (Lawrence and Moore, 2019).

2. Literature Review

Leadership

On leadership, the literature does not have a consensus on the most effective leadership model for profit, non-profit organizations, government, and education institutions (Zaleznik, 2004). Table 1 shows the academic leadership theories. It highlights why the study of leadership is a challenging topic as it is an evolving topic (Avolio & Yammarino, 2013). It seems there is no common conclusion among the business practitioners, scholars, and the researchers on the definition of leadership.

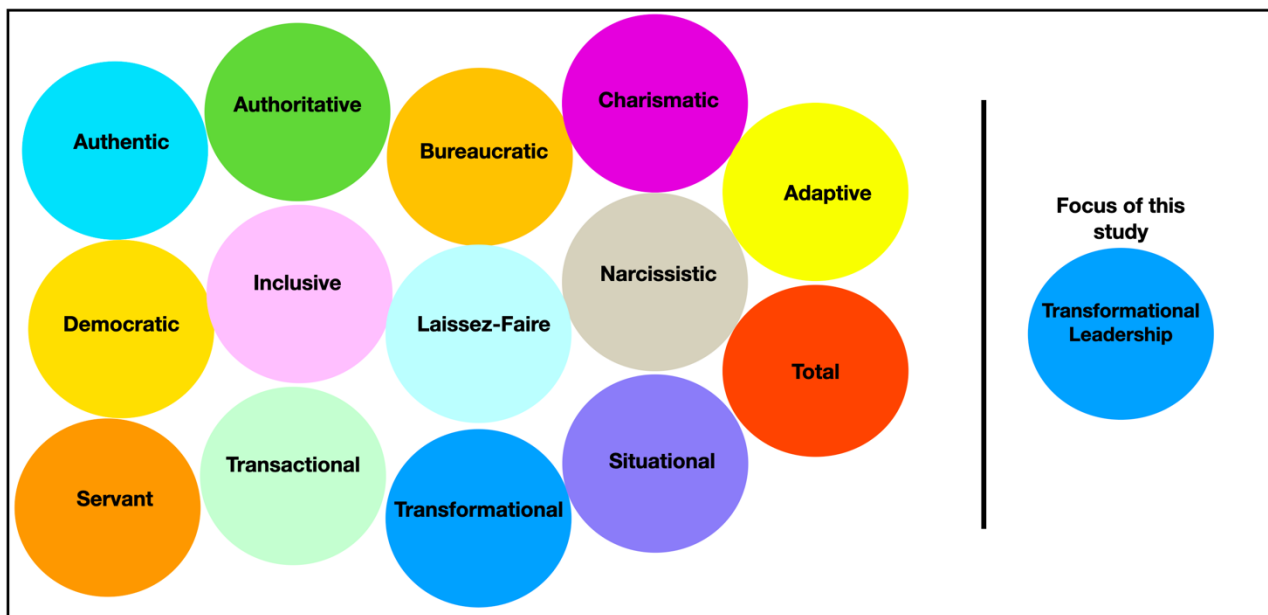
Table 1. Key Leadership Theories (Adapted from Kelly, 2018)

Leadership Theory	Year	Major Publications
Great Man Theory	1841	On heroes, hero-worship, and the heroic history (Carlyle, 1841)
Scientific Management	1911	The principles of scientific management (Taylor, 1997)
Behaviorism/ Cognitivism	1943	A theory of human motivation (Maslow, 1943)
Charismatic Leadership	1958	The charismatic leadership (House, 1976; Tucker, 1968; Weber, 1958)
Contingency Theory	1964	A theory of leadership Effectiveness (Fiedler, 1967)
Situational Leadership	1969	Management of Organizational Behavior (Hersey, Blanchard & Johnson, 2012; Hersey, Blanchard & Natemeyer, 1979)
Democratic Leadership	1969	Democratic leadership (Kohlberg, 1969)
Transactional Leadership	1975	A vertical dyad linkage approach to Leadership within formal organizations (Dansereau, Graen & Haga, 1975)
Instrumental Leadership	1975	Path-goal theory of leadership (House & Mitchell, 1975)
Servant Leadership	1977	Servant leadership (Greenleaf, 1985)

Transformational Leadership	1978	Leadership and performance beyond expectations (Bass, 1985a, 1985b), Leadership (Bass & Avolio, 1995; Burns, 2007)
Bureaucratic Leadership	1989	Bureaucratic leadership (Bensimon, 1989)
Collaborative Leadership	1994	Collaborative advantage: The art of alliances (Kanter, 1994)
Adaptive Leadership	1998	Leadership without easy answers (Heifetz, 1998)
Authentic Leadership	1999	Authentic Leadership (Bass & Steidlmeier, 1999)
Distributed Leadership	2002	Distributed leadership as a unit of analysis (Gronn, 2002)
Primal Leadership	2002	Primal leadership (Goleman, 1995; Goleman, Boyatzis & McKee, 2004)
Laissez-Faire Leadership	2003	Laissez-Faire leadership (Early et al., 2003)
Shared Leadership	2003	Shared leadership: Reframing the hows and whys of leadership (Loew, 2006; Pearce & Conger, 2003)
Spiritual Leadership	2003	Spiritual Leadership (Fry, 2003)
Ethical Leadership	2006	Ethical leadership (Brown, Trevino & Harrison, 2005; Bavik et al., 2021)
Inclusive Leadership	2006	Inclusive leadership (Nembhard & Edmondson, 2006; Sweeney & Bothwick, 2016)
Neuroleadership	2006	Neuroleadership (Katz, 2021; Kumar, 2018; Rock, 2006, 2015; Waldman, Balthazard & Peterson, 2011)
Discursive	2007	Discursive leadership (Fairhurst, 2007; Aritz et al., 2017)
Resonant Leadership	2008	Resonant leader (McKee, Boyatzis & Johnston, 2008)
Cross-cultural Leadership	2008	Cross-cultural leadership (Thomas, 2008)
Total Leadership	2008	Total leadership (Friedman, 2008)
Crisis Leadership	2009	Crisis leadership (Muffet-Willett & Kruse, 2009; Bavik et al., 2021)
Consequential Leadership	2012	Consequential leadership (Pier, 2012)
Humble Leadership	2012	Humble leadership (Owens & Hekman, 2012)
Holacracy	2015	Holacracy: The new management system for a rapidly changing world (Robertson, 2015)

Positive Leadership	2017	The positive leader: How energy and happiness fuel top-performing team (Muhlfelt & Costi, 2017)
Coaching Leadership	2019	The leader as coach (Ibarra & Scoular, 2019)
Conscious Leadership	2020	Conscious leadership (Mackey, McIntosh & Phipps, 2020)

Diagram 1. Graphical view of some common Leadership models



As summarized in Table 1 (in chronological order) and the graphical view of academic leadership theories (Diagram 1 above), many leadership theories have emerged in the academic since the Great Man Theory in 1841 (Carlyle, 1841). In 1950s to 1960s, we have witnessed the rise of leadership skills approach (Katz, 2009) and situational leadership (Hersey, Blanchard & Johnson, 2012). These two decades view leadership as what they do in groups with the shared goals and explored how the leaders influence the followers to achieve group goals (Northouse, 2013). Based on the feedback from Dr. Snook (Senior Lecturer, Harvard Business School) received via LinkedIn in August 2021, he has commented that “something close to ‘transformational leadership’ model is most effective.” In addition, transformational leadership is a good research area due to the abundant literature on this leadership model. It explains why the researcher has selected this leadership theory as the key research focus since he wants to find out a more definitive answer.

Transformational Leadership

In 1970s, the appearance of the transformational leadership in 1978 (Burns, 2007) is a key milestone in the advancement of leadership development in both business and academic. The concept of transformational leadership was coined by Downton (1973). According to Burns (2010, p.425-426):

Leaders can also shape and alter and elevate the motives and values and goals of followers through the vital teaching role of leadership. This is transforming leadership. The premise of this leadership is that, whatever the separate interests persons might hold, they are presently or potentially united in the pursuit of “higher” goals, the realization of which is tested by the achievement of significant change that represents the collective or pooled interests of leaders and followers.

Burns states the transformational leadership happens when people interact and engage with others “in such a way that leaders and followers raise one another to a higher level of motivation and morality” based on Maslow’s self-actualization theory (Burns, 2010, p.20; Maslow, 1943, 1954a, 1954b). The transformational leaders are conscious about the motives and needs of their followers.

For transformational leadership, there are four essential elements. They are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The transformational leaders always strive to grow the followers to their highest potential (Ivey Business School, 2012) with the ultimate goals in driving “high performance” beyond the expectations. They do not focus on themselves, instead they focus more on the leadership development and growth of their followers (Northouse, 2021). Also, Bass (1999) has highlighted the question on why transformational leadership is more effective than transactional leadership in different sectors (e.g., business, industrial, hospital, and educational) is not yet fully researched. This is a major gap in the Literature on transformational and transactional leadership that the scholars and researchers can further explore, examine, and validate (Eagly et al., 2003).

Bass and Bass (2008) suggest that a good manager needs to be a good leader, and a good leader needs to be a good manager. To be a good leader and a good manager are not mutually exclusive, rather they should reinforce the strengths of the leaders and their followers in a virtuous cycle (Bass, 1999). Besides this, Bass argues that both transformational and transactional leadership skills are needed to be effective management and leadership (Kidnell, 2005). The validity of this perspective is to be further studied. Based on a comprehensive review of the journals published in *Leadership Quarterly*, transformational leadership is the most researched areas of leadership from 1990 to 2000 (Lowe & Gardner, 2000). However, it is not yet clear whether a transformational leader is more effective than

a transactional leader in achieving higher organizational performance. This area is worthwhile to be further studied.

It is vital that the effectiveness of transformational leadership not only be examined at the individual and team level, but also be studied at the organizational level. Specifically, it is essential to understand how the transformational leaders drive the vision, mission, strategy, execution, growth mindset, and a customer-centric culture with the followers together (Homburg, Krohmer & Workman, 1999; Zhu, Chew & Spangler, 2005). We can analyze it at the individual level between employee and manager, at the group level between managers and their team, and then at the organizational level integrally. The goals are to enhance the organizational capabilities and competencies to achieve stakeholders' benefits and long-term sustainability of the firm (Coffey, 2010). There is an obvious gap in the literature as there is a lack of studies on transformational leadership and organizational performance at the organizational level (Snook, Nohria & Khurana, 2012).

Finally, it is critical to be aware there are criticisms against the transformational leadership as it contains several weaknesses (Northouse, 2021). For example, it lacks a clear conceptual framework and a gap between the theory and how it is measured (van Knippenberg and Sitkin, 2003; Yukl, 1999). Tracey and Hinkin (1998) also find that the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are not clearly defined. In addition, some scholars also criticize the validity of Multifactor Leadership Questionnaire (MLQ) in measuring the transformational leadership since the four factors are too correlate with each other (Tejeda, Scandura & Pillai, 2001). Nevertheless, the researcher has applied MLQ since it is still one of the most widely used instruments to measure transformational behaviors in the organizational science (Northouse, 2021).

Organizational Performance

Organizational Performance is one of the important topics in management research (Abu-Jarad, Yusof & Nikbin, 2010; Richard et al., 2009; Rosenzweig, 2014). One of the critical questions in business is why some organizations can be transformed from “good to great” (Collins, 2001, p.9) and achieve healthy business growth (Capron & Mitchell, 2012), yet some organizations struggle so much (Collins, 2009). Driving organizational performance has always been the top priority for the leaders in any organizations. Unquestionably, the key objective of any organization is to create sustainable competitive advantage (Barney, 1991; Porter, 1998a, 1998b). The leaders need to understand and leverage on the key successful factors in influencing the organizational performance, executing the strategies, and deploying the resources thoughtfully (Bossidy, Burck & Charan, 2011; Ling et al.,

2008). It appears that the researchers have different definitions and views of organizational performance (Barney, 1991; Abu-Jarad, Yusof & Nikbin, 2010). For example, Daft (2020) considers organizational performance as the organization's ability to achieve its goals by using resources in an effective and efficient approach. According to Gimeno (2002), he defines performance is similar to the economy, efficiency, and effectiveness (i.e., 3Es) of an activity or program.

Obviously, measuring organizational performance is a challenging task (Hubbard, 2009). It is encouraging to see how Argyris (2009) explores the theories that can be used in evaluating not only at individual performance level, but also at the group performance level. In fact, there are many ways in measuring the organizational performance (e.g., profits, sales volume, net income, asset turnover, equity turnover, inventory turnover, and cost reduction are most common measures) (Bragg, 2005, 2007). Some researchers (Choudhary, Akhtar & Zaheer, 2012) also measure the intangible performance indicators (e.g., customer and employee satisfaction).

Based on the literature review on performance measurements, the Balanced Scorecard is one of the approaches that provide an integrative perspective for the four critical elements (i.e., customer, employee, internal business process, and financial) in tracking the organizational performance (Kaplan & Norton, 1992, 1996). Organizational performance is a good indicator of the organization advancement. It highlights the achievement and progress in any group performance, and reflects the overall performance at the corporate level. For this study, the researcher intends to measure the organizational performance based on four dimensions as explained in the Introduction (Morales, Montes & Jover, 2008). Nevertheless, it is important to emphasize there are other organizational performance measures can be considered for future studies (Morales, Barrionuevo & Gutiérrez, 2012; Morales, Montes & Jover, 2008; Utrilla, Grande & Lorenzo, 2015).

The link between transformational leadership and organizational performance

Based on the meta-analysis of 39 studies in the transformational leadership literature, leaders who exhibit transformational styles are more effective and deliver high work results, compared to transactional leaders (Lowe, Kroeck, & Sivasubramaniam, 1996). It is further validated by the Dumdum, Lowe, and Avolio (2013) that the transformational leadership style has been tested to correlate positively with performance outcome measures. Other research has also indicated that transformational leadership can improve the performance not only at the individual and team level (Grant, 2012), but also at the organizational level (Adriani et al., 2019). Nevertheless, based on the studies of leaders from large samples of CEOs, university presidents and professional sports teams, Pfeffer (1977, p.192) have found that organizational performance is determined substantially “by

factors that no individual – including the leader – can control.” These inconsistent findings have reminded the researcher the importance to apply an objective and rigorous research methods, and scientific mindset throughout this research project (Bell, Bryman & Harley, 2019).

Coaching

On coaching, Bass and Bass (2008, p.1091) define coaching as “guidance and feedback about specific knowledge, skills, and abilities involved in a task, the performance of a job, and the handling of assignments.” According to International Coaching Federation (ICF, 2021), they define coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” The coaching process can release the creativity (De Bono, 2007), innovation (Kelley, 2006), unexplored potential talent, and leadership skills as outcomes (Cashman, 2017; De Haan, Gray & Bonneywell, 2019; Maxwell, 2011; Wilson, 2014).

Coaching is a relatively young profession. The coaching industry was started by W. Timothy Gallwey back in 1974 (W. Timothy Gallwey, 2015). He highlights our performance is equal to our potential minus interference (W. Timothy Gallwey, 2001). The scholars Blackman, Kon and Clutterbuck (2018), Garvey, Stokes and Megginson (2018), Koopman et al. (2021), and Schultz (2021) have attempted to define coaching explicitly. Starting in 1990s, the coaching practices became more popular in the West since it is a more Western concept (Lam, 2016). As highlighted by Shipper and Weer (2011), there are limited studies on the casual relationship of coaching on team effectiveness due to the insufficient data for the researchers to examine the impact of coaching practices longitudinally.

Team Coaching

For this study, the researcher focuses on how the transformational leaders can serve as team coaches effectively. There are many definitions of team coaching (Bachkirova & Clutterbuck, 2018; Britton, 2010, 2014; Cox, Bachkirova & Clutterbuck, 2019; Clutterbuck, 2020; Hawkins, 2011; Hawkins & Smith, 2008; Hackman & Wageman, 2005; Skiffington & Zeus, 2003; Thornton, 2010, 2016; Zeus & Skiffington, 2002). It is different from group coaching (Ward, van de Loo & ten Have, 2014) and executive coaching (Joo, Sushko & McLean, 2012). The definition below highlight how team coaching can impact the business performance noting that “team coaching” is considered as a mediator in this study. According to Hawkins (2011, cited in Clutterbuck et al., 2019, p.6), he defines team coaching succinctly as:

A process, by which a team coach works with a whole team, both when they are together and when they are apart, in order to help them improve their collective performance and how they

work together, and also how they develop their collective leadership to more effectively engage with all their key stakeholder group to jointly transform the wider business.

As articulated by Ulrich (2010), there are three core questions that need to be examined for the coaching profession to advance further in the business, non-commercial sector, and academia. The leaders need to know the outcomes of coaching, the requirements of the one being coached, and the required skills of an effective coach (Landsberg, 2015). Ulrich outlines his perspective on the evolution of the coaching progression to a profession. He also explains a typology of coaching outcomes with the following four dimensions: personal, organizational on x-axis, behavior, and outcomes on y-axis (Goldsmith, Lyons & McArthur, 2012, p.xvi). Bass and Riggio (2014, p.225) also suggest that “mentoring, coaching, empowering, developing, supporting, and caring are not only expected leader behaviors, but also necessary for today’s effective leader.”

To establish coaching as a common management practice, it is essential to differentiate team coaching from mentoring, managing, and leading. Mintzberg (2011, p.9) mentions that “managing is neither a science nor a profession; it is a practice, learned primarily through experience, and rooted in context.” On leading, Goffee and Jones (2019) argue that great leaders are skillful in inspiring people, create results, and excite people to extraordinary results of achievement. On mentoring, Dawson (2014) has identified that the researchers still cannot arrive a unifying definition of mentoring even after 30 years of research. Nevertheless, Kimsey-House et al. (2018) suggest a mentoring relationship concentrates more on the personal growth than on problem solving while Higgins and Kram (2001) view mentoring as a multiple relationship phenomenon.

In addition, Peesker et al. (2019) have studied 36 sales professionals in a global IT company. They have discovered both sales leaders and salespeople believe that sales leader behaviors as a coach impact sales performance positively (Hammond, Clapp-Smith & Palanski, 2017). In addition, De Haan, Gray and Bonneywell (2019) have found that coaching can impact the mindset, self-efficacy, and resilience of the coachees. Obviously, the coaching research is still evolving at a nascent stage, and ineffective coaching can diminish organizational performance (Coops, 2011).

Research Gaps

In recent years, more studies (Hui & Chan, 2016; Hui, Chan & Wood, 2013; Passmore, 2010; Passmore & Evans-Krimme, 2021; Shipper & Weer, 2011; Schultz, 2021) have been conducted about manager-as-coach and it impacts towards individual and team performance. The literature tends to focus on successful coaching cases rather than the failure ones (Carter, Blackman & Hicks, 2015).

Based on the dialogue with Dr. Ray Tak-yin Hui (Associate Professor, NUCB Business School, Nagoya, Japan) in August 2021, he has highlighted that some researchers have found that there is no evidence to show the direct linkage between employee coaching (i.e., manager coaching individual subordinates or team) and organizational performance, but only indirect linkage mediated by individual or team performance. However, Utrilla, Grande and Lorenzo (2015) have uncovered that coaching has an influence on both individual performance and organizational performance indicators. Dr. Edmonson (2012), as a Master Certified Coach (ICF) practitioner, has discovered coaching is conducive to employees' growth, team, and organizational performance. So far it is not clear if we can improve organizational performance by adopting "team coaching" as a management practice (Bloom et al., 2012; Bloom & Van Reenen, 2008; Bloom & Van Reenen, 2010). It is an under-researched area in both academic and business sectors (Hui & Chan, 2016). Obviously, there is room for researchers to explore the relationship among transformational leadership, team coaching, and organizational performance.

Since team coaching is still a very new discipline, there are obvious gaps in the existing team coaching literature (Murphy & Sayer, 2020). Lawrence (2017, 2021) points out the team coaching community needs to think more about their work holistically and how to enhance its applicability and impact. In addition, Boyatzis (2019) also highlights the importance in understanding three aspects of team coaching: intentional change theory, team dynamics, and coaching with compassion.

In summary, it is unclear on "how and why" transformational leadership can lead to higher organizational performance through team coaching. This study attempts to explore and explain the relationships among transformational leadership, team coaching, and organizational performance, and how they interact with each other in creating higher organizational performance, and the effects of team coaching as a mediator based on the research methodology outlined below.

3. Methodology

3.1 Research Methodology

As this study is to examine the impact of transformational leadership on organizational performance via team coaching in Oracle, therefore the samples are selected within this organization. As an insider, the researcher is cautious of the potential issues, challenging, increasing complexity of business, rights, and responsibility due to the role duality (Costley, Elliott & Gibbs, 2010; Ghauri, Gronhaug & Strange, 2020). The researcher has adopted a 'reflective practitioner' approach (Schon, 1983). It is conceivable that doing research in and on my own organizational can be very political (Punch, 1994),

the researcher pays good attention in building strong relationship with the stakeholders (Coghlan & Brannick, 2010). Moreover, the researcher is also aware of the potential common method biases during the research process and certain procedural remedies related to the questionnaire design have been considered (Czaja, Blair & Blair, 2014; Fowler, 2014; Podsakoff et al., 2003, p.898).

As Milgram stated (1974, p.13) “simplicity is the key to effective scientific inquiry,” this study has used quantitative research method over 4 weeks from November 13 to December 10, 2021. The researcher has applied a deductive approach (Saunders, Lewis & Thornhill, 2019). The goal is to get a holistic understanding of the research questions through the quantitative methods and three 1-on-1 interviews with senior executives in collecting data. The researcher has collected the questionnaire data via the Google Form (refer to Appendix A. Questionnaire). A total of 53 participants have been invited to participate in this survey. There are 25 responses. The participants are mainly the middle management (68%) and frontline staff (24%). The other participants are executive management (4%), and department supervisor (4%). IBM SPSS Statistics version 28.0.1.0, SPSS Process v4.0, and Jamovi version 2.2.3 have been applied for both descriptive and statistical analysis (Abu-Bader, 2020; Field, 2013, 2018).

This research is conducted based on a research onion approach (Saunders, Lewis & Thornhill, 2019). The research philosophical positions are taking a pragmatism (i.e., complex, focus on problems, value-driven). This study applies the cross-sectional design in focusing on the leaders and their followers’ interactions and their impacts on organizational performance. Due to the time and cost constraints, the longitudinal study approach is not considered (Bell, Bryman & Harley, 2019, p.49).

For this study, the transformational leadership is an independent variable, organizational performance is a dependent variable, and team coaching is a mediator. Below is the operationalization of variables on how we measure transformational leadership, team coaching and organizational performance. The control variables include age, tenure, management level, and education level of the participants as these variables are not a focus of this research.

3.2 Population Sample

The sampling method adopts in this quantitative study is non-probability stratified random snowball sampling (Keller & Gaciu, 2020, p.128) as it is cost effective. In making inferences about the population, the researcher aims to extract as much as information from the samples (Schuman, 2011). The key benefit of stratification is that not only we can get information about the entire population, but also we can make inferences with each group or compare groups (Chan, 2021c). It is crucial to

understand that any stratification must be performed such that the strata are mutually exclusive. Due to the time constraint, the small sample size ($n=25$) may not be sufficient in ensuring the reliability and validity of this research (Chan, 2021b). Bartlett, Kotrlik & Higgins (2001) suggests that the minimum sample sizes is 119 since the population size is greater than 10,000 (assume the alpha level is equal to 0.05 and t-value is equal to 1.96).

3.3 Research Instruments

The scale for measuring the variables is taken from three different research (Pedhazur & Schmelkin, 2006; Xie & DeVellis, 1992). The scale for measuring the transformational leadership is based on the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995). It measures four major dimensions of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Second, the scale for team coaching is measured on eight items and is taken from Ellinger, Ellinger & Keller (2003). It is important to highlight that the researcher has modified the original seven-point Likert scale on Coaching to five-point for comparative purpose (Ellinger, Ellinger & Keller, 2003, p.442). Despite both the Ellinger Behavioural Scale and Park Skills-based Scale may not be perfectly reliable and valid (Hagen & Peterson, 2015), the researcher has adopted the Ellinger scale as it is designed for team members in evaluating their managers' coaching expertise. Third, the scale for organizational performance is measured on four items and is taken from Morales, Montes and Jover (2008).

The responses are evaluated on a five-point Likert scale in the order of 0 for 'Not at all' and 4 for 'Frequently, if not always' for Leadership, 0 for 'Almost never' and 4 for 'Almost always' for Coaching, and 0 for 'Much worse than my competitors' to 4 for 'Much better than my competitors' for Organizational Performance.

3.4 Challenges and Limitations

The key challenges for this pilot study are not only to collect sufficient samples within a very short period and then conduct rigorous quantitative research, but also the response rate is relatively low because most of the participants are busy at quarter end closing in November. Another obstacle is to get the senior executive participation in the survey as they are very busy in their workday (Carpenter, 2011). Furthermore, the unfamiliarity of SPSS and Jamovi software has posed another hurdle for the researcher.

3.5 Ethical Consideration

The researcher has considered the ethical issues, anonymity, and confidentiality thoroughly, and has been committed to handle them cautiously throughout this pilot study project (May, 2011). It is essential that all the participants are protected from any harm based on their participation in this study, and the design of this study is not based on any deception (Bryman & Bell, 2011). All the participants have been participated in this questionnaire on a voluntary basis (Coghlan & Brannick, 2010; Costley, Elliott & Gibbs, 2010).

4. Results

4.1 Demographics

The participants' profile is summarized in Table 2 below. Population = 135k employees worldwide approximately. Survey recipients = 53. Survey participants = 25. Response rate = 47%. There are 15 males (60%) and 10 females (40%). 20% participants are 30-39 years of age, 52% are 40-49 years of age, and 28% are above 50 years old. For education, 48% are university graduates and 52 % are master-level graduates.

Table 2. Participants' profile

Frequency (n = 25)		
	n	% age
Gender		
Male	15	60%
Female	10	40%
Age Group		
30-39	5	20%
40-49	13	52%
50-59	7	28%
Education		
Bachelor	12	48%
Master	13	52%
Position		
Frontline staff	6	24%
Department supervisor	1	4%
Middle management	17	68%
Senior management	0	0%
Executive management	1	4%

Years of Service

> 1 year, but < 3 years	4	16%
> 3 years, but < 5 years	2	8%
> 5 year, but < 10 years	6	24%
> 10 years	13	52%

4.2 Research Hypothesis

Diagram 2 (page 23) highlights the research model that depicts the hypotheses to be tested specifically on the causation and correlation of transformational leadership, organizational performance, and team coaching. The researcher has developed three hypotheses for this quantitative study as below.

1. Relationship of transformational leadership with organizational performance

Many studies (Bass & Riggio, 2014) have revealed that there is a strong positive correlation between transformational leadership and organizational performance in both financial and non-financial outcomes.

H1: Transformational leadership is positively related to organizational performance

2. Relationship of transformational leadership with team coaching

To solve the wicked problems in 21st century (Rittel & Webber, 1973), the role of the leaders has changed dramatically. Based on the think-aloud interviews (Hannon et al., 2016) with two senior Sales Leaders (VP Sales HK and TW and Senior Sales Executive, ANZ), both leaders have commented that every leader is expected to be an effective and inspirational coach in leading their followers. It is very consistent with the findings of Bass and Riggio (2014) that coaching is not only expected leader behaviors but also essential for today's effective leader.

H2: Transformational leadership is positively related to team coaching

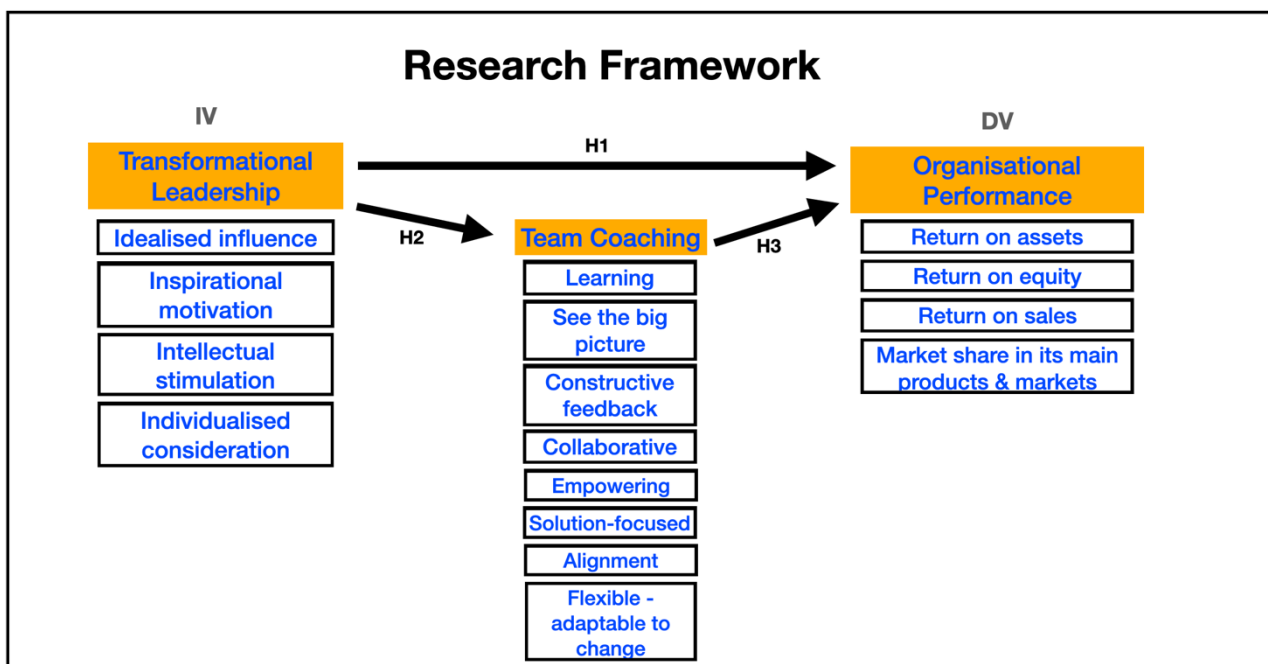
3. Relationship of team coaching with organizational performance

Team coaching can enhance the collaborative, mutual-trust, and create a learning and growth mindset culture (Dweck, 2017). Wageman and Lowe (2016) suggests having the 'right people' on a team are critical for team effectiveness. In turn, the quality of team effectiveness can determine the organizational performance. Each organization needs high performance team in creating sustainable competitive advantage, innovation, and healthy growth with a customer-centric mindset (Govindarajan & Trimble, 2005). Based on the previous studies, an effective team coach can create an exceptional high-performance team with the following characteristics: a clear sense of purpose

and goals, well-defined roles and task processes, laser sharp focus on performance, complementary skills, solid trust in each other, robust decision-making mechanism, and strong communication (Clutterbuck et al., 2019). Besides this, the transformational leaders motivate the team constantly and pivots with agility whenever and wherever it is necessary to drive results.

H3: The association between transformational leadership and organizational performance is mediated by team coaching

Diagram 2. Research Framework



4.3 Instruments Reliability

Table 3 summarizes the mean, SD, and Cronbach's alpha of this study. To ensure the reliability of the psychometric properties of the measures (Chan, 2021b, p.58), the researcher have calculated the Cronbach's alpha. For transformational leadership, the Cronbach's alpha is 0.921. For team coaching, the Cronbach's alpha is 0.962. For organizational performance, the Cronbach's alpha is 0.841. They all indicate a very good internal consistent reliability for the scales with these samples. Values above 0.7 are considered acceptable; however, values above 0.8 are preferable (Bartlett, Kotrlik & Higgins, 2001). Since the researcher has adopted the questionnaire applied by the previous researchers, it is noticeably some of the Cronbach's alphas are even higher than 0.9. As the researcher has applied well-established and validated scales, it is not surprising that we do not have to remove any items to improve the reliability of the scales. Table 3 summarizes the mean, standard deviation, and

Cronbach's alpha of three key measures. In addition, the researcher has established the validity of these measures based on the content, criterion, and construct-related evidence (Chan, 2021b).

Table 3. Description of measures

Measures	Mean	SD	Cronbach's alpha
Transformational Leadership	3.35	0.7514	0.921
Team Coaching	3.02	1.0401	0.962
Organizational Performance	2.73	0.9088	0.841

4.4 Independent Samples T-test

One of the research questions is to compare the mean scores of the genders (i.e., males vs females), the independent samples t-test is more appropriate than the paired samples t-test since this survey is a cross-sectional study instead of longitudinal approach. The researcher is fully aware of the possibility that a non-significant result may be due to insufficient power (i.e., $n = 25$) (Pituch & Stevens, 2016). Based on the output from the independent sample t-test on Transformational Leadership (Table 4), the Sig. (two-sided) value is much higher than 0.05. There is no evidence to suggest there is significant difference between the females and males. For coaching, the Sig. (two-sided) value is greater than 0.05. It also suggests that there is no evidence of significant difference between the two groups. For organizational performance, the Sig. (two-sided) value is significantly greater than 0.05. It suggests that there is no evidence of significant difference between the two groups. As a result, the gender is not needed as a controlled variable.

Regarding to Levene's test, the researcher has assumed normality of p is greater than 0.05. It is important to recognize that we need to perform analysis of variance (ANOVA) to test age group, education, position, and tenure if we want to understand these controlled variables better. For comparison of multiple groups, the independent samples t-test is not sufficient since this test only evaluates the mean of two groups only.

Table 4. Independent Samples Test Summary

Variables	df	Mean difference	t	Two-sided p
Transformational Leadership	22	-0.094	-0.461	0.649
Team Coaching	23	0.05	0.129	0.898
Organizational Performance	22	0.036	0.112	0.912

4.5 Correlation Test

This study has applied Pearson correlation test to check the correlation among all the variables (i.e., transformational leadership, team coaching, and organizational performance). The coefficient between -1 to 0 represents negative correlation, 0 as no correlation, and 0 to +1 positive correlation. +1 indicates perfect correlation (Bell, Bryman & Harley, 2019; Chan, 2021d, p.138). Based on the Pearson coefficient values summarized in Table 5, it implies a moderate positive association between the transformational leadership and team coaching ($r = 0.511$, $p < 0.05$). Further, team coaching has a Pearson correlation coefficient of 0.204 on organizational performance ($r = 0.204$, $p > 0.05$). This shows that team coaching has a weak positive association with organizational performance (Saunders, Lewis & Thornhill, 2019, p.616). Also, transformational leadership has no significant association with organizational performance at 0.05 significance ($r = -0.132$, $p > 0.05$).

Table 5. Means, Standard Deviations, and Correlations

Variables	Mean	S.D.	TL	Coaching	OP
Transformational Leadership	3.35	0.486	1	0.511*	-0.132
Team Coaching	3.02	0.929		1	0.204
Organizational Performance	2.73	0.755			1

* P value significant at 0.05

4.6 Hypothesis Testing

As highlighted in Table 6, it summarizes the hypothesis testing results of the variables based on the regression analysis. Based on the limited sample ($n=25$), transformational leadership has a p-value of 0.5404 on organizational performance while coaching has a p-value of 0.8330 on organizational performance. It indicates that both transformational leadership and team coaching are not good predictors based on the regression analysis ($p > 0.05$). Based on the preliminary testing result, the transformational leadership and organizational performance are independent from each other. However, higher score on transformational leadership is associated with higher score on team coaching ($R^2 = 0.2626$, $p < 0.05$). This result indicates transformational leadership and team coaching has a moderate positive association.

In addition, there is no indirect effect between transformational leadership and organizational performance ($R = 0.0404$, 95% CI [-0.4751, 0.4165]). For team coaching, 26.26% of this variance is influenced by transformational leadership ($R^2 = 0.2626$, $p < 0.05$). It tells us that 26.26% of the variability in team coaching can be explained by the variability in transformational leadership.

Table 6. Hypotheses testing based on regression analysis

Variables	p-value	R	R ²	Beta-coefficient
TL → OP	0.5404	0.0404	0.018	-0.2297
TL → TC	0.0124*	0.5125	0.2626	
TC → OP	0.8330	0.1406	0.0198	

* P value significant at 0.05

5. Discussion

Since leadership is a complex topic, the researcher has highlighted “Leadership” as the header on the Questionnaires in Section 3 only. Obviously, the debate is still ongoing regarding the most effective leadership style that can lead to higher organizational performance. Pfeffer and Sutton (2006, p.190) argues that “systematic quantitative research demonstrates that leadership can influence organizational performance.”

It is still debatable whether transformational leadership can enhance the organizational performance of the firms such as sales revenue, net profit, percentage change in cash flow, and cost reduction through team coaching (Bragg, 2007). Ideally, the transformational leader can improve their followers’ satisfaction, loyalty, and morale as team coach. As highlighted by Martin (2003), bad leaders can destroy the health, happiness, and productivity of their followers.

It is crucial to highlight that one of the participants have not addressed four of the questions on organizational performance. When the researcher tries to validate the data, one of the participants have not addressed four of the questions on organizational performance section. The researcher has adopted the best practice to leave the place blank where a missing value would go (Aron, Coups & Aron, 2011). It is also important to emphasize the factor analysis has not been performed due to the small sample size. The key goal of factor analysis is to reduce the number of variables for easier sub-scale analysis (Bell, Bryman & Harley, 2019, p.235).

Pattern of Results for the Hypotheses

Below is the finding for the hypotheses. First, there is a moderate positive association between transformational leadership and team coaching ($R^2 = 0.2626$, $p < 0.05$). Second, there is a moderately weak association between transformational leadership and organizational performance ($R^2 = 0.018$, $p > 0.05$). This result is quite different from some of the previous scholarly studies (Nguyen & Luu,

2019). In addition, there is only a weak positive association between team coaching and organizational performance ($R^2 = 0.0198$, $p > 0.05$). This result is also different from the conclusion arrived by the researchers Peesker et al. (2019) and Wiginton (2018). Their studies have found that a strong coaching culture is correlated with some of the indicators of a high-performing organization.

There are several potential explanations for this inconsistent result. First, the sample size is too small for an in-depth quantitative study (i.e., n should be > 119). Second, it may not be a sound approach to measure the financial data based on the participants' perception since it is very subjective and some of the participants may not even know the financial performance of the competitors. Rather, it is preferable to measure the organizational performance based on the published annual reports as these audited financial figures are more objective and reliable. Third, not only four of the participants have less than 3-year experience, but also some of the participants may not know the performance of the competitors. With hindsight, the design and selection of survey questions needs to be more careful. The questionnaire design needs to improve in future study. Nevertheless, there is a moderate positive association between transformational leadership and team coaching. It is consistent with the findings by the researchers Filipkowski, Heverin and Ruth (2019).

Both the transformational leaders and their followers can grow their career, build a stronger mutual trust relationship, and achieve the organizational goals collaboratively. However, Dixon and Adamson (2011) point out that the results may be different based on the coachees' performance (e.g., best performer, middle performer, and worst performer). Peesker et al. (2019) have found that there is a positive relationship between coaching and organizational performance if the coaching practice is effective and there is a "mutual trust" relationship between the leaders as team coaches and the coachees. For effective team coaching as a management practice, there must be a strong mechanism in tracking the coaching impacts for both the coaches and the coachees for continuous enhancement purpose either electronically or in paper form. In fact, Maseko, van Wyk and Odendaal (2019) have identified the critical success factors of team coaching in organizations.

To support mediation, Baron and Kenny (1986) highlights three conditions must be met (i.e., independent variable predicts dependent variable, independent variable predicts mediator, and mediator predicts dependent variable). It is likely the sample size (i.e., $n=25$) is relatively small to detect the mediator effect of team coaching (Fritz & MacKinnon, 2007). Bass and Avolio (2014) has found the team coaching has a mediator effect between transformational leadership and organizational performance. One of the prerequisites is that there must be a strong alignment between the leaders and the individual, dyad, and team on the organizational vision, mission, and goals.

The organizations provide in-house coaching services will have more motivated, engaging, and happy employees (Cable, 2020). Most of the coachees can get support to be effective learners and collaborators, integrative thinkers with solution-focused, strive for excellence based on the constructive feedback from the team coaches, align better with team and organizational goals, and stronger adaptability (see Diagram 2). However, the degree of impact may vary based on the age, gender, nationality, personality, motivation, trust between the coach and the coachee (Terblanche & Heyns, 2020), length and duration of coaching sessions, and the size of the organization (LePine, 2003). We should be mindful that coaching is only one of the many elements in enhancing the organizational performance (Schrage et al., 2019). There is good evidence that effective coaching can lead to better organizational performance (Boysen-Rotelli, 2018). Nevertheless, it may not guarantee the long-term organizational success due to the highly competitive nature of the IT industry.

Based on the research findings and statistical analysis results, it indicates that there is sufficient evidence to support Hypothesis #2 only (i.e., Transformational leadership is positively related to team coaching). For Hypothesis #1 and #3, both are rejected due to the statistical insignificant results. The pilot study findings are subjected to further verification and validation based on larger sample size (i.e., $n > 119$) as per the guideline from Bartlett, Kotrlik and Higgins (2001).

In summary, the analysis has concluded that Hypotheses 1 and 3 are rejected based on the results in Table 6. For Hypothesis 2, the result is positive and thus accepted. In retrospect, the study of the research topic “Impacts of Transformational Leadership on Organizational Performance via Coaching in a global technology firm” has provided new insights into the four research questions raised in Section 1.2.

6. Conclusion

Theoretical and Practical Contribution

Theoretically, this research is a pioneer study of the impacts of transformational leadership on organizational performance via team coaching in Oracle. It has provided new insights on the relationship between transformational leadership and organizational performance with team coaching as a mediator. There are limited studies that have been conducted about leader-as-coach and its impacts to individual, team, and organization holistically. As most of the existing studies have been focused on the individual and team level rather than the organizational level, this research adds new knowledge to our understanding of the relationship between team coaching and organizational performance in a complex organization since there is scant study on “team coaching” and its impacts at the organizational level (Chan, 2021e).

For the practical contributions, this empirical study has enriched our understanding of the impact of transformational leaders as team coaches on organizational performance in IT industry. Since coaching is still a young profession, the availability of in-depth research papers on team coaching in IT industry is still limited. This study has deepened our practical knowledge of “how and why” the transformational leaders can be more effective in leading team and organizations if they practice team coaching skillfully. Most importantly, the transformational leaders first need to take good care of their mental, spiritual, emotional, and physical health as it is a challenging task to lead effectively due to the leader role complexity (Ericsson & Pool, 2017; Mook, 2021). This paper has attempted to get an integral view and confirm the positive impacts of transformational leaders as team coaches on both organizational performance and wellbeing of the followers (Green, Aaron & Leach, 2021; Green & Palmer, 2018).

In summary, the exceptional transformational leader by serving as a coach needs to embrace a cross-cultural, diversity and inclusion, and human-centric passion and love (Seligman, 2006). It is encouraging to see the leadership models are evolving so that the leaders can choose with wisdom a better way in leading their followers.

7. Limitations and Future Research

The key limitations of this pilot study are the tight timeline and limited access to top management team. Without these limitations, we can enlarge the sample size so that we can draw more insightful conclusions. The findings may not be applicable to other organizations and industries as Oracle is just a context that the researcher has chosen to conduct the research. The researcher is aware that there may be generalizability and transferability implications (Brennan, 2005).

For future research, the mixed methods is a better approach as we can first conduct a qualitative study to explore transformational leadership and coaching the interviewees’ worldview. Then the researchers can follow up with a questionnaire to examine their relationships. This triangulation approach can enhance the creditability and trustworthiness of the findings (Mertens, 2007). In addition, we can study to the participants from other industries, government, NGO, and education institutions. Also, we may study the best team coaching practices in advancing our understanding of transformational leaders as team coaches as a management practice (Waldman, Sully de Luque & Wang, 2012). Finally, the researchers are encouraged to explore this topic with a cross-cultural perspective.

Appendix A. Questionnaire

Research Topic

Impacts of Transformational Leadership on Organizational Performance via Coaching in Oracle

Purpose of Survey

To learn more about the leadership styles and their impact on organizational performance via coaching in Oracle across Asia Pacific.

Benefits

Your inputs will help us better understand the leadership styles and their impacts on organizational performance via coaching in Asia Pacific.

Confidentiality

All information provided is anonymous, confidential, voluntary, and used for academic purpose only.

Researcher Contact Information

Gordon Yiu, DBA candidate, gordon.yiu@oracle.com and/or telephone no. 852-5699-6981

Thanks.

Section 1. Participant Profile

1) What is your gender?

- a) Male
- b) Female

2) What is your age?

- a) Below 20
- b) 20-29
- c) 30-39
- d) 40-49
- e) 50-59
- f) Above 60

3) Education level?

- a) High school
- b) Bachelor degree
- c) Master degree
- d) Doctoral or PhD degree
- e) Other, please specify: _____

4) Please describe your current position within the company.

- a) Executive management
- b) Senior management
- c) Middle management
- d) Department supervisor
- e) Frontline staff
- f) Other, please specify: _____

5) What is your function?

- a) Research and Development
- b) Product Management
- c) Marketing
- d) Presales
- e) Sales/ Business Development/ Insides Sales
- f) Sales Operations

- g) Alliances and Channels
- h) Legal
- i) Finance/ Accounting/ Credits and Collections
- j) Deal Management/ Booking Team
- k) Supporting Services
- l) Consulting
- m) Tier 1 approver
- n) Human Resources
- o) Other, please specify: _____

6) Years of service

- a) Less than 1 year
- b) More than 1 year, but less than 3 years
- c) More than 3 years, but less than 5 years
- d) More than 5 years, but less than 10 years
- e) 10 years and above

Section 2. Multifactor Leadership Questionnaire (MLQ) Rater Form (5x-Short) (Bass & Avolio, 2000)

(Source: <https://www.mindgarden.com/16-multifactor-leadership-questionnaire>)

Using a 5-point behavioral scale (Not at all = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, Frequently, if not always = 4)

The Leader I am rating

1. Re-examines critical assumptions to question whether they are appropriate..... 0 1 2 3 4
2. Talks about their most important values and beliefs..... 0 1 2 3 4
3. Seeks differing perspectives when solving problems..... 0 1 2 3 4
4. Talks optimistically about the future..... 0 1 2 3 4
5. Instills pride in me for being associated with him/her..... 0 1 2 3 4
6. Talks enthusiastically about what needs to be accomplished..... 0 1 2 3 4
7. Specifies the importance of having a strong sense of purpose..... 0 1 2 3 4
8. Spends time teaching and coaching..... 0 1 2 3 4
9. Goes beyond self-interest for the good of the group..... 0 1 2 3 4
10. Treats me as an individual rather than just as a member of a group..... 0 1 2 3 4

11. Acts in a way that builds my respect..... 0 1 2 3 4
12. Considers the moral and ethical consequences of decisions..... 0 1 2 3 4
13. Displays a sense of power and confidence..... 0 1 2 3 4
14. Articulating a compelling vision of the future..... 0 1 2 3 4
15. Considering me as having different needs, abilities, and aspirations from others..... 0 1 2 3 4
16. Gets me to look at problems from many different angles..... 0 1 2 3 4
17. Helps me to develop my strengths..... 0 1 2 3 4
18. Suggests new ways of looking at how to complete assignments..... 0 1 2 3 4
19. Emphasizes the importance of having a collective sense of mission..... 0 1 2 3 4
20. Expresses confidence that goals will be achieved..... 0 1 2 3 4

Section 3. Questions on Coaching

Items for employee perceptions of Leader/Manager Coaching Behavior Measure (adapted from Ellinger, Ellinger & Keller, 2003)

Using a 5-point Likert scale (Almost never = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, Almost always = 4)

1. My leader uses analogies, scenarios, and examples to help me learn..... 0 1 2 3 4
2. My leader encourages me to broaden my perspectives by helping me to see the big picture..... 0 1 2 3 4
3. My leader provides me with constructive feedback.....0 1 2 3 4
4. My leader solicits feedback from me to ensure that his/her interactions are helpful to me.....0 1 2 3 4
5. My leader provides me with resources so I can perform my job more effectively.....0 1 2 3 4
6. To help me think through issues, my leader asks questions, rather than provide solutions.....0 1 2 3 4
7. My leader sets expectations with me and communicates the importance of those expectations to the broader goals of the organization.....0 1 2 3 4
8. To help me see different perspectives, my leader role-plays with me..... 0 1 2 3 4

Section 4. Questions on Organizational Performance

(Adapted from Morales, Montes & Jover, 2008). Using a 5-point Likert scale in an order of 0 for much worse than the competitors, 1 for worse than the competitors, 2 for no difference, 3 for better than the competitors, 4 for much better than the competitors.

Answer the following questions, taking into account your firm's situation in the last three years. In relation to your main competitors, what is your firm's performance in the following areas?

1. The firm's performance measured by return on assets..... 0 1 2 3 4
2. The firm's performance measured by return on equity..... 0 1 2 3 4
3. The firm's performance measured by return on sales..... 0 1 2 3 4
4. The firm's market share in its main products and markets 0 1 2 3 4

Glossary* (Bragg, 2005, 2007)

Return on assets: $\text{Total Sales} / \text{Total Assets}$

Return on equity: $\text{Net Income} / \text{Total Equity}$

Return on sales: $\text{Operating Profit} / \text{Total Sales}$

*These definitions have been provided to the participants on the Questionnaire.

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