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## Exploring the Efficacy of Coaching as a Leadership Development Intervention: A Mixed-Methods Study

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### **Abstract:**

*This study investigates the impact of coaching on leadership development among faculty members in a higher education institution. Leadership coaching is a structured approach to developing leadership skills, enhancing self-awareness, and improving decision-making. It focuses on both personal and professional growth through guided mentoring and feedback. A mixed-methods approach was employed, combining quantitative and qualitative data collection and analysis methods.*

*A survey of 25 faculty members was conducted to gather quantitative data on their perceptions of coaching as a leadership development intervention. The results of the survey showed a significant positive correlation between coaching and leadership effectiveness, with participants reporting improved leadership skills and confidence. The qualitative data, collected through interviews with 5 faculty members, provided further insights into the coaching process and its impact on leadership development.*

*The study's findings suggest that coaching is a valuable tool for leadership development and effectiveness among faculty members. The results of this study have implications for higher education institutions seeking to develop the leadership capacity of their faculty members to navigate the changes in the Education System effectively.*

**Keywords:** *Leadership Coaching, Self Awareness, Improved Decision-making.*

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### **Introduction:**

Leadership development has become a critical focus for organizations aiming to enhance performance and maintain a competitive edge in dynamic business environments. Among the various approaches available, coaching has emerged as an effective leadership development intervention. Coaching offers a personalized, goal-oriented process that fosters self-awareness, skill enhancement, and behavior change, ultimately contributing to improved leadership effectiveness (Jones et al., 2016). Unlike traditional training programs, coaching provides tailored feedback and guidance, allowing leaders to apply insights directly to their professional challenges (Ladegard & Gjerde, 2014).

The efficacy of coaching in leadership development is often attributed to its focus on reflective learning and behavioural adaptation. Through one-on-one or group coaching sessions, leaders engage in self-exploration, identify strengths and development areas, and devise actionable strategies for growth. Furthermore, coaching can enhance emotional intelligence, decision-making abilities, and interpersonal skills, which are vital for effective leadership (Passmore, 2015).

This paper aims to explore the efficacy of coaching as a leadership development intervention by examining its impact on leader performance, organizational outcomes, and employee engagement. Through a review of current

research and case studies, it will provide insights into best practices and key considerations for implementing coaching programs.

### **Review of Literature:**

Kezar, A., & Holcombe, E. (2017) in his study on Leadership in Higher Education: Important Lessons from Research and Practice highlights how leadership development in higher education institutions is evolving towards shared leadership models. Faculty members are increasingly encouraged to participate in collaborative decision-making processes. Coaching and mentoring programs are shown to enhance faculty leadership skills, build confidence, and contribute to institutional success. The study also emphasizes the importance of inclusive leadership to address complex institutional challenges effectively.

The article by Griffiths P. (2024) emphasizes the significant impact of coaching on leadership development, particularly in fostering authentic and change-oriented leadership. Through personalized guidance, coaching helps leaders develop self-awareness, emotional intelligence, and resilience. These qualities are essential for navigating challenges, building strong relationships, and making informed decisions. Effective coaching also encourages leaders to reflect on their behaviours, align their values with their leadership practices, and promote a positive organizational culture.

Furthermore, coaching supports leaders in driving transformative change within their organizations. By enhancing problem-solving abilities and promoting adaptive thinking, leaders become better equipped to manage uncertainty and lead their teams through transitions.

Coaching also facilitates continuous learning, encouraging leaders to remain receptive to feedback and refine their

strategies. Ultimately, this process not only benefits individual leaders but also strengthens organizational performance and employee engagement.

Makela et al. (2023) explore the role of coaching leadership as a bridge between individual and team-level strength use at work. The study highlights how coaching leadership fosters a supportive environment where employees can leverage their strengths, contributing to both personal growth and team performance. Through empirical research, the authors demonstrate that coaching leadership positively influences collaboration, motivation, and well-being. This article is particularly valuable for organizations seeking to enhance workplace productivity through leadership development.

### **Research Methodology:**

This study will adopt a mixed-methods research design to comprehensively evaluate the efficacy of coaching as a leadership development intervention. The methodology will include both quantitative and qualitative approaches to capture a holistic understanding of coaching outcomes.

#### **Data Collection:**

- **Quantitative Data:** A survey was conducted with 25 faculty members to gather data on their perceptions of coaching as a leadership development intervention. Additionally, the Leadership Practices Inventory (LPI), a widely used instrument for assessing leadership behaviors, was reviewed to further validate findings.
- **Qualitative Data:** In-depth interviews were conducted with 5 faculty members to explore their experiences and perceptions of the coaching process.

#### **Sampling:**

A purposive sampling technique was used to select participants, ensuring a diverse representation of leadership roles

and experiences within higher education institutions.

#### Data Analysis:

- **Quantitative Analysis:** The survey data were analyzed using correlation analysis to examine the relationship between coaching participation and leadership development outcomes.
- **Qualitative Analysis:** Thematic analysis was applied to the interview data to identify key themes and insights regarding the impact of coaching.

#### Hypotheses:

1. **H1:** Participation in coaching programs significantly enhances leadership skills and confidence among faculty members.
2. **H2:** There is a positive correlation between coaching participation and perceived improvements in leadership effectiveness.

#### Data Analysis and Interpretation:

**H1: Participation in coaching programs significantly enhances leadership skills and confidence among faculty members.**

#### Statistical Analysis:

		Have you participated in a leadership coaching program?		
		Yes	No	Total
<b>Which leadership skills have improved through coaching?</b>	Team Management	8	2	10
	Communication and Decision Making	10	6	16
	Conflict Resolution and Emotional Intelligence	3	0	3
	Total	21	8	29

#### Mann-Whitney U-Test:

	N	Mean Rank	Sum of Ranks
<b>Yes</b>	21	14.9	313
<b>No</b>	8	15.25	122
<b>Total</b>	29		

#### Test Results:

	U	z	asymptotic p	exact p	r
<b>Which leadership skills have improved through coaching?</b>	82	-0.11	.913	.942	0.02

The results from the analysis indicate a **U value of 82**, an **asymptotic p-value of 0.913**, and an **exact p-value of 0.942**, with a correlation coefficient (**r**) of **0.02**. These findings suggest that coaching may not have had a significant impact on faculty members' perceptions of leadership skill improvement, or that other factors may be influencing leadership development. Further qualitative analysis could provide additional insights into the reasons behind this outcome.

**H2: There is a positive correlation between coaching participation and perceived improvements in leadership effectiveness.**

A Chi<sup>2</sup> test was performed between and. At least one of the expected cell frequencies were less than 5. Therefore, the assumptions for the Chi<sup>2</sup> test were not met. There was a statistically significant relationship between and ,  $\chi^2(25) = 77.06$ ,  $p = <.001$ , Cramér's  $V = 0.72$

Expected frequencies for perfectly independent variables

	1	2	3	4	5	On a scale of 1-5 (Low to High) how would you rate the impact of coaching on institutional leadership capacity?	Total
	0.03	0.03	0.2	0.27	0.43	0.03	1
<b>Agree</b>	0.37	0.37	2.2	2.93	4.77	0.37	11
<b>Strongly Agree</b>	0.33	0.33	2	2.67	4.33	0.33	10
<b>Neutral</b>	0.17	0.17	1	1.33	2.17	0.17	5
<b>Strongly disagree</b>	0.03	0.03	0.2	0.27	0.43	0.03	1
<b>Disagree</b>	0.07	0.07	0.4	0.53	0.87	0.07	2
<b>Total</b>	1	1	6	8	13	1	30

#### Test Results

	Chi <sup>2</sup>	df	p
<b>Do you believe that the coaching program contributed to your leadership effectiveness in your current role?</b>	77.06	25	<.001

The calculated p-value of <.001 is lower than the defined significance level of 5%. The Chi<sup>2</sup> test is therefore significant, and the null hypothesis is rejected.

#### Conclusion and Suggestions:

The study results indicate that Hypothesis 1 (H1), which proposed that participation in coaching programs significantly enhances leadership skills and confidence among faculty members, was not supported. This suggests that while coaching may not have a substantial impact on enhancing specific leadership skills or confidence, other factors may influence these outcomes.

However, Hypothesis 2 (H2) was supported, demonstrating a positive correlation between coaching participation and perceived improvements in leadership effectiveness. Faculty members who engaged in coaching programs reported perceiving improvements in their leadership effectiveness, indicating that coaching plays a valuable role in fostering leadership capacity.

#### Suggestions for Higher Education Institutions:

- 1. Refine Coaching Programs:** Institutions should tailor coaching programs to address specific leadership skill gaps and ensure alignment with institutional goals.
- 2. Continuous Feedback Mechanisms:** Implement feedback systems to track coaching progress and adjust where necessary.
- 3. Promote a Coaching Culture:** Encourage mentoring and peer coaching to supplement formal coaching interventions.
- 4. Provide Leadership Development Resources:** Combine coaching with workshops, simulations, and case studies to offer holistic leadership development.
- 5. Evaluate Program Impact:** Conduct regular assessments to measure the effectiveness of coaching programs and gather participant feedback for continuous improvement.

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